



Camino Nuevo Charter Academy

CNCA Regular Board Meeting

Published on August 12, 2022 at 2:58 PM PDT

Date and Time

Tuesday August 16, 2022 at 4:00 PM PDT

Location

Topic: CNCA Regular Board Meeting 08/16/22

Time: Aug 16, 2022 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

<https://caminonuevo-org.zoom.us/j/97847657624?pwd=d2hrNTFLOFRFOW53TIBYckhpNEUwZz09>

Meeting ID: 978 4765 7624

Passcode: 2kKqnt

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In accordance with Mayor Garcetti's "Safer at Home" City Order ([Link](#)) and Governor Newsome's State Executive Order ([Link](#)) CNCA will be holding Board Meetings via ZOOM video conference and telephone. No physical CNCA school locations will be open to the public.

This meeting is open to the public through the telephone 1 (669) 900-9128 (US Toll) and [ZOOM](#) video conference. To ensure meeting safety, there will be an online ZOOM waiting room set up for participants 10 minutes prior to the meeting. Attendees will be welcomed in prior to the start of the meeting at 4:00 pm. The waiting room will be checked regularly so that anyone joining the meeting late can still join.

[ZOOM Link](#)

Members of the public who wish to address the Board regarding items on this agenda or who need special accommodations should contact Ruby Rodriguez in the Chief Executive Officer's office at 213-417-3400 ext. 1401 or ruby.rodriguez@pueblonuevo.org Brown Act regulations restrict the board from discussing and taking action on any subject presented that is not on the agenda. Speakers are limited to no more than 2 minutes each and it is up to the Board President's discretion to lower or increase that time. Speakers may also sign up in person the day of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
A. Record Attendance		Cindy Smet	1 m
B. Call the Meeting to Order		David Gidlow	1 m
II. Board Chair Remarks			4:02 PM
A. Board Chair Remarks	Discuss	David Gidlow	2 m
III. Approve Minutes			4:04 PM
A. 06-08-2022 CNCA Regular Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
B. 07-12-2022 CNCA Special Board Meeting Minutes	Approve Minutes	David Gidlow	1 m
IV. Public Comment			4:06 PM
A. 2-Minute Limit per Speaker			5 m
V. Consent Agenda			4:11 PM
A. CNCA Employee Handbook Updates	Vote	Margaret Domingo	3 m
B. 2022 Spring Consolidated Applications for CNCA, CNCA#2, CNCA#3, CNCA#4, and CNHS#2.	Vote	Sonia Oliva	
C. Student and Family Handbooks	Vote	Jessica Cuellar	
VI. Continuing Remote BOD Meetings			4:14 PM

	Purpose	Presenter	Time
A. Continuing Remote BOD Meetings	Vote	David Gidlow	1 m

California's Ralph M. Brown Act has been amended to allow fully virtual board meetings during a state of emergency after the Governor signed Assembly Bill 361 into law on September 16, 2021 with some provisions. Since the guidance from local authorities regarding the safety precautions for COVID-19 is dynamic, the CNCA board must evaluate the need to meet virtually on a regular basis. At each meeting, the CNCA board will:

1. Reconsider the circumstances of the state of emergency and
2. Determine if the state of emergency continues to directly impact the ability of the member to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.

VII. Correction Of Board Meeting Dates 4:15 PM

A. Correction of Board Meeting Dates	Vote	David Gidlow	1 m
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VIII. Declaration of Need 4:16 PM

The Board already approved this item in the June 2022 and July 2022 meetings, but the CTC did not accept those votes as one was on the consent calendar and one was in a special board meeting.

A. Declaration of Need	Vote	Margarita Domingo	1 m
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The Declaration of Need (DON) is a document required by an employing local education agency as a prerequisite to the issuance of any emergency permit and/or limited assignment permit for that agency. The DON is established by California Code of Regulations §80026. All employing local education agencies, including charter schools, must comply with the regulation to be eligible to apply for any emergency and/or limited assignment permit restricted to their organization. The DON CL-500 form requires annual Board approval and must be on file with the California Commission on Teacher Credentialing at the start of each fiscal year.

IX. Financials 4:17 PM

A. FY 21-22 Budget Update	Discuss	Sonia Oliva	5 m
B. FY 22-23 Budget Update	Discuss	Sonia Oliva	5 m

X. Chief Academic Officer Update 4:27 PM

A. CAO Updates	Discuss	Rachel Hazlehurst	10 m
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CNCA will provide updates on special education, preliminary 2021-2022 CAASPP data, and our 2022-2023 organizational priorities, along with the Annual Performance-Based Oversight Visit Report based on CSD's remote visit for the 2021-2022 school year.

XI. Independent Study Policy 4:37 PM

	Purpose	Presenter	Time
A. Independent Study Policy	Vote	Jessica Cuellar	2 m
XII. Enrollment Updates			4:39 PM
A. Enrollment updates	Discuss	Crystal Day	10 m
XIII. Staff Retention Updates			4:49 PM
A. Staff Retention Updates	Discuss	Rachel Hazlehurst	10 m
XIV. Closing Items			4:59 PM
A. Adjourn Meeting	Vote	David Gidlow	1 m

Coversheet

06-08-2022 CNCA Regular Board Meeting Minutes

Section: III. Approve Minutes
Item: A. 06-08-2022 CNCA Regular Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Regular Board Meeting on June 8, 2022

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Regular Board Meeting

Date and Time

Wednesday June 8, 2022 at 4:00 PM

Location

Topic: CNCA Regular Board Meeting 06/08/2022

Time: Jun 8, 2022 04:00 PM Pacific Time (US and Canada)

Join Zoom Meeting

[https://caminonuevo-org.zoom.us/j/98611315988?](https://caminonuevo-org.zoom.us/j/98611315988?pwd=VzBWOEZ4TWJURk5iRWhyUEN0S0hjdz09)

[pwd=VzBWOEZ4TWJURk5iRWhyUEN0S0hjdz09](https://caminonuevo-org.zoom.us/j/98611315988?pwd=VzBWOEZ4TWJURk5iRWhyUEN0S0hjdz09)

Meeting ID: 986 1131 5988

Passcode: u12gZm

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Meeting ID: 986 1131 5988

Passcode: 570477

Find your local number: <https://caminonuevo-org.zoom.us/j/98611315988?pwd=VzBWOEZ4TWJURk5iRWhyUEN0S0hjdz09>

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Directors Present

A. Jimenez Villareal (remote), C. Smet (remote), D. Gidlow (remote), G. Flores (remote), J. Ortega (remote), T. Powers (remote)

Directors Absent

C. Garcia Alvarado, E. Lopez, L. Jennings

Directors who arrived after the meeting opened

A. Jimenez Villareal

Guests Present

Emilio Pack (remote), J. Cohn (remote), R. Rodriguez (remote)

I. Opening Items

A. Record Attendance

A. Jimenez Villareal arrived at 4:04 PM.

B. Call the Meeting to Order

C. Smet called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Wednesday Jun 8, 2022 at 4:03 PM.

C. Amend Meeting Agenda

C. Smet made a motion to amend the meeting agenda as follows: 1) Make Item IV-A a separate voting item, due to the value of the Think Together contracts for the summer learning program and after school programming; 2) Advance item XIV, Enrollment Update, for review before review of April financials and approval of the FY 22-23 budget; 3) Change item XIII, EPA Spending Plan, from a discussion item to a voting item.

D. Gidlow seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

E. Lopez	Absent
G. Flores	Aye
T. Powers	Aye
A. Jimenez Villareal	Aye
C. Garcia Alvarado	Absent
L. Jennings	Absent
D. Gidlow	Aye

Roll Call

C. Smet	Aye
J. Ortega	Aye

II. Approve Minutes

A. 05-10-2022 CNCA Regular Board Meeting Minutes

G. Flores made a motion to approve the minutes from CNCA Regular Board Meeting on 05-10-22.

J. Ortega seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Jennings	Absent
E. Lopez	Absent
C. Garcia Alvarado	Absent
T. Powers	Aye
C. Smet	Aye
J. Ortega	Aye
A. Jimenez Villareal	Aye
D. Gidlow	Abstain
G. Flores	Aye

III. Public Comment

A. 2-Minute Limit per Speaker

The following educator and BOD members addressed the meeting:

Laura Farrel of the Dalzell-Lance campus, and President of the Camino Nuevo Teachers Association.

Cindy Smet, Chairperson of the BOD.

David Gidlow, Secretary of the BOD.

IV. Consent Agenda

A. Think Together - Contracts For Summer Learning Services, & Service Agreement for After School Programing for CNCA #1 and CNCA #4 for the term July 1, 2022 - June 30, 2025

D. Gidlow made a motion to approve the Think Together contracts for summer learning services and after school programming at CNCA #1 and CNCA #4.

J. Ortega seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Absent
E. Lopez	Absent
L. Jennings	Absent
G. Flores	Aye
D. Gidlow	Aye
T. Powers	Aye
J. Ortega	Aye
A. Jimenez Villareal	Aye
C. Smet	Aye

B.

Declaration of Need

J. Ortega made a motion to approve the balance of the items outlined in the Consent Agenda.

A. Jimenez Villareal seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Ortega	Aye
G. Flores	Aye
L. Jennings	Absent
E. Lopez	Absent
A. Jimenez Villareal	Aye
C. Garcia Alvarado	Absent
C. Smet	Aye
T. Powers	Aye
D. Gidlow	Aye

C. Pricing Amendment to Current Janitorial Agreement

D. Title I School-Level Parental Involvement Policy

E. SY 22-23 CNCA Regular Board Meeting Schedule

V. Continuing Remote BOD Meetings

A. Continuing Remote BOD Meetings

G. Flores made a motion to continue the option of holding BOD meetings remotely.

C. Smet seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
E. Lopez	Absent
A. Jimenez Villareal	Aye
L. Jennings	Absent
T. Powers	Aye
J. Ortega	Aye
C. Smet	Aye
G. Flores	Aye
C. Garcia Alvarado	Absent

VI. 7th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group

A. 7th Amended Limited Services Agreement with Pueblo Nuevo Education and Development Group

G. Flores made a motion to approve the 7th amended Limited Services Agreement with Pueblo Nuevo Education and Development Group.

A. Jimenez Villareal seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
A. Jimenez Villareal	Aye
L. Jennings	Absent
T. Powers	Abstain
C. Smet	Abstain
C. Garcia Alvarado	Absent
G. Flores	Aye
J. Ortega	Aye
E. Lopez	Absent

VII. Meal Provider RFP

A. Meal Provider RFP

G. Flores made a motion to approve CNCA entering into a contract with Revolution Foods to provide meal services for FY 22-23, not to exceed the dollar amount stipulated in the proposal.

D. Gidlow seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Absent
L. Jennings	Absent
G. Flores	Aye
J. Ortega	Aye
A. Jimenez Villareal	Aye
T. Powers	Aye
C. Smet	Aye
D. Gidlow	Aye
E. Lopez	Absent

VIII. Wellness Policy

A. Wellness Policy

C. Smet made a motion to approve the updated CNCA Wellness Policy.

A. Jimenez Villareal seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

A. Jimenez Villareal	Aye
T. Powers	Aye
C. Smet	Aye
C. Garcia Alvarado	Absent
E. Lopez	Absent
D. Gidlow	Aye
L. Jennings	Absent
G. Flores	Aye
J. Ortega	Aye

IX. LCAP Approval

A. LCAP Approval

C. Smet made a motion to approve the LCAP plans for FY 22-23.

T. Powers seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Absent
E. Lopez	Absent
C. Smet	Aye
J. Ortega	Aye
A. Jimenez Villareal	Aye
G. Flores	Aye
D. Gidlow	Aye
T. Powers	Aye
L. Jennings	Absent

X. Enrollment Updates

A. Enrollment updates

Crystal Day, Enrollment Manager, gave an update on enrollment projections for FY 22-23.

XI. April Financials

A. Financial Reports

Sonia Oliva of ExEd presented an update on the April financial reports.

XII. FY 22-23 Budget Approval

A. FY 22-23 Budget Approval

G. Flores made a motion to approve the proposed budget for FY 22-23.
C. Smet seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

T. Powers	Aye
G. Flores	Aye
E. Lopez	Absent
D. Gidlow	Aye
A. Jimenez Villareal	Aye
C. Smet	Aye
L. Jennings	Absent
C. Garcia Alvarado	Absent
J. Ortega	Aye

XIII. EPA Spending Plan

A. EPA Spending Plan

C. Smet made a motion to approve the EPA spending plan.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
L. Jennings	Absent
J. Ortega	Aye
A. Jimenez Villareal	Aye

Roll Call

C. Smet	Aye
E. Lopez	Absent
C. Garcia Alvarado	Absent
G. Flores	Aye

XIV. Board Member Renewals & Elections

A. Board Member Renewals

T. Powers made a motion to renew the terms of the following BOD members for 3 years, beginning July 1, 2022: Cindy Smet, Gil Flores, Elena Lopez, Jazmin Ortega & Areli Villareal.

D. Gidlow seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Powers	Aye
L. Jennings	Absent
C. Garcia Alvarado	Absent
G. Flores	Aye
D. Gidlow	Aye
E. Lopez	Absent
A. Jimenez Villareal	Aye
C. Smet	Aye
J. Ortega	Aye

B. Board Member Officer Elections

T. Powers made a motion to approve the following officers of the BOD for a 1 year term, beginning July 1, 2022: David Gidlow, Chairperson/President; Gil Flores, Treasurer; Elena Lopez, Secretary.

C. Smet seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Absent
E. Lopez	Absent
C. Smet	Aye
D. Gidlow	Aye
L. Jennings	Absent
G. Flores	Aye
A. Jimenez Villareal	Aye
J. Ortega	Aye
T. Powers	Aye

XV. HVAC PM Services Agreement

A. HVAC PM Services Agreement

C. Smet made a motion to approve the HVAC PM Services Agreement with Emcor.

G. Flores seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

E. Lopez	Absent
L. Jennings	Absent

Roll Call

G. Flores	Aye
T. Powers	Aye
A. Jimenez Villareal	Aye
C. Smet	Aye
J. Ortega	Aye
C. Garcia Alvarado	Absent
D. Gidlow	Aye

XVI. Lease for 661 S. Burlington "ECE"

A. Lease for 661 S. Burlington "ECE"

G. Flores made a motion to approve the lease for 661 S. Burlington ECE.
J. Ortega seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
G. Flores	Aye
A. Jimenez Villareal	Aye
C. Garcia Alvarado	Absent
C. Smet	Abstain
L. Jennings	Absent
E. Lopez	Absent
T. Powers	Abstain
J. Ortega	Aye

XVII. First Amendment for Dalzell Lease at HSO

A. First Amendment for Dalzell Lease at HSO

D. Gidlow made a motion to approve the first amendment lease at HSO for Dalzell-Lance.
A. Jimenez Villareal seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

D. Gidlow	Aye
L. Jennings	Absent
C. Garcia Alvarado	Absent
C. Smet	Abstain
J. Ortega	Aye
G. Flores	Aye
T. Powers	Abstain
E. Lopez	Absent
A. Jimenez Villareal	Aye

XVIII. Fourth Amendment to Lease EIS

A. Fourth Amendment to Lease EIS

G. Flores made a motion to approve the fourth amendment lease to Eisner.
A. Jimenez Villareal seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Smet	Abstain
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Roll Call

J. Ortega	Aye
T. Powers	Aye
E. Lopez	Absent
C. Garcia Alvarado	Absent
D. Gidlow	Aye
A. Jimenez Villareal	Aye
G. Flores	Aye
L. Jennings	Absent

XIX. Universal PreK Plan

A. Universal PreK Plan

C. Smet made a motion to approve the Universal PreK Plan.
J. Ortega seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

E. Lopez	Absent
J. Ortega	Aye
A. Jimenez Villareal	Aye
T. Powers	Aye
L. Jennings	Absent
D. Gidlow	Aye
C. Smet	Aye
G. Flores	Aye
C. Garcia Alvarado	Absent

XX. Resolution for Repayment from Miramar to PNEDG

A. Resolution for Repayment from Miramar to PNEDG

G. Flores made a motion to approve the resolution for repayment from Miramar to PNEDG.
A. Jimenez Villareal seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

J. Ortega	Aye
D. Gidlow	Aye
L. Jennings	Absent
T. Powers	Aye
A. Jimenez Villareal	Aye
C. Garcia Alvarado	Absent
G. Flores	Aye
C. Smet	Aye
E. Lopez	Absent

XXI. Legislative Updates

A. Legislative updates

Emilio Pack presented updates on proposed legislation and the LAUSD School Board primary election.

XXII. Closed Session

A.

Closed Session: Anticipated Litigation - (G.C. 54956.9(d)(2))

The BOD moved into closed session at 5:35PM.

The BOD returned to open session at 6:09PM.

No action was taken.

XXIII. Closing Items

A. Adjourn Meeting

C. Smet made a motion to adjourn the meeting.

J. Ortega seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

J. Ortega	Aye
C. Smet	Aye
T. Powers	Aye
L. Jennings	Absent
E. Lopez	Absent
A. Jimenez Villareal	Aye
D. Gidlow	Aye
C. Garcia Alvarado	Absent
G. Flores	Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:12 PM.

Respectfully Submitted,

D. Gidlow

Coversheet

07-12-2022 CNCA Special Board Meeting Minutes

Section: III. Approve Minutes
Item: B. 07-12-2022 CNCA Special Board Meeting Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for CNCA Special Board Meeting on July 12, 2022

APPROVED



Camino Nuevo Charter Academy

Minutes

CNCA Special Board Meeting

Date and Time

Tuesday July 12, 2022 at 4:30 PM

Location

Topic: CNCA Special Board Meeting 07.12.22

Time: Jul 12, 2022 04:30 PM Pacific Time (US and Canada)

Join Zoom Meeting

[https://caminonuevo-org.zoom.us/j/91406136983?](https://caminonuevo-org.zoom.us/j/91406136983?pwd=cVkwQTUwRnNvMGRNSUI4cHhkaENOZz09)

[pwd=cVkwQTUwRnNvMGRNSUI4cHhkaENOZz09](https://caminonuevo-org.zoom.us/j/91406136983?pwd=cVkwQTUwRnNvMGRNSUI4cHhkaENOZz09)

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+1 646 931 3860 US

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Passcode: 075270

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Directors Present

C. Garcia Alvarado, C. Smet, D. Gidlow, E. Lopez, G. Flores, T. Powers

Directors Absent

A. Jimenez Villareal, J. Ortega, L. Jennings

Guests Present

Emilio Pack (remote), J. Cohn (remote), Jamica Brazell (remote), Margarita Domingo (remote), R. Rodriguez (remote), Yessica Romero (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

D. Gidlow called a meeting of the board of directors of Camino Nuevo Charter Academy to order on Tuesday Jul 12, 2022 at 4:32 PM.

II. Public Comment

A. 2-Minute Limit per Speaker

There was no public comment.

III. Continuing Remote BOD Meetings

A. Continuing Remote BOD Meetings

C. Smet made a motion to continue the option of holding BOD meetings remotely.
G. Flores seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Aye
J. Ortega	Absent
E. Lopez	Aye
T. Powers	Aye
L. Jennings	Absent

Roll Call

A. Jimenez Villareal	Absent
C. Smet	Aye
D. Gidlow	Aye
G. Flores	Aye

IV. Declaration of Need

A. Declaration Of Need

C. Smet made a motion to approve the Declaration of Need.
D. Gidlow seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Garcia Alvarado	Aye
D. Gidlow	Aye
E. Lopez	Aye
J. Ortega	Absent
L. Jennings	Absent
T. Powers	Aye
G. Flores	Aye
C. Smet	Aye
A. Jimenez Villareal	Absent

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 4:41 PM.

Respectfully Submitted,
E. Lopez

Coversheet

CNCA Employee Handbook Updates

Section: V. Consent Agenda
Item: A. CNCA Employee Handbook Updates
Purpose: Vote
Submitted by:
Related Material: 2022-2023 CNCA Handbook Edit Summary.docx.pdf
2022--2023 CNCA Employee Handbook - 7.1.22.pdf

202-2023 CNCA Handbook Edit Summary:

- Page 11- Background Checks
 - Language was added to inform staff members background checks now include verification through the U.S. Department of Justice National Sex Offender Public Website.
- Page 12- Full Time Employees/Part Time Employees
 - Language was updated to reflect 30-day introductory period
 - Language was added to clarify eligibility requirements for part time employees
- Page 25- Standards of Conduct
 - Language was added to align with attendance policy and time keeping procedures
- Page 45- Holidays
 - Indigenous Peoples' Day was added as a recognized holiday for observance.
- Page 50 – Sick Leave
 - Language was updated to clarify sick time donation policy and practice.



Camino
Nuevo
Charter
Academy

CAMINO NUEVO CHARTER ACADEMY

Employee Handbook



Excellence

We take responsibility for our students and staff achieving consistently outstanding results



Equity

We recognize and value the individuality and experiences of all students and respond to their unique academic, emotional, psychological, and social needs.



Community

We are rooted in our community's richness and in the cultural and environmental context where our students and families live



Innovation

We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our work



Joy

We build and maintain positive relationships that foster happiness and fulfillment among students staff and families.

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MESSAGE FROM THE CHIEF EXECUTIVE OFFICER

Dear Camino Nuevo Team Members,

Thank you for choosing to be a part of our team.

Working here means being part of a close-knit community of leaders, teachers, and support staff members who are striving to deliver a life-changing education for kids. It also means that you are committed to your own growth and that of your colleagues.

At Camino Nuevo Charter Academy, we aim to maintain an excellent standard of care and service for our students and families by creating an environment where every member supports and invests in each other.

Thank you for creating an environment that is safe and welcoming for everyone and for taking responsibility to ensure that our students succeed. I look forward to seeing you grow in your role and to the many meaningful ways that you will contribute to our mission and goals.

Welcome aboard!

Adriana Abich

Chief Executive Officer

Camino Nuevo Charter Academy

I. CNCA MISSION STATEMENT AND ANCHOR VALUES

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

Anchor Values:

- Excellence: We take responsibility for our students and staff achieving consistently outstanding results.
- Equity: We recognize and value the individuality and experience of all students and respond to their unique academic, emotional, psychological, and social needs.
- Community: We are rooted in our community's richness and in the cultural and environmental context where our students and families live.
- Innovation: We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our work.
- Joy: We build and maintain positive relationships that foster happiness and fulfillment among students, staff and families.

II. CNCA HISTORY

Camino Nuevo Charter Academy is an independent network of charter schools that were founded in August 2000 by Pueblo Nuevo Development, a nonprofit community development corporation in the MacArthur Park neighborhood, west of downtown Los Angeles. The MacArthur Park neighborhood is one of the poorest and most densely populated neighborhoods in Los Angeles. In 1992, Philip Lance, an Episcopal Minister, began working with residents of the community to find ways to address the severe economic and social problems in the area. Over the past 10 years, several organizations and businesses have grown out of this effort, including a thrift store, a worker-owned janitorial company, a non-profit community development corporation, a free health clinic, charter schools and a preschool. Together, these organizations are providing children with outstanding and enriched educational opportunities as well as revitalizing this urban neighborhood and making it a safe and healthy place to live.

Charter schools are public schools funded by the State of California. They are chartered by local school districts, designing their own instructional program and making their own decisions regarding all operating matters.

Over the last fourteen years, CNCA has expanded to include one pre-k, four k-8 campuses, and one high school campuses. To date, CNCA serves approximately 3,100 students in the Greater McArthur and Echo Park communities of Los Angeles.

III. DESCRIPTION OF HANDBOOK

Camino Nuevo Charter Academy has prepared this handbook to provide employees with an overview of the organization's policies, benefits, and procedures. It is intended to familiarize employees with important information about the organization, as well as information regarding their own rights and responsibilities. It is important that all employees regularly read, understand, and follow the provisions of the handbook as it may be amended from time to time by CNCA. This handbook summarizes the policies and practices in effect at the time of publication. This handbook supersedes all previously issued handbooks and any policy or benefit statements or memoranda that are inconsistent with the policies described here. Your principal or the Human Resources Department will be happy to answer any questions you may have.

Please note that written employment contracts between Camino Nuevo Charter Academy and some employees may supersede some provisions of this handbook. Any conflicting provisions of the CNCA/CNTA Collective Bargaining Agreement supersede these policies.

We expect each employee to read this handbook carefully, as it is a valuable reference for understanding your terms of employment with CNCA.

The Following Provisions Apply To All CNCA Employees Who Are Not Members Of The Certificated Bargaining Unit.

Except for the policy of at-will employment, which can only be changed by the CEO in writing, CNCA reserves the right to revise, modify, delete, or add to any and all policies, procedures, work rules, or benefits stated in this handbook or in any other document. All such revisions, deletions, or additions must be in writing and must be signed by the CEO of CNCA. No oral statements or representations can in any way alter the provisions of this handbook.

None of CNCA's personnel documents and benefit plans, including this employee handbook, constitutes, or is intended to constitute, an expressed or implied contract guaranteeing continued employment for any employee. No supervisor has any authority to enter into a contract of employment--expressed or implied--which changes or alters the at-will employment relationship. Only the CEO has the authority to enter into an employment agreement that alters the at-will employment relationship, which is binding only if it is in writing. All contracts will be reviewed on an annual basis by the Principal/Supervisor and the CEO.

All CNCA Employees

This employee handbook is the property of CNCA. All rights are reserved. No part of this employee handbook may be reproduced in any form or by any electronic or mechanical means, including information storage and retrieval systems, without permission in writing from the CEO.

Not all CNCA policies and procedures are set forth in this employee handbook. We have summarized only some of the more important ones. If you have any questions or concerns about the policies in this handbook or any other policy or procedure, please direct them to your Principal, or the Human Resources Department.

IV. FOREIGN LANGUAGES

Camino Nuevo Charter Academy wants all employees to understand and comply with the policies in this handbook. If you have a problem understanding the handbook because of an inability to read or understand English, please let your supervisor or the Human Resources Department know. We can provide you with assistance to understand the information included in this document. If you fail to request assistance, we will assume that you fully understand the handbook.

Camino Nuevo quiere que todos sus empleados entiendan y cumplan con las pólizas de este manual. Si usted tiene dificultad entendiendo este manual ya sea por su inhabilidad de leer o entender el idioma inglés, por favor infórmele a su supervisor o al Departamento de Recursos Humanos. Nosotros le podemos ayudar a entender la información en este documento. Si usted falla en pedir ayuda, nosotros asumiremos que usted entiende en su totalidad el contenido de este manual.

V. EMPLOYMENT RELATIONSHIP

A. EMPLOYMENT RELATIONSHIP

Camino Nuevo Charter Academy anticipates that every employee will find the employment relationship satisfying and rewarding in all respects. At the same time, it recognizes that relationships are not always mutually satisfactory. The employment relationship between CNCA and teachers in the bargaining unit is governed by the terms of individual teacher contracts and the CNCA/CNTA Collective Bargaining Agreement.

All CNCA Employees Who Are Not Members of the Certificated Bargaining Unit

The employment relationship is terminable at-will, at the option of any employee or the employer. Unless you are employed under a written employment contract, employment at CNCA can be terminated at any time, with or without cause or notice. Moreover, no one in the organization, other than the CEO, has the authority or legal ability to modify the at-will nature of the employment relationship. Employment of any set duration can only be made by a written employment agreement signed by the Principal, the CEO and you. Any individual employment contract will generally be made on a school year basis, with review and consideration for renewal at the end of that school year. Unless your employment is covered by a written employment agreement, this policy of at-will employment is the sole and entire agreement between you and CNCA, related to the duration of employment and the circumstances under which employment may be terminated.

With the exception of employment at-will, other terms and conditions of employment with CNCA may be modified at the sole discretion of CNCA with or without cause or notice at any time. No implied contract concerning any employment-related decision or term or condition of employment can be established by any other statement, conduct, policy, or practice. Examples of the type of terms and conditions of employment that are within the sole discretion of CNCA include, but are not limited to: promotion; demotion; hiring decisions; compensation; benefits; qualifications; discipline; layoff or recall; rules; hours and schedules; work assignments; job duties and responsibilities; or any other terms and conditions that CNCA may determine to be necessary for the safe, efficient, and economic operation of the school.

B. EQUAL EMPLOYMENT OPPORTUNITY EMPLOYER

Camino Nuevo Charter Academy is an equal employment opportunity employer and makes employment decisions on the basis of merit. CNCA policy prohibits unlawful discrimination or harassment based on a person's actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other characteristic contained in the definition of hate crimes in section 422.55 of the penal code, as well as any other category protected by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of the aforementioned characteristics, or is associated with a person who has or is perceived as having any of the aforementioned characteristics. All such discrimination or harassment is unlawful. CNCA employees are prohibited from engaging in such conduct.

Prohibited discrimination consists of adverse employment action against a person, including termination or denial of promotion, job assignment, or training, or in discriminating against the person in compensation, terms, conditions, or other privileges or employment based on any of the prohibited categories of discrimination listed above.

Prohibited discrimination based on the religious creed of an employee or job applicant includes any unlawful discrimination based on the person's religious dress or grooming practices or any conflict between the person's religious belief, observance, or practice and an employment requirement.

Prohibited discrimination based on the sex of an employee or job applicant shall include any discrimination based on the person's pregnancy, childbirth, breastfeeding, or any related medical conditions.

Harassment consists of unwelcomed verbal, physical, or visual conduct that is based on any of the prohibited categories of discrimination listed above and that is so severe or pervasive that it adversely affects an individual's employment opportunities, has the purpose or effect of unreasonably interfering with the individual's work performance,

or creates an intimidating, hostile or offensive work environment.

CNCA is committed to complying with all applicable laws providing equal employment opportunities and prohibits unlawful discrimination by an employee of CNCA, including supervisors and coworkers. Employees are required to report every instance of unlawful discrimination to their supervisor or the principal. Retaliation for filing a complaint on participating in the complaint process is prohibited. Any supervisor or employee who retaliates against the complainant or those involved in the investigation will be disciplined, up to and including dismissal. Employees who have engaged in prohibited discrimination will be subject to appropriate disciplinary action, up to and including dismissal.

CNCA will attempt to reasonably accommodate any qualified individual with a known physical or mental disability, unless doing so would create an undue hardship on the school. As part of its commitment to make reasonable accommodations, CNCA participates in a timely, good faith, interactive process with disabled applicants or employees. Applicants and employees are invited to identify any functional limitations and participate in an interactive process to assist them in performing the essential functions of the position. The purpose of this process is to first identify the applicant's or employee's functional limitations, and then to determine effective reasonable accommodations, if any, that can be made in response to a request for accommodations. Applicants and employees requesting a reasonable accommodation should contact the Human Resources Department as soon as possible to request the opportunity to participate in a timely interactive process.

Complaint of unlawful discrimination should be submitted in writing to the Principal or Human Resources Department. Complaints should be specific and include the names of the individuals involved and the names of any witnesses. CNCA will immediately undertake an effective, thorough, and objective investigation and attempt to resolve the situation.

If CNCA determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action also will be taken to deter any future discrimination. CNCA will not retaliate against employees for filing a complaint and will not knowingly permit retaliation by management employees or coworkers.

VI. COMMENCING EMPLOYMENT

A. BACKGROUND CHECKS

Camino Nuevo Charter Academy recognizes the importance of maintaining a safe workplace with employees who are honest, trustworthy, qualified, reliable, and nonviolent, who do not present a risk of harm to students, coworkers or others. CNCA will perform applicant background checks and employee investigations as required by

Education Code section 47605 [b][F], which states that “each employee of the school will furnish the school with a criminal record summary”.

As required by California and federal law, all employees and volunteers must have Live Scan fingerprint clearance on file with CNCA **PRIOR** to first day of work. Live Scan fingerprint clearance will be required of all job applicants, employees, and volunteers as required by California and federal law. Background checks may also be required of employees whose job duties involve the handling of money, valuables or confidential information, or as otherwise deemed prudent by the school. These background checks are performed through a fingerprinting service coordinated by the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Any information obtained by CNCA may be taken into consideration in evaluating your suitability for employment, promotion, reassignment, or retention as an employee.

[CNCA also conducts a search through the U.S. Department of Justice National Sex Offender Public Website.](#)

For additional information on fingerprinting please contact the Human Resources Department.

B. TUBERCULOSIS TESTING

Camino Nuevo Charter Academy requires that all employees and volunteers be tested for tuberculosis in accordance with Educational Code 49406 [a][h] which states in part that no person shall “be initially employed by a school district or employed under contract in a certificated or classified position unless the person has submitted to a tuberculosis risk assessment within the past 60 days, and if tuberculosis risk factors are identified, has been examined to determine that he or she is free of infectious tuberculosis, by a physician and surgeon licensed under Chapter 5 (commencing with Section 2000) of Division 2 of the Business and Professions Code...” A person previously employed by another school or school district shall be deemed to meet the requirements if that person produces a certificate which shows that he or she was examined within the past four years and was found to be free of infectious tuberculosis.

All employees shall be required to submit to a tuberculosis risk assessment at least every four years, unless they have previously tested positive and have an X-ray result on file with the school. All volunteers will be required to submit to a Tuberculosis risk assessment every two years, unless they have previously tested positive in which case they will be required to submit to a test every four years.

C. VERIFICATION OF STATUS

The employer is required by existing federal laws to verify the identity and legal eligibility of all individuals to work before they can be hired. In keeping with this obligation, documentation that shows each person’s identity and legal authority to work must be verified. Each applicant must also attest to his or her legal authority to work and identity

on an I-9 Form provided by the federal government. This verification must be completed no more than three business days after an offer of employment is made but prior to the first day of work. All offers of employment and continued employment for a position in the United States are conditioned on furnishing satisfactory evidence of identity and legal authority to work in the United States.

D. EMPLOYMENT STATUS

(Applies to employees who are not members of the Certificated Bargaining Unit)

Employees at Camino Nuevo Charter Academy are classified as full-time nonexempt, part-time nonexempt, temporary, exempt, or substitute.

1. Full-Time Employees

Full-time employees are defined as those employees who are scheduled for and do work 36 hours or more consistently per work week. A work week is seven consecutive 24-hour periods, beginning on Sunday at 12:00 a.m. and ending on Saturday at 11:59:59 p.m. Following the completion of a ~~the~~ 9030-day introductory period, regular full-time employees are eligible for applicable employee benefits. All full-time employees will become eligible for medical benefits the first of the month following one month of continuous employment. Full-time employees may work only during the academic year or during the calendar year.

2. Part-Time Employees

Part-time employees are defined as those employees who are scheduled to and do work fewer than 36 hours per work week. A work week is seven consecutive 24-hour periods, beginning on Sunday at 12:00 a.m. and ending on Saturday at 11:59:59 p.m. Part-time employees may be assigned a work schedule in advance or may work on an as-needed basis. Part-time employees may work only during the academic year or during the calendar year. CNCA Ppart-time employees scheduled to working 30 or more hours per week will become eligible for medical benefits the first of the month following one month of employment.

3. Temporary Employees

Temporary employees are those who are employed for short-term assignments. Short-term assignments will generally be periods of 180 days or fewer. Temporary employees are not eligible for benefits, except as required by applicable law, and may be classified as exempt or non-exempt, depending on the basis of job duties and compensation. Temporary employees working 30 or more days will be provided 48 hours of paid sick leave per year.

Camino Nuevo Charter Academy may offer benefits to full-time temporary employees who accept an interim assignment that is a minimum of three (3) months. All full-time temporary employees will become eligible for medical benefits the first of the month following one month of employment.

4. Exempt Employees

Exempt employees are those whose job assignments meet the federal requirements for overtime exemption. Exempt employees are compensated on a salary basis and are not eligible for overtime pay. Generally, certificated, confidential, administrative, computer, and professional employees are considered exempt. Your supervisor will inform you if your status is exempt. Exempt employees may work only during the academic year or during the calendar year.

Those employees working less than 100% of a full-time schedule will receive all applicable benefits at a pro-rated amount proportionate to their primary work schedule. Exempt employees will become eligible for medical benefits the first of the month following one month of employment.

5. Substitute Employees

Substitute employees are considered “on call” and therefore positions do not exist for substitute employees. Persons employed to work “on call” for a standard work day or a short period of time as a replacement for an employee’s absence or on an approved short-term or long-term leave will be classified as a substitute employee. Substitute employees are not eligible for benefits, except as required by applicable law. Substitute employees working 30 or more days will be provided 48 hours of paid sick leave per year. Substitute employees may only work during the academic year or during the calendar year.

E. INTRODUCTORY PERIOD

(Applies to employees who are not members of the Certificated Bargaining Unit)

The introductory period for all employees, classified or certificated, is the first thirty (30) days of continuous employment at Camino Nuevo Charter Academy. During this time, you will learn your job duties and responsibilities, get acquainted with your colleagues, and determine whether your position is a match. During this time, your supervisor will closely monitor your performance.

Upon completion of the introductory period, CNCA will review your performance and determine whether your performance is satisfactory enough to continue your employment. At this time, if appropriate, you will be advised of any performance improvements expected from you in moving forward. At that time, you may express suggestions to improve CNCA’s efficiency and operations. Completion of the introductory period does not entitle you to remain employed by CNCA for a definite period of time, but rather allows both you and CNCA to evaluate whether or not you are a right fit for the position.

During the introductory period, the employee may receive professional development and peer mentoring, where appropriate. An employee on an introductory status will receive

feedback from the Principal or supervisor regarding their progress no later than 120 days from the first day of work. Notwithstanding this introductory period, CNCA may terminate an employee prior to the end of the 120-day period, consistent with any contractual rights.

After completion of the introductory period, eligible employees will receive current, applicable CNCA benefits. Medical benefits, however, will become effective the first of the month following one month of employment.

VII. PAYROLL

A. WORKING HOURS & SCHEDULE

Camino Nuevo Charter Academy hours of school operation are 7:00 a.m. to 6:00 p.m. Monday through Friday. All employees will be assigned a work schedule suitable for their job assignment and will be expected to begin and end work according to the schedule. Classified and all other staff members will be assigned a work schedule during the hours of school operation. Please note, schedules may vary depending on whether you work during the academic year or a full calendar year. Your supervisor will assign your individual work schedule. In order to accommodate the needs of our organization, it may be necessary to change individual work schedules on either a short-term or long-term basis. All employees are expected to be at their desks or workstations at the start of their scheduled shift, prepared to assume their responsibilities.

If you need to modify your schedule, you must request the change with your supervisor or principal in a timely manner. All schedule changes or modifications must be approved by your supervisor or Principal. It is not acceptable to modify your work schedule without prior approval. For example, if you arrive 15 minutes late to work and continue working 15 minutes beyond your scheduled time to make up the tardy without obtaining approval from your supervisor first or vice versa, you are violating this policy. Such unapproved changes in schedules will be subject to disciplinary action up to and including termination of employment.

CNCA provides non-exempt employees with 10-minute paid rest breaks as required by California law. Non-exempt employees receive one rest break for each four-hour work period or a "major fraction" of a work period (i.e. greater than two hours). However, any non-exempt employee who works less than 3½ hours in a day is not eligible to take a rest break. The number of breaks received is as follows:

- Non-exempt employees who work between 3½ and 6 hours are entitled to one rest break.
- Non-exempt employees who work more than 6 and up to 10 hours are entitled to two rest breaks.
- Non-exempt employees who work more than 10 and up to 12 hours are entitled to three rest breaks.

A rest break is paid time when you are relieved of all work duties and responsibilities, although you must remain on the facility premises. Rest breaks may not be combined, added to a meal period, or taken at the very beginning or very end of the day, unless you receive advance permission from your supervisor. Insofar as practicable, rest breaks should be in the middle of each work period.

CNCA also requires its employees in non-exempt positions to take a mandatory unpaid, uninterrupted meal break in accordance with California law. A meal break is an unpaid period when employees are relieved of all work duties and responsibilities, generally for the purpose of consuming a meal. All employees may leave the premises during meal breaks, if they choose to do so.

If non-exempt employees work more than five hours (5:01), they will be scheduled for one unpaid meal break, to begin after working no more than 5 hours (5:00). However, if the time worked is between five hours and six hours, the meal period can be waived by written mutual consent between the employee and their supervisor. The Meal Waiver form may be requested from the School Operations Manager or Human Resources. Non-exempt employees working more than 10 hours (10:01) will be scheduled for a second meal break to begin after working no more than 10 hours (10:00) of work.

Employees are expected to be punctual and adhere to their assigned work schedule. If an employee is unable to take their meal break or take it in a timely manner, the employee must notify their supervisor before or at the time the employee is unable to take the meal break. Failure to follow this notification requirement may lead to discipline at CNCA's discretion.

Supervisor's will schedule meal and rest periods in compliance with California law.

Certificated teachers are provided with at least a 30-minute lunch break as outlined in the collective bargaining agreement.

Violation of this policy is subject to disciplinary action up to and including termination of employment.

At times, emergencies such as power failures, road closings, earthquakes, fires, severe weather, pandemics, social unrest, or local & state official orders may interfere with CNCA's operations. In such an event, CNCA may order a temporary shutdown of part or all of its operations. Depending on the circumstances, time off may or may not be paid.

B. CALL BACK TIME

An off- duty classified employee who is directed by CNCA to report to work outside of his/her assigned hours shall be paid for such additional hours the greater of: his/her regular pay for two hours OR pay for the amount of time required for the employee to travel to the workplace, complete the task, and return home. Call back pay shall not apply

to temporary additional duties assigned immediately preceding or following the regular work day

If the required additional duty, when combined with the employee's regular CNCA responsibilities, exceeds 8 hours per day or 40 hours per week, overtime pay shall apply to the excess over 8 hours or 40 hours.

C. TIMEKEEPING PROCEDURES

Hourly and daily employees who are not members of the certificated bargaining unit are required to record their time using the electronic time clock system. In the event that the time clock system is unavailable, employees are required to manually record their time using a time sheet. Employees are expected to punch in when they report to work at the beginning of every shift and punch out promptly at the end of their shift, unless overtime work has been pre-approved by your supervisor in advance. The beginning and end of each meal period must also be recorded. Altering, falsifying, and tampering with time records, or recording time on another employee's time record is prohibited and subject to disciplinary action, up to and including termination of employment.

All hourly and daily employees are expected to record any planned absences into Paychex Flex at least three (3) days prior to the absence. Full day absences should be recorded as a full day (i.e. a 5 hour workday a employee would record 5-hours, 4 hour workday a employee would record 4-hours, etc.). Partial day absences would be recorded as a partial day (i.e. if you work 3 hours of a 5-hour shift, you would record a 2-hour absence.)

Exempt employees are required to record their attendance through Paychex Flex by reporting absences from work for reasons such as leaves of absence, sick leave, or personal business as soon as possible. When an absence is planned, such as for a scheduled medical appointment, employees are required to enter their absence(s) into Paychex Flex for approval by their supervisor at least three (3) days prior to the appointment. Full-time exempt employees should record full-day absence(s) as eight (8)-hours per day and partial day absence(s) in prorated hours. Teachers should record full day absence(s) as seven (7) hours per day and partial day absence(s) in prorated hours.

It is each employee's responsibility to review the hours in Paychex Flex and on their paystub to certify the accuracy of all time recorded. Any errors in your timecard should be reported immediately to your supervisor, who will attempt to immediately correct legitimate errors.

D. OVERTIME

(Applies to employees who are not members of the Certificated Bargaining Unit)

When school needs cannot be met during regular working hours, you may be required to work overtime. All overtime work must be authorized in advance by your supervisor. Working overtime without prior authorization may result in disciplinary action up to and including termination. Non-exempt employees will be paid time and one-half

compensation for all hours worked in excess of eight hours in a workday or over 40 hours in one workweek. Non-exempt employees will be paid double the employee's regular rate of pay for all hours worked in excess of 12 hours in any workday and for all hours worked in excess of eight on the seventh consecutive day of work in a workweek. Exempt employees are expected to work as much of each workday as is necessary to complete their job responsibilities. No overtime or additional compensation is provided to exempt employees.

E. PAYMENT OF WAGES

Paydays are scheduled on the 15th and last day of the month for all employees. If a regular payday falls on a weekend or holiday, employees will be paid on the working day prior to the weekend or holiday.

If there is an error in your check, please report it immediately to your supervisor or the Human Resources Department. No one other than the employee to whom the paycheck is written will be allowed to pick up a paycheck unless written authorization by the employee, whose name appears on the check, has been given.

Paystubs are available electronically and are available online at myapps.paychex.com. For instructions on how to access Paychex Flex please contact your School Operations Manager or email CNCAHumanResources@CaminoNuevo.org.

F. SALARY PAY POLICY

Exempt employees will be paid a salary in accordance with applicable law. Although exempt employees are generally entitled to their salary for any work week in which work is performed, deductions can and will be made when permitted by law. For example, an exempt employee's salary may be reduced for complete days of absence for personal reasons and incomplete initial or final weeks of work. There may also be other occasions when an exempt employee's salary may be reduced. Please contact your supervisor or the Vice President of Human Resources for more information.

G. GIFT GIVING POLICY

The purpose of the Gift Acceptance Policy is to delineate policies and guidelines governing the acceptance of gifts by Camino Nuevo Charter Academy and to provide guidance to prospective donors when making gifts to the organization.

Although we appreciate any donor who is interested in donating a gift to our organization, Camino Nuevo Charter Academy will not engage in any of the following gift receiving practices:

- Accepting gifts that violate federal or municipal laws
- Accepting gifts that require Camino Nuevo Charter Academy to provide special consideration or treatment to any vendor, donor, entity etc.

- Accepting gifts that require Camino Nuevo Charter Academy to deviate from its normal hiring, promotion or contracting procedures
- Accepting gifts in any cash amount without first being approved by the Chief Executive Officer
- Accepting contributions in the form of property, patents, licenses, trusts, bequests, retirement plans, life insurance and securities
- Accepting gifts from organizations whose core activities may be in direct conflict with the mission of Camino Nuevo Charter Academy or which may limit our ability to provide our services

When appropriate, the Chief Executive Officer will consult with the Board of Directors regarding gifts prior to acceptance. With that said, Camino Nuevo Charter Academy respectfully reserves the right to refuse any gift it believes is not in the best interest of the organization. Additionally, Camino Nuevo Charter Academy employees may not accept any gifts on Camino Nuevo Charter Academy's behalf without the prior consent of the Chief Executive Officer. Under no circumstances shall a Camino Nuevo Charter Academy employee accept monetary gifts consisting of but not limited to gift certificates, coupons, entertainment tickets etc. from prospective vendors. The only gifts acceptable to receive without the prior consent of the Chief Executive Officer are those marginal, peripheral gifts including small food baskets or edible treats (i.e. fruit baskets, candies, pastries, etc.).

VIII. PERSONNEL

A. PERSONNEL RECORDS

You have the right to inspect certain documents in your personnel file, as provided by law, in the presence of a CNCA representative at a mutually convenient time. Copies of documents in your file may be made upon payment of a copy charge. You may attach your comments to any disputed item in the file. CNCA will restrict disclosure of your personnel file to authorized individuals within CNCA. Any request for information contained in the personnel files must be directed to the Vice President of Human Resources. Only the Principal, the CEO or the Vice President of Human Resources is authorized to release information about current or former employees. Disclosure of personnel information to outside sources will be limited as provided by law.

CNCA is required by law to keep current all employees' names and addresses. Employees are responsible for notifying CNCA in the event of a name or address change.

B. EMPLOYEE REFERENCES

It is the policy of CNCA not to provide any job references for current or former employees. All employment verification requests must be directed to the Principal or the Human Resources Department. No other employee is authorized to release information for current or former employees. An employee who receives a request for any information

concerning a past or present employee or a volunteer should refer the person making the request to the Human Resources Department without engaging in any “on” or “off the record” conversation about the individual. By policy, CNCA discloses only the dates of employment, and the title of the last position held by former employees. If the employee authorizes the disclosure in writing, CNCA will also inform prospective employers of the amount of salary or wage last earned.

Strict observance of this policy is required. Any violation of this policy may result in disciplinary action up to and including possible termination.

C. CONFLICT OF INTEREST

CNCA is committed to the integrity of professional relationships among employees and students. Professional integrity promotes an environment where the CNCA Anchors of excellence, equity, community, innovation, and joy can thrive. Principles of fairness and objectivity must be honored.

It is not possible to specify all situations in which there may be a conflict of interest or appearance of unfair treatment. Examples of potential conflicts of interest may include:

Staff-student: Staff members are allowed to enroll their children/family members at any of our schools. In the event that a student matter arises, the staff member must recuse themselves from a student matter because of their personal connection to a student. A conflict of interest may be present preventing CNCA from performing its due diligence to resolve the student matter fairly.

Staff-staff:

1. Staff members may enroll their children/family members at any CNCA school, however staff members may not request that CNCA staff or colleagues perform special services for a relative student who attends any of our CNCA schools. A conflict of interest may be present by jeopardizing the staff member’s credentials and creating a situation or perception of unfairness.
2. Relatives of employees may be eligible for employment with CNCA only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a conflict of interest could arise. CNCA defines “relatives” as spouses, children, siblings, parents, in-laws, cousins and step relatives. Present employees who marry will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving a conflict of interest.

D. EMPLOYMENT OF RELATIVES

Relatives of employees may be eligible for employment with CNCA only if individuals involved do not work in a direct supervisory relationship, or in job positions in which a

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conflict of interest could arise. CNCA defines “relatives” as spouses, children, siblings, parents, in-laws, cousins and step relatives. Present employees who marry will be permitted to continue working in the job position held only if they do not work in a direct supervisory relationship with one another or in job positions involving a conflict of interest.

E. UNLAWFUL HARASSMENT

CNCA policy prohibits unlawful discrimination or harassment based on a person’s actual or perceived race, religious creed, color, national origin, ancestry, age, marital status, pregnancy, physical or mental disability, medical condition, genetic information, veteran status, gender, gender identity, gender expression, sex, sexual orientation, or any other characteristic contained in the definition of hate crimes in Section 422.55 of the Penal Code, as well as any other category protected by federal, state, or local laws. It also prohibits unlawful discrimination based on the perception that anyone has any of the aforementioned characteristics, or is associated with a person who has or is perceived as having any of the aforementioned characteristics. All such discrimination or harassment is unlawful. CNCA employees are prohibited from engaging in such conduct.

CNCA is committed to providing a work environment free of unlawful harassment. *All such harassment is unlawful* and will not be tolerated. CNCA’s anti-harassment policy applies to all persons involved in the operation of CNCA and prohibits unlawful harassment by any employee of CNCA, including supervisors and coworkers. It also prohibits unlawful harassment based on the perception that anyone has any of the aforementioned characteristics, or is associated with a person who has or is perceived as having any of the aforementioned characteristics. Prohibited unlawful harassment includes, but is not limited to, the following behaviors:

1. Sexual Harassment

A. Definition

State and federal laws define sexual harassment as unwanted sexual advances, unwanted requests for sexual favors, or unwanted visual, verbal, or physical conduct of a sexual nature made against another person of the same or opposite gender, in the work or educational setting, when:

- (1) Submission to the conduct is made expressly or implicitly as a term or condition of the individual’s employment;
- (2) Submission to or rejection of the conduct by the individual is used as basis for employment decisions affecting the employee;
- (3) The conduct has the purpose or effect of unreasonably interfering with the employee's work performance or creating an intimidating, hostile, or

offensive working environment; or adversely affecting the individual's evaluation, advancement, assigned duties, or any other condition of employment or career development;

(4) Submission or rejection of the conduct by the other individual is used as the basis for any decision affecting the employee regarding benefits, services, honors, programs or activities available at or through CNCA.

Other examples of sexual harassment, whether committed by a supervisor, an employee, or a non-employee, in the work or educational setting, include but are not limited to:

1. Unwelcomed verbal conduct such as sexual flirtations or propositions; graphic comments about an individual's body; overly personal conversations or pressure for sexual activity; sexual jokes or stories; unwelcomed sexual slurs, epithets, threats, innuendoes, derogatory comments, sexually degrading descriptions or the spreading of sexual rumors.
2. Unwelcomed visual conduct such as drawings, pictures, graffiti, gestures or sexually explicit e-mails; displaying sexually suggestive objects
3. Unwelcomed physical conduct such as massaging, grabbing, fondling, stroking or brushing the body; touching an individual's body or clothes in a sexual way; cornering, blocking, leaning over or impeding normal movements

Prohibited sexual harassment includes any act of retaliation against an individual who reports a violation of the CNCA's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

B. General Provisions

1. Sexual Harassment of and/or by Employees

It is the policy of CNCA that all employees, as well as job applicants, must be provided a workplace environment free from unsolicited and unwelcomed sexual overtures or demands, and from other offensive conduct of a sexual nature. Further, it is the policy of CNCA that members of the community should be able to access CNCA facilities and services without fear of such conduct.

2. Sexual or Inappropriate Conduct by Employees Towards Students

It is the policy of CNCA that employees shall not engage in sexual or inappropriate conduct toward students, including those who are adults by

age. "Sexual or inappropriate conduct" includes, but is not limited to, boundary invasion, dating, inappropriate sexual comments or innuendos, inappropriate physical contact and display or circulation of inappropriate visual or audio material. In the employee-student context, all such employee conduct is prohibited even if student initiated or consensual. Such conduct may also violate various federal and state statutes, and may require reporting to local child protective agencies under applicable child abuse statutes. For further examples and guidance, please refer to the CNCA Staff/Student Interaction policy in the CNCA Employee Handbook.

CNCA prohibits sexual harassment of CNCA employees and job applicants. It is unlawful for males to sexually harass females or other males, and for females to sexually harass males or other females. Sexual harassment on the job is unlawful whether it involves coworker harassment, harassment of a student, harassment by a supervisor, or harassment by nonemployees. It also extends to harassment of or by job applicants, vendors, interns, independent contractors, and others doing business with CNCA. CNCA also prohibits retaliatory behavior or action against CNCA employees or other persons, who complain, testify or otherwise participate in the complaint process.

CNCA shall take all actions necessary to ensure the prevention investigation, and correction of sexual harassment, including but not limited to:

1. Providing training to employees in accordance with law and administrative regulation.
2. Publicizing and disseminating CNCA's sexual harassment policy to staff.
3. Ensuring prompt, thorough, and fair investigation of complaints.
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and alleged harasser and subsequent monitoring of developments.

C. Employee's Responsibility

If any employee becomes aware of any sexual harassment of another employee or a job applicant, or sexual or inappropriate conduct by an employee towards students, this information must be communicated, without fear of retaliation, immediately to the Principal or supervisor or, if the employee prefers, the Human Resources Department. If the situation warrants, the employee must make a suspected child abuse report as required by law.

Any CNCA employee or job applicant who feels that they have been sexually harassed shall immediately report the incident to the Principal, supervisor or the Human Resources Department. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.

All complaints of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Any CNCA employee who engages in sexual harassment, or who aides, abets, incites, compels or coerces another to commit sexual harassment against a CNCA employee, job applicant, or student, is in violation of this policy and is subject to disciplinary action, up to and including dismissal.

2. Other Types of Unlawful Harassment

Camino Nuevo Charter Academy also prohibits harassment on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic contained in the definition of hate crimes in Section 422.55 of the Penal Code, or any other protected basis, includes behavior similar to sexual harassment, such as:

Verbal conduct such as threats, epithets, derogatory jokes or comments, slurs or unwanted sexual advances, invitations or comments;

Visual conduct such as derogatory and/or sexually-oriented posters, photographs, cartoons, drawings, or gestures;

Physical conduct such as assault, unwanted touching, intentionally blocking normal movement or interfering with work because of sex, race, or any other protected basis;

Threats and demands to submit to sexual request as a condition of continued employment, or to avoid some other loss, and offers of employment benefits in return for sexual favors; and

Retaliation for reporting harassment or threatening to report harassment.

If you believe you have been subjected to any form of unlawful discrimination, submit a written complaint to your Principal or the Human Resources Department. Your complaint should be specific and should include the names of the individuals involved and the names of any witnesses. CNCA will immediately undertake an effective, thorough, and objective investigation of the harassment allegations.

If CNCA determines that unlawful discrimination has occurred, effective remedial action will be taken commensurate with the severity of the offense. Appropriate action will also be taken to deter any future discrimination. CNCA will not retaliate against you for filing

a complaint and will not knowingly permit retaliation by management employees or your coworkers.

All CNCA employees must report any incidents of harassment forbidden by this policy immediately so that complaints can be resolved quickly and fairly.

3. Camino Nuevo's Complaint Procedure

Camino Nuevo Charter Academy's complaint procedure provides for an immediate, thorough, and objective investigation of any claim of unlawful or prohibited harassment and appropriate disciplinary action against one found to have engaged in prohibited harassment.

An employee who believes they have been unlawfully harassed or discriminated against on the job, or who is aware of the unlawful harassment of others, shall immediately notify a supervisor with CNCA, the Principal or the Human Resources Department as soon as possible. The complaint must be as detailed as possible, including the names of individuals involved, the times and places of relevant events, the names of any witnesses, direct quotations of relevant language, and any documentary evidence (notes, pictures, cartoons, et cetera).

Retaliation against any employee by another employee or by CNCA for using this complaint procedure or for filing, testifying, assisting, or participating in any manner in any investigation, proceeding, or hearing conducted by a governmental enforcement agency is prohibited. CNCA will not knowingly permit retaliation against any employee who complains of prohibited harassment or who participates in an investigation.

Incidents of prohibited harassment that are reported will be promptly investigated. CNCA will immediately undertake or direct an effective, thorough, and objective investigation of the harassment allegations. The determination regarding the reported harassment will be made and communicated to the employee who complained and to the accused harasser(s).

If CNCA determines that prohibited harassment has occurred, CNCA will take effective remedial action commensurate with the circumstances and to deter future harassment. If a complaint of prohibited harassment is substantiated, appropriate disciplinary action, up to and including termination, will be taken.

4. Liability for Harassment

Any employee of CNCA who is found to have engaged in prohibited harassment is subject to disciplinary action, up to and including dismissal. Any employee who engages in prohibited harassment may be held personally liable for monetary damages. Any manager who knew about unlawful harassment and took no action to stop it or failed to report the harassment to the Principal is subject to discipline up to and including dismissal.

5. Additional Enforcement Information

The federal Equal Employment Opportunity Commission (EEOC) and the California Department of Fair Employment and Housing (DFEH) investigate and prosecute complaints of unlawful harassment in employment. Employees who believe that they have been unlawfully harassed may file a complaint with these agencies.

For more information, contact the Human Resources Department. You may also contact the nearest office of the EEOC or the DFEH, as listed in the telephone directory.

F. STANDARDS OF CONDUCT

In order to assure orderly operations and provide the best possible work environment, Camino Nuevo Charter Academy expects employees to follow rules of conduct that will protect the interests and safety of personnel. Employees must perform their job duties in a proficient and professional manner.

Conduct rules for bargaining unit members are contained in the CNTA Agreement Article 16.

As to all other employees, the following conduct is prohibited and will not be tolerated by CNCA. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace, other types of conduct that threaten security, personal safety, employee welfare, and the school's operation may also be prohibited. The following are examples of infractions of rules of conduct that may result in disciplinary action, including suspension, or termination of employment.

1. Unexcused and/or repeated tardiness and absenteeism, failing to follow absence reporting procedures and/or failing to report absences into absence reporting system (i.e. Paychex Flex);
2. Falsification of employment records, employment information, or other records;
3. Failing to clock in/out; Recording the work time of another employee, allowing any other employee to record your work time, or allowing falsification of any time card, whether your own or another employee's;
4. Theft or the deliberate or careless damage or destruction of any company property, of any CNCA property, or the property of any employee or students;
5. Removing or borrowing CNCA property without prior authorization;
6. Unauthorized use of CNCA equipment, time, materials, or facilities;
7. Provoking a fight or fighting during working hours or on school property;

8. Participating in horseplay or practical jokes on school time or on school premises at any time;
9. Engaging in criminal conduct whether or not related to job performance;
10. Causing, creating, or participating in a disruption of any kind during hours on school property;
11. Insubordination, including but not limited to failure or refusal to obey the orders or instructions of a supervisor or member of management, or the use of abusive or threatening language toward any supervisor or member of management.
12. Using abusive language at any time on school premises;
13. Failure to effectively perform job duties;
14. Failing to notify a supervisor when unable to report to work;
15. Failing to obtain permission to leave work for any reason during normal working hours;
16. Failing to observe working schedules, including rest and lunch periods;
17. Failing to provide a physician's certificate when requested or required to do so;
18. Unsatisfactory work performance and/or work attitude;
19. Engaging in rude or discourteous conduct towards others;
20. Failure to abide by set standards for lunch and break periods, and working unauthorized overtime;
21. Sleeping or malingering;
22. Disclosing of confidential information;
23. Making or accepting non-emergency personal calls or text messaging during instructional time, or when it would interfere with the performance of their job duties;
24. Working overtime without authorization or refusing to work assigned overtime;
25. Wearing, displaying, unprofessional, or inappropriate styles of dress or hair while working;
26. Violating any safety, health, security, or school policy, rule, or procedure;

27. Dishonesty, committing a fraudulent act or breach of trust under any circumstances;
28. Committing or involvement in any act of unlawful harassment of another individual;
29. Possessing, distributing, selling, transferring, or using--or being under the influence of--alcohol or illegal drugs while on duty, while on company property, in the presence of children, or while operating a company owned or leased vehicle;
30. Carrying firearms or any other dangerous weapons, at any time, on premises owned or occupied by CNCA;
31. Unprofessional conduct.

G. STAFF/STUDENT INTERACTION POLICY

EMPLOYEE/STUDENT INTERACTION

Under California law it is a crime for an adult to have any sexual relationship with a minor. In addition, California law requires "mandated reporters" to report to Child Protective Services or to law enforcement any suspected sexual assault or sexual exploitation of a minor. This includes any known sexual relationship between an adult and a minor. Therefore, any CNCA employee who reasonably suspects that an adult is having a sexual relationship with a student must report the suspicion to Child Protective Services or law enforcement immediately. Immediate reporting is crucial for the protection of the student(s) and the community as a whole.

Purpose

It is the policy of the Camino Nuevo Charter Academy (CNCA) that all school employees conduct themselves in a manner that reflects the standards consistent with the law and the policies of CNCA at all times. The purpose of this policy is to ensure all CNCA employees understand and demonstrate proper judgment observing the prohibitions in behavior which must govern their conduct; and recognize the responsibility to respond appropriately to unacceptable behavior of students and/or co-workers. Further, this policy will specify boundaries related to potentially sexual situations and conduct which is contrary to accepted behavior and in conflict with the duties and responsibilities of CNCA employees. In addition, this policy will alert all CNCA employees about sensitive problematic matters involved in employee/student relationships, provide guidance for employees in conducting themselves in a manner that reflects high standards of professionalism; and to give notice that potential improper action may have significant consequences. It is the intent and purpose of this policy to establish guidelines which should be followed by all CNCA employees when interacting with all students.

1. School instruction, counseling and other administrative tasks relating to students, which require the presence of students, should be accomplished on school premises within the normal school day.
2. Whenever it becomes necessary for a CNCA employee to meet with a student outside of the normal school day, or to conduct instruction or participate in school-related extracurricular activities outside of the school premises, such activities must be accompanied by the advance written approval of the School Principal and the parent/guardian of the student(s).
3. CNCA employees should only be alone with a single student as authorized by their site administrator, if it is educationally necessary, or is a requirement of that employee's position.
4. In the event a school activity requires traveling and the CNCA employee is called upon to drive or otherwise provide transportation, the activity and transportation must be approved in writing by the Site Principal and the parent/guardian prior to the required travel.
5. CNCA employees may only travel alone with a single student after acquiring written permission from the principal and the parent/guardian.
6. Any written, verbal, or electronic communications with students shall be confined to instructional assignments and requirements only, and shall comply with applicable CNCA standards of conduct.

Examples of Inappropriate Behavior

The focus of these examples is to establish general knowledge among all CNCA employees showing that trespassing beyond the boundaries of an employee/student relationship is deemed an abuse of power and a betrayal of public trust. While some situations may seem innocent, they can be perceived as flirtation or sexual insinuation from a student's or from a parent/guardian's point of view.

This policy prohibits any type of sexual relationship, sexual contact, or sexually-nuanced communication or behavior between a CNCA employee and student without regard to the student's age. This includes internet chat rooms, Facebook, Instagram or similar social media sites, cell phones, and all other forms of electronic or other types of communication. This prohibition applies to students of the same or opposite gender of the CNCA employee. It also applies regardless of whether the student or the CNCA employee initiated the sexual behavior, and whether or not the student welcomes the sexual behavior and/or reciprocates the attention.

The purpose of the following examples of inappropriate behavior is not to restrain positive employee/student relationships but to prevent relationships that could lead to, or may be perceived as inappropriate conduct, including sexual misconduct.

Not all examples of inappropriate situations can be addressed in this policy.

Unacceptable Behavior

1. Making, or participating in, sexually inappropriate comments, including double-entendre comments or sexual innuendo.
 - A. Sexual jokes, or jokes/comments with sexual double-entendre;
 - B. Kissing of any kind;
 - C. Listening to or telling stories that are sexually oriented;
 - D. Inappropriate physical contact.

2. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
 - A. Intentionally being alone with a student at or away from the site;
 - B. Except for extremely rare emergency situations, giving a student a ride to/from school or school activities without written approval from the Principal and the parent/guardian;
 - C. Giving gifts to an individual student that are of a personal and/or intimate nature;
 - D. Requesting photographs or notes from a student;
 - E. Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator;
 - F. Being alone in a room with a student on CNCA property with the door closed unless authorized by the employee's administrator, is educationally necessary, or is a requirement of that employee's position;
 - G. Inappropriate or excessive, non-instructional attention toward a particular student;

- H. Remarks about the looks, physical attributes or physiological development of anyone;
- I. Allowing students in your home or attending non-school activities with the student without written approval from the Principal and parent/guardian and without another parent/guardian or other responsible adult present;
- J. Sending a student (s) email, text messages, or responses from social networking websites such as Facebook, Instagram, etc. that are not directly related and confined to instructional matters.

Consequences of Inappropriate Behavior

Occurrences of sexual misconduct with a student by a CNCA employee harms the student victim, disrupts the education of other students, hinders the instructional focus of the schools, and harms the reputation of CNCA. Therefore, it is of significant importance all CNCA employees learn this policy thoroughly and behave in a manner to avoid even the appearance of misconduct.

A CNCA employee who violates this policy will be subject to appropriate disciplinary action. Therefore, a CNCA employee who engages in sexual misconduct with a student becomes at risk for loss of his/her job as well as for criminal and/or civil legal actions.

This policy will be presented to and signed by all CNCA employees as part of their initial employment and on an annual basis, as part of on-going training.

H. CHILD NEGLECT AND ABUSE REPORTING

Any employee who knows or reasonably suspects a child has been the victim of child abuse shall promptly report the instance to law enforcement.

Child abuse or neglect includes physical injury or death inflicted by other than accidental means upon a child by another person, sexual abuse, neglect, the willful harming or injuring of a child, or the endangering of the person or health of the child, also unlawful corporal punishment. Child abuse or neglect does not include a mutual affray between minors. Child abuse or neglect does not include an injury caused by reasonable and necessary force used by a peace officer acting within the scope and course of his/her employment as a peace officer. School employees are required to report instances of child abuse when the employee has a "reasonable suspicion" that child abuse or neglect has occurred. Reasonable suspicion arises when the facts surrounding the incident or suspicion could cause a reasonable person in a like position to suspect child abuse or neglect.

Mandated reporters in their professional capacities, or within the scope of employment, must report whenever they have knowledge of or observe a child whom the mandated

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reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter must make an initial report by telephone to the agency immediately or as soon as practicably possible, and must prepare and send a written follow-up within 36 hours of receiving information concerning the incident.

In the case of suspected child abuse, “reasonable suspicion” means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a similar position, drawing on his or her training and experience, to suspect child abuse or neglect. Reasonable suspicion does not require certainty of the occurrence of child abuse or a specific medical indication of child abuse.

Child abuse must be reported immediately by phone to the Los Angeles Police Department (911) or the Los Angeles County Department of Child and Family Services (1-800-540-4000). The phone call is to be followed by a written report prepared by the employee within thirty-six (36) hours, which may be sent by fax or electronically. There is no duty for the reporter to contact the child’s parents/guardian.

Reporting the information regarding a case of possible child abuse or neglect to your supervisor, the School Principal, a School Counselor, coworker or other person shall not be a substitute for making a mandated report to law enforcement.

I. DRESS STANDARDS

Employees are asked to use their good judgment with regard to their dress and appearance, and are expected to present a professional image. Employees must dress in a manner that is consistent with their responsibilities. Attention should be paid to safety, professionalism, and student interaction. Your supervisor can explain the proper dress requirements for your position.

J. COMPLAINT/GRIEVANCE PROCEDURE

The grievance procedure for CNTA bargaining unit employees is located on page 5 of the CNCA/CNTA Collective Bargaining Agreement. All other Employees who have a complaint or wish to challenge disciplinary action taken by CNCA must use the following procedures:

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

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

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

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

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

K. CONDUCT & EMPLOYMENT OUTSIDE WORK

In general, Camino Nuevo Charter Academy will not prohibit any employee's outside employment or off-duty activities unless such activities negatively impact CNCA. For example, CNCA prohibits any illegal or immoral conduct by an off-duty employee that affects or has the potential to affect CNCA. Also, CNCA prohibits outside employment (including self-employment) **that conflicts** with employment at CNCA, impacts the employee's work performance or schedule, and/or affects the business interests of CNCA.

L. DRUG & ALCOHOL ABUSE

Camino Nuevo Charter Academy is concerned about the use of alcohol, illegal drugs, or controlled substances as it affects the workplace. Use of these substances, whether on or off the job, can detract from an employee's work performance, efficiency, safety, and health, and therefore seriously impair the employee's value to the school. The use of any illegal drugs, intoxicants, or controlled substances is strictly prohibited. Illicit drug use and indiscriminate alcohol consumption put everyone at risk and cannot be tolerated. In keeping with our efforts to promote health and safety and protect the interests of our

employees, students, and CNCA, we cannot allow anyone to use, possess, sell, manufacture, purchase, or be under the influence of alcohol, illegal drugs, intoxicants, or controlled substances at any time on CNCA premises, in CNCA vehicles, or while on CNCA business.

Violation of these rules and standards of conduct will not be tolerated. CNCA may bring the matter to the attention of appropriate law enforcement authorities.

An employee's conviction on a charge of illegal sale or possession of any controlled substance while off school property will not be tolerated because such conduct, even though off duty, reflects adversely on the school and violates Education Code. In addition, CNCA must keep people who possess controlled substances off school premises in order to keep the controlled substances themselves off the premises.

CNCA will encourage and reasonably accommodate employees with alcohol or drug dependencies to seek treatment and/or rehabilitation. Employees desiring such assistance should request a treatment or rehabilitation leave. CNCA is not obligated, however, to continue to employ any person who violates this policy against drugs and alcohol in the workplace.

1. Prohibited Acts

The following rules and standards of conduct apply to all employees. The following are strictly prohibited by CNCA while at work or on CNCA business:

- a. Possession, use, or being under the influence of alcohol or an illegal drug, intoxicant, or controlled substance while on the job or on CNCA-owned or occupied premises;
- b. Driving a vehicle on CNCA business while under the influence of alcohol or an illegal drug, intoxicant, or controlled substance;
- c. Distributing, selling, manufacturing, or purchasing--or attempting to distribute, sell, manufacture, or purchase--an illegal drug, intoxicant, or controlled substance during working hours or while on CNCA-owned or occupied premises;
- d. Testing positive on a required or requested drug or alcohol test or screen;
- e. Violating any CNCA rule or policy regarding substance abuse.

M. PUNCTUALITY & ATTENDANCE

Camino Nuevo Charter Academy expects all Employees to report to work on a reliable and punctual basis. Absenteeism, early departures from work, and late arrivals burden your fellow employees and CNCA. If you cannot avoid being late to work or are unable to work as scheduled, you must call your supervisor as soon as possible.

Employees are expected to report to work as scheduled, on time, and prepared to start work. Employees also are expected to remain at work for their entire work schedule,

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except for meal periods or when required to leave on authorized school business. Late arrival, early departure, or other unanticipated and unapproved absences from scheduled hours are disruptive and must be avoided.

If you are unable to report for work on any particular day, you must, under all but the most extenuating circumstances, call your supervisor at least one hour before the time you are scheduled to begin working for the day. If you call less than one hour before your scheduled time to begin work and do not arrive in time for your assigned shift, you will be considered tardy for that day. Not reporting to work within the first 30 minutes of your scheduled shift, without previous notification, will be considered a “no show”. An employee is considered a “no show” when they fail to report to work without previously having informed and received approval from their supervisor. A “no show” is considered an unexcused absence. Every time you are absent or late, or leave early, you must provide your supervisor with an honest reason or explanation. CNCA will comply with applicable laws relating to time off from work, but it is your responsibility to provide sufficient information to enable CNCA to make a determination. You must notify your supervisor of any change in your status as soon as possible.

CNCA defines excessive absenteeism or tardiness as more than two (2) days unexcused absence or tardies in a one (1) month period or consistent unexcused absences or tardies over two months. Unexcused absences include absences requested as unpaid. Excessive absenteeism may lead to disciplinary action, up to and including termination of employment. Excused absence will not count against you for disciplinary purposes. An excused absence is defined as any absence supported by a doctor’s note/certification or an approved leave of absence (jury duty, FMLA, bereavement, etc.).

If you fail to report for work without any notification to your supervisor and your absence continues for a period of (3) three days, CNCA will consider that you have abandoned your employment.

Individuals with disabilities may be granted reasonable accommodation in complying with these policies if undue hardship does not result to CNCA’s operations. However, regular attendance and promptness are considered part of each employee's essential job functions.

N. INVESTIGATIONS OF CURRENT EMPLOYEES

Camino Nuevo Charter Academy will exercise the right to perform background checks on all hired personnel prior to the first day of work. CNCA requires that all employees have fingerprint clearance on record with the California Dept. of Justice and Federal Bureau of Investigations. It is the employee’s responsibility to provide CNCA with proof that their fingerprints are on file before they begin work.

CNCA may occasionally find it necessary to investigate current employees, where behavior or other relevant circumstances raise questions concerning work performance, reliability, honesty, trustworthiness, or potential threat to the safety of coworkers or

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others. Employee investigations may, where appropriate, include credit reports and investigations of criminal records, including appropriate inquiries about any arrest for which the employee is out on bail. In the event that a background check is conducted, CNCA will comply with the federal Fair Credit Reporting Act and applicable state laws, including providing the employee with any required notices and forms. Employees subject to an investigation are required to cooperate with CNCA's lawful efforts to obtain relevant information, and may be disciplined up to and including termination of employment for failure to do so.

Employees with adverse background information (such as a crimination conviction) may be ineligible for employment with CNCA. In case of a prior conviction, the employee must discuss the history of the conviction with the Site Principal and the Vice President of Human Resources. The employee may be required to provide proof of an error in the official records or provide an official explanation of the nature of the offense.

O. PERFORMANCE EVALUATIONS

Administrative and Classified Staff

Performance evaluations generally are conducted semi-annually to provide both you and your supervisor with the opportunity to discuss your job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving your performance. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increase in salary or promotions, or even continued employment. Salary increases and promotions are solely within the discretion of CNCA and depend upon many factors in addition to your work performance. After your review, you will be required to sign the evaluation report simply to acknowledge that it has been presented to you, that you have discussed it with your supervisor, and that you are aware of its content.

Certificated Staff

For members of the bargaining unit, performance evaluations will be conducted according to the terms of the CNCA/CNTA Collective Bargaining Agreement. For all other certificated staff, evaluations will be conducted semi-annually to provide both you and your supervisor with the opportunity to discuss your job, tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss methods for improving your work performance. The performance evaluations are intended to make you aware of your progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee promotions or continued employment. Promotions are solely within the discretion of CNCA and depend upon many factors in addition to your work performance. After your review, you will be required to sign the evaluation report simply to acknowledge that it has been presented

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to you, that you have discussed it with your supervisor, and that you are aware of its content.

In addition to these more formal performance evaluations, CNCA encourages you and your supervisor to discuss your job performance on an ongoing basis.

P. CONFIDENTIALITY

Information about Camino Nuevo Charter Academy, its employees, students, suppliers, and vendors is to be kept confidential and divulged only to individuals within CNCA with both a need to receive and authorization to receive the information. If in doubt as to whether information should be divulged, err in favor of not divulging information and discuss the situation with your supervisor.

All records and files maintained by CNCA are confidential and remain the property of CNCA. Records and files are not to be disclosed to any outside party without the express permission of the Principal or Vice President of Human Resources. Confidential information includes, but is not limited to: financial records; personnel and payroll records regarding current and former employees; the identity of, contact information for, and any other information of students, vendors, and suppliers; programs, trade secrets, and any other documents or information regarding CNCA's operations, procedures, or practices. Confidential information may not be removed from CNCA premises without express authorization.

Confidential information obtained during or through employment with CNCA may not be used or disclosed by an employee, except as job-related. Employees must also maintain the confidentiality, use or disclosure of confidential information at all times even following termination of employment. CNCA reserves the right to seek all legal or equitable remedies to prevent impermissible use of confidential information or to recover damages incurred as a result of the impermissible use of confidential information.

Employees may be required to enter into written confidentiality agreements confirming their understanding of CNCA's confidentiality policies.

IX. CAMINO NUEVO FACILITIES

A. POLICIES AGAINST WORKPLACE VIOLENCE

1. Statement of Policy

Camino Nuevo Charter Academy recognizes that violence in schools is a growing nationwide problem necessitating a firm, considered response. The costs of such violence are great, both in human and financial terms. We believe that the safety and security of CNCA employees and students are paramount. Therefore, CNCA has adopted the following policy regarding workplace violence to help maintain a secure workplace.

Acts or threats of physical violence, including intimidation, harassment, and/or coercion, that involve or affect CNCA or that occur on CNCA property or in the conduct of CNCA business off CNCA property, will not be tolerated. This prohibition against threats and acts of violence applies to all persons involved in CNCA operations, including, but not limited to, CNCA students, personnel, contract workers, temporary employees, and anyone else on CNCA property or conducting CNCA business off CNCA property. Violations of this policy, by any individual, will lead to disciplinary and/or legal action as appropriate.

In addition, CNCA has developed guidelines to help maintain a secure workplace. Be aware of persons loitering for no apparent reason in parking areas, walkways, entrances and exits. Always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor badges. Always report any suspicious persons or activities to security personnel. Secure your desk or office at the end of the day. When called away from your work area for an extended length of time, do not leave valuables and/or personal articles in or around your workstation that may be accessible. The security of facilities as well as the welfare of our students and employees depends upon the alertness and sensitivity of every individual to potential security risks. Immediately notify your principal when known persons are acting in a suspicious manner in or around the facilities, or when keys, security passes, or identification badges are missing.

This policy is intended to bring CNCA into compliance with existing legal provisions requiring employers to provide a safe workplace; it is not intended to create any obligations beyond those required by existing law.

2. Definitions

Workplace violence is any intentional conduct that is sufficiently severe, offensive, or intimidating to cause an individual to reasonably fear for his or her personal safety or the safety of his or her family, friends, and/or property such that employment conditions are altered or a hostile, abusive, or intimidating work environment is created for one or several CNCA employees. Workplace violence may involve any threats or acts of violence occurring on CNCA premises, regardless of the relationship between CNCA and the parties involved in the incident. It also includes threats or acts of violence that affect the business interests of CNCA or that may lead to an incident of violence on CNCA premises. Threats or acts of violence occurring off CNCA premises that involve employees, agents, or individuals acting as a representative of CNCA, whether as victims of or active participants in the conduct, may also constitute workplace violence. Specific examples of conduct that may constitute threats or acts of violence under this policy include, but are not limited to, the following:

- a. Threats or acts of physical or aggressive contact directed toward another individual;
- b. Threats or acts of physical harm directed toward an individual or his/her family, friends, associates, or property;
- c. The intentional destruction or threat of destruction of CNCA property or another employees' property;
- d. Harassing or threatening phone calls;
- e. Surveillance;
- f. Stalking;
- g. Veiled threats of physical harm or similar intimidation;
- h. Any conduct resulting in the conviction under any criminal code provision relating to violence or threats of violence that adversely affects CNCA legitimate business interests.

3. Enforcement

Any person who engages in a threat or violent action on CNCA property may be removed from the premises as quickly and safely as possible or as required, at CNCA's discretion. Employees may be required, at CNCA's discretion, to remain off CNCA premises pending the outcome of an investigation of the incident.

When threats are made or acts of violence are committed by employee(s), a judgment will be made by CNCA as to what actions are appropriate, including possible medical evaluation and/or possible disciplinary action.

Once a threat has been substantiated, it is CNCA's policy to put the person who made the threat on notice that the employee will be held accountable for their actions and then implement a decisive and appropriate response.

Under this policy, decisions may be needed to prevent a threat from being carried out, a violent act from occurring, or a life-threatening situation from developing. No existing policy or procedure of CNCA should be interpreted in a manner that prevents the making of these necessary decisions.

Important Note: CNCA will make the sole determination of whether, and to what extent, threats or acts of violence will be acted upon by CNCA. In making this determination, CNCA may undertake a case-by-case analysis in order to ascertain whether there is a reasonable basis to believe that workplace violence has occurred. No provision of this policy shall alter the at-will nature of employment at CNCA.

B. OPERATION OF VEHICLES

The use of CNCA-owned or CNCA-leased vehicles and rental of vehicles for CNCA business are limited to authorized employees. These vehicles must only be used in work-related

activities and may not be used for personal business or activities without the express prior approval of management.

All employees authorized to drive a CNCA-owned or CNCA-leased vehicles or to rent vehicles for use in conducting CNCA business, must possess a current, valid California driver's license and an acceptable driving record. Any change in license status or driving record must be reported to management immediately. From time to time, CNCA or its insurance carrier will request reports from the Department of Motor Vehicles regarding the license status and driving record of employees whose job responsibilities include driving. In the event that the license status or driving record of any employee whose job responsibilities include driving becomes unacceptable to management or CNCA's insurance carrier, that employee may be restricted from driving, reassigned, suspended, or terminated, at CNCA's discretion.

A valid California driver's license must be in your possession while operating a vehicle off or on CNCA property. It is the responsibility of every employee to drive safely and obey all traffic, vehicle safety, and parking laws or regulations. Drivers should demonstrate safe driving habits and not drive too fast or recklessly.

Certain employees may drive their own personal vehicles while conducting CNCA business. These employees must maintain adequate personal automobile liability insurance. Employees doing so should promptly submit an expense report detailing the number of miles driven while on CNCA business. CNCA will pay mileage reimbursement in accordance with applicable reimbursement rates. Employees are expected to observe the above policies while on CNCA business, even if driving their own personal vehicles.

C. PARKING LOT LIABILITY

Parking lot related incidences are not covered under any CNCA insurance policy. The school assumes no liability for damage to cars parked in the school parking lot at any time. The only exception to this policy will be when a student is observed by an adult accidentally causing damage to a vehicle while engaged in a school activity (e.g. a ball breaking a window). In this case, CNCA will reimburse the employee up to the amount of their deductible or \$500, whichever is lesser. Otherwise, liability is as follows:

If a student willfully causes damage (i.e. not an accident as described above), the student's parent or guardian is responsible.

If a parent or other visitor causes damage, that individual is responsible.

If an employee causes damage, the employee is responsible.

If an unknown person causes damage and there is no witness, CNCA is not liable for the damages. The affected individual would determine if they have applicable coverage through his/her individual insurance policies.

D. EMPLOYER PROPERTY POLICY

All CNCA property--including desks, textbooks, teacher's guides and other instructional equipment, storage areas, work areas, lockers, file cabinets, credenzas, computer systems, office telephones, cellular telephones, modems and other electronic equipment, facsimile machines, duplicating machines, and vehicles--must be used properly and maintained in good working order. They must be kept clean and are to be used only for work-related purposes.

CNCA reserves the right, at all times and without prior notice, to inspect and search any and all of its property for the purpose of determining whether this policy or any other policy of CNCA has been violated, or when an inspection and investigation is necessary for purposes of promoting safety in the workplace or compliance with state and federal laws. These inspections may be conducted during or after business hours and in the presence or absence of the employee and without notice to the employee.

In addition, in order to ensure the safety and security of employees and students, and to protect CNCA's legitimate business interests, CNCA reserves the right to question any employee or other individual entering onto or leaving CNCA premises.

CNCA's technical resources, such as its computer system, voice mail system, and e-mail, are provided for use in CNCA business, and are to be reviewed, monitored, and used only for business purposes, except as provided in this policy. Employee computer data, voice mail messages, and e-mail transmissions may be reviewed by the Principal or other authorized CNCA employee at any time, without notice to the employee, not necessarily in the employee's presence. Employees are otherwise permitted to use CNCA's equipment for occasional, non-work purposes with advance written permission from their direct supervisor. Nevertheless, employees have no right of privacy as to any information or file maintained in or on CNCA's property or transmitted or stored through CNCA's computer systems, voice mail, e-mail, or other technical resources. All bills and other documentation related to the use of CNCA equipment or property are the property of CNCA and may be reviewed and used for purposes that CNCA considers appropriate.

Employees may access only files or programs, whether computerized or not, that they have permission to enter. Computer software is protected from unauthorized copying and use by federal and state law; unauthorized copying or use of computer software exposes both CNCA and the individual employee to substantial fines and/or imprisonment. Therefore, employees may not load personal software onto CNCA's computer system, and may not copy software from CNCA for personal use. All employees must contact their systems administrator to install any software on CNCA's computer system. Unauthorized review, duplication, dissemination, removal, installation, damage, or alteration of files, passwords, computer systems or programs, or other property of CNCA, or improper use of information obtained by unauthorized means, may be grounds for disciplinary action, up to and including termination of employment.

Most classrooms have been equipped with a telephone that serves as the school intercom system and can also be used in case of an emergency. The telephones are not for personal use. It is the classroom teacher's responsibility to monitor students if an emergency arises and they are allowed to use the telephone. CNCA also prohibits the use of cell phones by employees, except in cases of emergency, while on scheduled work time.

Messages stored and/or transmitted by voice mail or e-mail shall not contain content that may reasonably be considered offensive or disruptive to any employee. Offensive content includes, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, any derogatory comments regarding a protected class of persons, or any comments or images that would offend someone on the basis of his or her age, sexual orientation, religious or political beliefs, national origin, disability, or membership in any other protected class.

Terminated employees should remove any personal items at the time they leave CNCA. Personal items left in the workplace are subject to disposal if not claimed at the time of an employee's termination.

E. USE OF COMPANY COMMUNICATION EQUIPMENT AND TECHNOLOGY

All CNCA owned communications equipment and technology, including computers, electronic mail systems, voicemail systems, internet access, software, telephone systems, document transmission systems and handheld data processing systems remain the property of CNCA and are provided to the employee to carry out business on behalf of CNCA, unless previously authorized for non-business use. Employees have no expectation of privacy in any communications made using CNCA owned equipment and technology. Communications made using CNCA owned communications equipment and technology are subject to review, inspection and monitoring by CNCA.

Additionally, CNCA uses technology protection measures that protect against internet access (by both minors and adults) to visual depictions that are obscene, child pornography and/or images that may be harmful to minors. These measures may include, but are not limited to, installing a blocking system to block specific internet sites, setting internet browsers to block access to adult sites, using a filtering system that will filter all internet traffic and report potential instances of misuse and using a spam filter.

Passwords used in connection with the CNCA's communications equipment and technology are intended to restrict unauthorized use only, not to restrict access of authorized CNCA employees. Employees are required to safeguard their passwords to limit unauthorized use of computers by minors in accordance with the Student Acceptable Use Agreement. Employees that do not safeguard their passwords from unauthorized student use, or that allow a student to access computers in violation of the Student and Employee Acceptable Use Agreement, will be subject to discipline, up to and including termination.

Internet use, unless previously authorized, is for business purposes only. All employees using the internet through the CNCA's communications equipment and technology must respect all copyright laws. Employees are not permitted to copy, retrieve, modify or forward copyrighted materials unless authorized by law or with express written permission of the owner of the copyright. Employees are not permitted to use CNCA's communications equipment and technology to view visual images that are obscene, child pornography and/or images harmful to minors, nor may they use such resources for personal entertainment, shopping, or personal business.

The e-mail system and internet access are not to be used in any way that may be disruptive, harassing or offensive to others, illegal or harmful to morale. For example, sexually explicit images, ethnic slurs, racial epithets or anything else that may be construed as harassment or disparagement of others based on their race, national origin, gender, sexual orientation, age, religious beliefs or any other protected class or political beliefs may not be displayed or transmitted. Cyberbullying is also prohibited. CNCA staff will help monitor and educate students on Cyberbullying. Cyberbullying includes the transmission of communication, posting of harassing messages, direct threats, or other harmful texts, sounds, or images on the internet, social networking sites, or other digital technologies using a telephone, computer, or any wireless communication devices. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

The e-mail system and internet access are not to be used in any manner that is against the policies of CNCA, contrary to the best interest of CNCA or for personal gain or profit of the employee against the interests of CNCA. Employees must not use CNCA's communications equipment and technology for the unauthorized disclosure, use and/or dissemination of personal information regarding students.

Employees should not attempt to gain access to another employee's email files or voicemail messages without the latter's express permission. Each employee is responsible for the content of the messages sent using their CNCA issued equipment. It is strictly prohibited to use another employee's computer to send messages to create the appearance that they are from that employee, unless that employee expressly authorizes such use.

Certain employees may be furnished with CNCA owned cell phones and/or laptops, in order to conduct CNCA business while off-campus. Such employees are expected to answer their CNCA provided mobile phone or return messages the same day.

F. EMPLOYEE BLOGS AND SOCIAL MEDIA WEBSITES

If an employee decides to blog or comment on a social media website that discusses any aspect of his/her workplace activities, the following restrictions apply:

- CNCA equipment, including its computers and electronics systems, may not be used for these purposes.
- Student and employee confidentiality policies must be adhered to.
- Employees must make clear that the views expressed in their blogs or social media site are their own and not those of the CNCA.
- Employees may not use the CNCA/School logos, trademarks and/or copyright material and are not authorized to speak on behalf of the school and/or organization.
- Employees are not authorized to publish any confidential information maintained by CNCA/School.
- Employees must comply with all CNCA/School policies, including, but not limited to, rules against sexual harassment and retaliation.
- CNCA reserves the right to take disciplinary action against any employee whose blog or comment/s made on social media websites violates this or other CNCA policies.

G. OFF-DUTY USE OF FACILITIES POLICY

Employees are prohibited from remaining on CNCA premises or making use of CNCA facilities while not on duty. Employees are expressly prohibited from using CNCA facilities, CNCA property, or CNCA equipment for personal use.

H. EMPLOYEE PROPERTY

An employee's personal property, including but not limited to lockers, packages, purses, and backpacks, may be inspected upon reasonable suspicion of unauthorized possession of school property.

CNCA is not responsible for lost or stolen items belonging to employees. CNCA is also not responsible in the event of break-ins, fire, or other events which may result in damage or loss to employee property.

I. SOLICITATION & DISTRIBUTION OF LITERATURE

Camino Nuevo Charter Academy has established rules, applicable to all employees, to govern solicitation and distribution of written material during working time and entry onto the premises and work areas. All employees are expected to comply strictly with these rules.

1. No employee shall solicit or promote support for any cause or organization, which is not related to CNCA business or which has not been pre-approved by authorized CNCA

personnel, during his or her working time or during the working time of the employee or employees at whom the activity is directed;

2. Except as allowed by the Educational Employment Relations Act, no employee shall distribute or circulate any written or printed material which has not been pre-approved by authorized CNCA personnel for distribution in work areas at any time, during his or her working time, or during the working time of the employee or employees at whom the activity is directed;

3. Non-employees will not be permitted to solicit or to distribute written material for any purpose on CNCA property, except when required under California or federal law.

As used in this policy, "working time" includes all time for which an employee is paid and/or is scheduled to be performing services for CNCA; it does not include break periods, meal periods, or periods in which an employee is not, and is not scheduled to be, performing services or work for CNCA.

J. HEALTH & SAFETY

The health and safety of employees and others on CNCA property are important to CNCA. We strive to attain the highest possible level of safety in all activities and operations. CNCA will comply with all health and safety laws applicable to our school.

All employees are responsible for their own safety, as well as that of others in the workplace. CNCA must rely upon employees to ensure that work areas are kept safe and free of hazardous conditions. Employees should be conscientious about workplace safety, including proper operating methods and known dangerous conditions or hazards. You should report any unsafe conditions or potential hazards to your supervisor *immediately*, even if you believe you have corrected the problem. If you suspect a concealed danger is present on CNCA's premises, or in a product, facility, piece of equipment, process, or business practice for which CNCA is responsible, bring it to the attention of your supervisor or the Principal *immediately*. Supervisors should arrange for the correction of any unsafe condition or concealed danger immediately and should contact the Principal regarding the problem.

Periodically, CNCA may issue rules and guidelines governing workplace safety and health. All employees should familiarize themselves with these rules and guidelines since strict compliance will be expected. Contact your supervisor for copies of current rules and guidelines. Failure to comply with rules and guidelines regarding health and safety or work performance that endangers health and safety will not be tolerated.

Any workplace injury, accident, or illness *must* be reported to your supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported. In compliance with California law, and to promote the concept of a safe workplace, CNCA maintains an Injury and Illness

Prevention Program. The Injury and Illness Prevention Program is available for review by employees and/or employee representatives in office.

In compliance with Proposition 65, CNCA will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

K. SMOKING

Smoking is not permitted in any area, within 100 yards of the School.

X. BENEFITS

A. HOLIDAYS

For employees who are not members of the certificated bargaining unit, Camino Nuevo Charter Academy observes the following paid holidays:

- January 1 – New Year's Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Juneteenth
- July 4th – Independence Day
- Labor Day
- Indigenous Peoples Day
- Veteran's Day
- Thanksgiving Day and the Friday after Thanksgiving
- Christmas Eve and Christmas Day

When a holiday falls on a Saturday or a Sunday it is usually observed on the preceding Friday or the following Monday. However, CNCA may close on another day or grant compensating time instead of closing. Holiday observance will be announced in advance.

Eligible employees begin holiday pay after completion of their introductory period. To be eligible for holiday pay, you must be regularly scheduled to work on the day on which the holiday is observed and must work regularly scheduled working days immediately preceding and immediately following the holiday, unless an absence on either day is approved in advance by your supervisor.

Temporary, substitute, and non-exempt part time employees working less than 30 hours per week are not eligible for holiday pay. Eligible Classified employees that have not completed their introductory period are not eligible for holiday pay. Holiday pay will be

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calculated based on your straight time pay rate (as of the date of the holiday) times the number of hours you would have otherwise worked on that day. Holiday pay is not counted for the purpose of calculating an employee's overtime hours of work or overtime premiums. Non-exempt employees required to work on a designated holiday will receive straight time pay.

B. SHUT DOWN PERIOD

During the academic year the school will have both a winter and spring break. The school will remain open during part of the winter break. However, the school will have two shut down periods from December 24th – January 1st and the other week during spring break. Eligible administrative and classified salaried and full-time hourly staff will be given this time off with pay. Please see the Vice President Human Resources for eligibility.

Hourly full-time employees must complete their introductory period prior to being eligible for the shut-down period.

All hourly part-time seasonal and substitute staff will not receive a work schedule during the winter and spring break, unless otherwise indicated by your supervisor. Please check with your supervisor if you will be scheduled to work during that time.

C. VACATIONS

(Applies to employees who are not members of the Certificated Bargaining Unit)

Full-time employees consistently working 36 hours or more per week are eligible for paid vacation. Classified salaried and full-time employees do not accrue vacation time during the introductory period.

Part-time employees working less than 36 hours, Temporary Employees, Substitutes and Teachers do not qualify for paid vacation time.

Eligible full-time employees shall begin accruing paid vacation time after their introductory period at a rate of 6.67 hours per month. Each year a total of 10 vacation days will accrue, with a maximum of 240 hours (30 days) that can be accrued at any time. Vacation may be carried over to the next calendar year, providing the amount of time has not exceeded the 240-hour maximum.

Once the maximum accrual amount has been reached, no additional vacation will be earned until previously accrued vacation time is used. Employees will not be given retroactive credit for any period of time in which you did not accrue vacation because you were at the maximum. At year-end, unused vacation at or below the maximum accrual amount will carry over to the subsequent year.

Employees are encouraged to take their accrued vacation each year. You must request vacation as far in advance as possible, but at least 15 days prior to the intended vacation days. Vacations will be scheduled so as to provide adequate coverage of job and staff

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requirements. The Principal will make the final determination in this regard. Vacation may not be taken without at least 15 days approval from your supervisor.

Exempt employees must use vacation for otherwise unexcused absences from work for a day or more. Nonexempt employees must use vacation for otherwise unexcused time away from work during their regularly scheduled hours. Vacation does not accrue during unpaid leaves of absence or other periods of inactive service.

Terminated employees shall receive pay for unused vacation time. Unused vacation time is paid out at the employee's regular pay rate at the time of termination.

D. INSURANCE BENEFITS

1. Medical Insurance

(Applies to employees who are not members of the Certificated Bargaining Unit)

Camino Nuevo Charter Academy provides a comprehensive medical, dental and vision insurance plans for eligible employees and their dependents. Full-time employees may be eligible for medical insurance coverage under CNCA's policy. Part-time employees working 30 hours or more per week may also be eligible for medical insurance coverage under CNCA's policy. All eligible employees qualify for medical coverage the first of the month following 30 days of employment. If eligible, as part of the compensation for health insurance CNCA will allow a monthly benefit allowance of \$350 for single, full time, eligible employees, \$475 for single, full time, eligible employee and spouse (or dependent), and \$600 per full-time, eligible employee and their family. If costs exceed this cap, deductions will be made from employee's pay to cover ½ the excess costs. Part-time exempt and part-time certificated employees will receive a benefit allowance at a prorated amount based on the percentage of time worked. The Medical insurance coverage is a benefit provided by CNCA. Employees should consult the Benefit Plan Summary for complete information about eligibility and the details of CNCA's medical insurance plans. Copies of the Plan Document and Summary description are available in the Human Resources Department.

Full time, eligible employees who waive all health and welfare benefits will be entitled to a \$1,000 payout at the end of the fiscal year. Full time, eligible employees who waive medical benefits, but accept vision and/or dental insurance will receive an allocation in the amount of \$1,000 minus the total cost of benefits received.

2. Disability Insurance

Each employee contributes to the State of California to provide disability insurance mandated by the California Unemployment Insurance Code. Contributions are made through a payroll deduction. Disability insurance is payable when you cannot work because of illness or injury unrelated to your employment at CNCA or when you are entitled to temporary workers' compensation at a rate less than the daily disability benefit

amount. Specific rules and regulations governing disability are available from the main office.

3. Unemployment Compensation

Camino Nuevo Charter Academy contributes to the Unemployment Insurance Fund on behalf of its employees.

4. Social Security

Non-certificated and some certificated staff are legally required to make contributions into social security. CNCA matches each employee's social security contribution dollar for dollar. You may be eligible to receive these benefits upon your retirement and/or perhaps in other circumstances in accordance with the social security laws.

5. State Teachers Retirement (STRS)

State law requires that all teachers deposit a percentage of their pre-tax salary in the STRS retirement system. An employer contribution is made by CNCA. Contributions are subject to rate change. For additional information on the STRS program you may call STRS directly at (800) 228-5453.

6. California Public Employees Retirement System (CalPERS)

Full time non-certificated employees are required to participate in the CalPERS program. Employees contributing to CalPERS will deposit a percentage of their pre-tax earnings as a condition of employment. An employer contribution is made by CNCA. Contributions are subject to change. For additional information you may contact PERS at (800) 228-5453.

7. Workers' Compensation

If you are injured or become ill on the job, then you may receive, at no cost to you, workers' compensation insurance benefits, which may include medical care, compensation, and vocational rehabilitation. To receive workers' compensation benefits, you must:

- a. Report any work-related injury to your supervisor immediately.
- b. Complete a written claim form and return it to the Principal.
- c. Seek medical treatment and follow-up care if required.

E. SICK LEAVE

Camino Nuevo Charter Academy provides paid accrued sick leave to all eligible employees for periods of temporary absences due to illness, including mental health, injury, etc. Sick leave may only be taken for an employee's own illness, including mental health or injury, or that of an employee's immediate family member.

Sick leave taken to care for a family member such as a parent, child, or spouse is limited to one-half the employee's annual accrual of sick leave. It is intended to be used only when actually required to recover from illness or injury; sick leave is not for "personal" absences. Time off for medical and dental appointments will be treated as sick leave.

A employee requesting the use of sick leave for an extended period of time to care for a member of the immediate family must, prior to beginning the leave, provide written verification from the immediate family member's treating physician. The medical certification should certify that because of the immediate family member's serious illness or injury, it is necessary for the employee to be absent from work in order to provide care. The verification must state the probable duration of the need for the employee's care for the immediate family member's condition, the dates the patient was or will be treated for the condition, and whether the need for care by the employee is continuous or intermittent. Such request and verification shall normally be provided 10 work days prior to the beginning of the employee's absence to allow the CEO, or designee an opportunity for review and approval of the request. In the event of a verifiable emergency, written verification shall be provided within 10 days to CEO, or designee.

Certificated, full-time, part-time classified, and substitute employees accrue sick leave in accordance with the schedule below.

Upon hire, eligible full-time employees shall receive 7.28 hours of sick leave. After the introductory period, sick leave will accrue at a rate of 7.28 hours per month, up to a maximum of 11 days per year. Eligible part-time employees working less than 36 hours per week (but more than 30 hours) will accrue sick time on a pro-rata basis according to the hours worked. The amount of sick time accrued cannot exceed the 45-day maximum. **Employees will not be paid for unused sick leave.**

Eligible classified part-time employees working less than 30 hours per week will be eligible to receive 48 hours of sick leave per year. Sick time is not accrued and will not carry over to the next school year. Sick days will be made available to employees upon hire.

Eligible certificated full-time teachers on teacher contracts shall accrue and use sick leave as outlined in the collective bargaining agreement.

Other eligible certificated full-time employees (non-teachers) shall also receive 7.28 hours of sick leave upon hire. After the introductory period, sick leave will accrue at a rate of 7.28 hours per month up to a maximum of 11 days per academic year. Certificated part-time employees shall accrue sick leave on a pro-rata basis according to their schedule. Certificated employees (non-teachers) may carry over their unused sick leave to the next academic year. The amount of sick time accrued cannot exceed the 45-day maximum. **Employees will not be paid for unused sick leave.**

Substitute Teachers will be eligible to receive 48 hours of sick leave per year. Sick time is not accrued and will not carry over to the next school year. Sick days will be made available to employees upon hire.

Certification by your health care provider is required for absences of three or more consecutive workdays. However, CNCA may also request such certifications in situations where it is determined that it is warranted, such as for absences immediately before or after a holiday, furlough day, student break, or shut down; when unexcused absences become excessive and/or a pattern of poor attendance exists that is disruptive the operation of a school and/or affecting job performance. CNCA reserves the right to require a satisfactory statement of a health care provider whenever an employee misses work due to an illness, injury or disability. The employee may be asked to provide a statement which verifies that an injury or disability existed, its beginning and ending dates, and/or the employees ability to return to work without presenting an immediate and significant risk to their own health or safety or the health or safety of others. It is your responsibility to apply for any disability benefits for which you may be eligible for as a result of an illness or disability, including California State Disability Insurance, workers' compensation insurance, and/or any short-term disability insurance benefits for which you qualify.

Sick leave used immediately before or after a holiday, student break, or vacation period impacts student learning and job performance. Such absences may require medical certification. Sick leave may not be used during holidays, vacation, or hours of work outside an employee's regular schedule. Sick leave benefits will be fully integrated with other benefits available to you so that at no time will you be paid more than your regular compensation. Any misuse of sick time by an employee will result in disciplinary action including termination of employment. Employees will not accrue sick leave during unpaid leaves of absence.

Employees may request to donate accrued sick leave for other staff members. The donation of sick leave is strictly voluntary. The donation of sick leave is on a half-day or full day basis, without regard to the dollar value of the donated or used leave. The maximum number of sick leave days an employee may donate or receive in one calendar year is ~~5~~10 (fiveten) days. Donations will be applied to the receiver's sick leave balance in Paychex Flex as needed to remain in paid status not to exceed ten (10) days. At no time may donated sick leave be banked. Unused donated sick leave will be returned to the donor. Donated sick leave may not be collected nor transferred upon separation. The approval of the time off request to be covered by the donated time will be at the discretion of the site principal or designee as outlined in this policy.

Donated sick days can be used for:

- **Medical emergency**, defined as illness, including mental health, or injury, condition of the employee or an immediate family member that will require the prolonged/extended absence of the employee from duty and will result in a

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substantial loss of income to the employee due to the exhaustion of all paid leave available. Maternity/paternity leave does not count as a medical emergency.

Employees who wish to donate sick leave days must complete and submit a “Request to Donate Sick Leave” form to the HR Department. The approval of donated or requested sick time will be at the sole discretion of the CEO.

F. LEAVES OF ABSENCE

This section F does not apply to members of the certificated bargaining unit, whose leave of absence privileges are addressed in the collective bargaining agreement.

1. General Provisions

Camino Nuevo Charter Academy may grant a leave of absence in certain circumstances. You should notify your supervisor and/or Principal in writing as soon as you become aware that you may need a leave of absence. A Leave of Absence form will be provided by the Department of Human Resources at the request of the employee. CNCA will consider your request in accordance with applicable law and CNCA's leave policies. You will be notified whether your leave request is granted or denied. If you are granted leave, you must comply with the terms and conditions of the leave, including staying in communication with your supervisor or the Principal during your leave, and giving prompt notice if there is any change in your return date.

Employees granted a medical leave of absence must exhaust all available sick leave, up to a maximum of two (2) weeks, prior to unpaid time off.

You must not accept other employment or apply for unemployment insurance while you are on a leave of absence. Acceptance of other employment while on leave will be treated as a voluntary resignation from employment at CNCA. Benefits, such as vacation and holidays, will not accrue while you are on a leave of absence. Upon return from a leave of absence, you will be credited with the full employment status that existed prior to the start of the leave.

CNCA may suspend or proceed with any counseling, performance review, or disciplinary action, including discharge, that was contemplated prior to any employee's request for or receipt of a leave of absence or that has come to CNCA's attention during the leave. If any action is suspended during the leave of absence, CNCA reserves the right to proceed with the action upon the employee's return. Requesting or receiving a leave of absence in no way relieves employees of their obligation while on the job to perform their job responsibilities capably and up to CNCA's expectations and to observe all CNCA policies, rules, and procedures.

2. Family and Medical Leave

Camino Nuevo Charter Academy will grant family and medical leave in accordance with the requirements of applicable state and federal law in effect at the time the leave is granted. No greater or lesser leave benefits will be granted than those set forth in the relevant state or federal laws. In certain situations, the federal law requires that provisions of state law apply. In any case, employees will be eligible for the most generous benefits available under either law.

Please contact your supervisor as soon as you become aware of the need for a family and medical leave. The following is a summary of the relevant provisions.

a. Employee Eligibility

To be eligible for family and medical leave benefits, you must: (1) have worked for CNCA for a total of at least 12 months; (2) have worked at least 1,250 hours over the previous 12 months, and (3) work at a facility that employs at least 50 employees within a 75 mile radius.

Eligible employees may take up to a maximum of 12 work weeks of unpaid family/medical leave within a 12-month period. A 12-month period begins on the date of the employee's first use of federal family and medical leave. Successive 12-month periods commence on the date of an employee's first use of family and medical leave after the preceding 12-month period has ended.

Leave may be used for one or more of the following reasons: (1) for the birth or placement of a child for adoption or foster care; (2) to care for an immediate family member (spouse or domestic partner, child, ~~or~~ parent, grandparent, grandchild, or sibling) with a serious health condition; or (3) to take medical leave when the employee is unable to work because of a serious health condition. Under some circumstances, employees may take family and medical leave intermittently--which means taking leave in blocks of time, or by reducing their normal weekly or daily work schedule. If you are pregnant, you may have the right to take a pregnancy disability leave in addition to a family and medical leave. Please review the pregnancy disability leave policy below and notify your supervisor or the Principal if you need leave due to your pregnancy.

Certain restrictions on these benefits may apply.

b. Notice & Certification

If you need family and medical leave, you may be required to provide:

1. 30-day advance notice when the need for the leave is foreseeable;
2. Medical certification from a health care provider (both prior to the leave and prior to reinstatement);

3. Periodic re-certification;
4. Periodic reports during the leave.

When leave is needed to care for an immediate family member or your own serious health condition, and is for planned medical treatment, you must try to schedule treatment so as not to unduly disrupt CNCA's operation.

c. Compensation During Leave

Family and medical leave is unpaid. CNCA requires you to use all available sick leave, up to a maximum of two (2) weeks, prior to unpaid time off. You may also elect to use vacation to cover some or all of the family and medical leave. The use of paid time off runs concurrent with and does not extend the length of a family and medical leave.

d. Benefits During Leave

Camino Nuevo Charter Academy will maintain, for up to a maximum of 12 workweeks of family and medical leave, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if you do not return to work following family or medical leave. Employee will be responsible for his or her portion of the premiums while on leave. Payments must be paid by the first of every month. If an employee does not pay his or her portion of the premiums for the period of the leave, coverage will cease.

If you are on family and medical leave but you are not entitled to continued paid coverage, you may continue your group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payments to CNCA for the amount of the relevant premium. Please contact your supervisor or the Department of Human Resources for further information.

e. Job Reinstatement

Under most circumstances, upon return from family and medical leave, you will be reinstated to your previous position, or to an equivalent job with equivalent pay, benefits, and other employment terms and conditions. However, during and upon return from a family and medical leave, you have no greater right to reinstatement than if you had been continuously employed rather than on leave. For example, if you would have been laid off had you not gone on family and medical leave, or if your position has been eliminated during the leave, then you will not be entitled to reinstatement.

If you are returning from family and medical leave taken for your own serious health condition, but you are unable to perform the essential functions of your job because of a physical or mental disability, CNCA will attempt to reasonably accommodate you. Your

use of family and medical leave will not result in the loss of any employment benefit that you earned or were entitled to before using family and medical leave.

3. Pregnancy Disability Leave

a. Employee Eligibility

Camino Nuevo Charter Academy will grant an unpaid pregnancy disability leave if you are disabled because of your pregnancy, childbirth, or a related medical condition.

b. Leave Available

If you are disabled due to pregnancy, childbirth, or a related medical condition, you may take leave necessitated by your condition and verified by your physician's note, usually for a period of up to a four month leave. As an alternative, CNCA may transfer you to a less strenuous or hazardous position if you so request, with the advice of your physician, and if the transfer can be reasonably accommodated.

Leave taken under the pregnancy disability policy runs concurrently with family and medical leave under federal law, but not with family and medical leave under California law.

c. Notice & Certification Requirements

You must provide CNCA with reasonable advance notice of your need for a pregnancy disability leave. In addition, you must provide CNCA with a health care provider's statement certifying the last day you can work and the expected duration of your leave.

d. Compensation During Leave

Pregnancy disability leaves are without pay. However, you must utilize accrued sick time up to a maximum of two (2) weeks, prior to unpaid time off. You may also elect to use any other accrued paid time off during the leave. All of those payments will be integrated with any state disability or other wage reimbursement benefits that you may receive. At no time will you receive a greater total payment than your regular compensation.

e. Benefits During Leave

If you are also eligible for federal or state family and medical leave, CNCA will maintain, for up to a maximum of 12 workweeks, any group health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if you do not return to work following pregnancy disability leave. If you are not eligible for family and medical leave, you will receive continued paid coverage on the same basis as employees taking other leaves. Employee will be responsible for his or her portion of the premiums while on leave. Payments must be paid to the employer by the first of every month. If an employee does not pay his or her portion of the premiums for the period of the leave, coverage will cease.

If you are on pregnancy disability leave but you do not receive continued paid coverage, you may continue your group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payments to CNCA for the amount of the relevant premium. You should contact your supervisor or the Department of Human Resources for further information.

f. Reinstatement

Upon the submission of a medical certification from a health care provider that you are able to return to work, you will, in most circumstances, be offered the same position held at the time of the leave or an equivalent position. However, you will not be entitled to any greater right to reinstatement than if you had been employed continuously rather than on leave. For example, if you would have been laid off if you had not gone on leave, then you will not be entitled to reinstatement. If upon return from a pregnancy disability leave you are unable to perform the essential functions of the job because of a physical or mental disability, CNCA will attempt to accommodate you.

4. Workers' Compensation Disability Leave

a. Employee Eligibility

Camino Nuevo Charter Academy will grant you a workers' compensation disability leave in accordance with state law if you incur an occupational illness or injury. As an alternative, CNCA may offer you modified work. Leave taken under the workers' compensation disability policy runs concurrently with family and medical leave under both federal and state law.

b. Notice & Certification Requirements

You must report all accidents, injuries, and illnesses, no matter how minor, to your immediate supervisor. You must also provide CNCA with a health care provider's statement certifying your work-related illness or injury, your inability to work, and the expected duration of your leave.

c. Compensation During Leave

Compensation for lost earnings due to a workers compensation disability leave will be paid by the company's workers' compensation insurance carrier according to California law. You may also utilize accrued sick time and any other accrued paid time off during the leave, to supplement any workers' compensation benefits, state disability, or other wage reimbursement benefits for which you may be eligible. At no time will you receive a greater total payment than your regular compensation.

d. Benefits During Leave

If you are eligible for family and medical leave under the federal or state family and medical leave laws, CNCA will maintain, for up to a maximum of 12 workweeks, any group

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health insurance coverage that you were provided before the leave on the same terms as if you had continued to work. In some instances, CNCA may recover premiums it paid to maintain health coverage if you do not return to work following your workers' compensation disability leave. If you are not eligible for family and medical leave, you will receive continued coverage on the same basis as employees taking other leaves. Employee will be responsible for his or her portion of the premiums while on leave. Payments must be paid to the employer by the first of every month. If an employee does not pay his or her portion of the premiums for the period of the leave, coverage will cease.

If you are not entitled to continued paid coverage, you may continue your group health insurance coverage through CNCA in conjunction with federal COBRA guidelines by making monthly payments to CNCA for the amount of the relevant premium. You should contact your supervisor or the Department of Human Resources for further information.

e. Reinstatement

Upon the submission of a medical certification that you are able to return to work, you will be reinstated in accordance with applicable law. If you are disabled due to an industrial injury, CNCA will attempt to accommodate you. If you are returning from a workers' compensation disability leave that runs concurrently with a family and medical leave, then the provisions of the family and medical leave policy will also apply.

5. Military Leave (Active and Reserve Service)

Unless otherwise required by law, this leave is without pay. It is provided to you when you enter military service of the Armed Forces of the United States or are in the Armed Forces Reserves. You are afforded reemployment rights and retain full seniority benefits for all prior service upon reemployment in accordance with the Uniformed Services Employment and Reemployment Rights Act and the California Military and Veterans Code. You must bring your military service orders to the Principal for review upon receipt prior to commencement of the leave.

6. Civil Air Patrol Leave

Members of the California Wing of the civilian auxiliary of the U.S. Air Force Civil Air Patrol are entitled to up to ten (10) days of leave per year. The Leave for a single emergency mission cannot exceed three (3) days, unless the emergency is extended by the entity in charge of the operation and the V.P. of Human Resources approves the leave extension.

The leave is unpaid, however, employees taking this leave may use all accrued vacation.

Employees will be reinstated to the position they held when the leave began or to an equivalent position. Health benefits, if applicable, will be maintained during the leave at the employee's expense.

7. Organ & Bone Marrow Leave

Organ donors shall be provided a leave of absence of up to thirty (30) business days in any one-year period. Bone marrow donors shall be provided a leave of absence of up to five (5) business days in any one-year period, calculated from the date the employee's leave begins. In both cases, the employee must take the leave to donate an organ or bone marrow to another person. Written verification of the need for donation must be provided and must include the employee is the bone marrow or organ donor and that the donation is medically necessary.

Employees who request this leave must take up to five days of accrued paid sick or vacation time. An employee requesting leave for organ donation is required to take up to two weeks of accrued paid sick or vacation time if available.

Health benefits, if applicable, will be maintained for the full duration of the leave in the same manner that the coverage would have been maintained if the employee had been actively working.

Employees will be reinstated to the position they held when the leave began or to an equivalent position.

G. OTHER TIME OFF

1. Personal Leaves of Absence

After one year of employment, a personal leave of absence without pay for up to 30 days may be granted at the discretion of CNCA. A request for a personal leave should be limited to unusual circumstances requiring an extended absence.

Employees are hereby notified that CNCA does not guarantee reinstatement following a personal leave. However, CNCA will offer employees returning from a personal leave of absence the same position, or a comparable position that the individual is qualified to perform, if either position is available.

2. Disability Leave

Consistent with state and federal disability laws, CNCA may provide a limited leave of absence from work to qualified disabled employees who need time away from work as a form of reasonable accommodation. CNCA may require employee's to provide additional information and/or documentation in order to determine whether to provide the accommodation.

CNCA will not grant a leave of absence as a form of accommodation where the absence will cause an undue hardship.

3. Funeral or Bereavement Time Off

Any employee may take up to three consecutive workdays off with pay within 30 days following the death of an immediate family member of the employee's or the employee's current spouse. Funeral or Bereavement time will be paid on a pro-rated basis for those employees that work less than 40 hours per week. Immediate family member means a parent, child, sister, brother, grandparent, grandchild (including step or foster relationships), or any other relative living in the immediate household of the employee. The Principal or supervisor may also approve additional unpaid time off.

4. Civic Duty Time Off

Camino Nuevo Charter Academy encourages employees to serve on jury or witness duty when called. It also understands that, if an employee is the unfortunate victim of domestic violence, that employee may need to take time from work to appear in court in an effort to obtain relief from such violence. You must notify your supervisor of the need for time off for jury or witness duty as soon as a notice or summons from the court or a subpoena is received. If you need time off to obtain relief from domestic violence, you must give your supervisor reasonable notice that you are required to appear in court. If the appearance in court is unscheduled or an emergency appearance, advance notice is not required, but you may be required to provide evidence from the court within a reasonable time after your appearance that shows you appeared in court.

Nonexempt employees will receive full pay while serving up to five days of jury or witness duty or for taking up to five days off to appear in court in an effort to obtain relief from domestic violence. Exempt employees will receive pay for up to five days of absence due to jury or witness duty or due to appearing in court to obtain relief from domestic violence. Any additional time off will be without pay. Any mileage allowance, fee, et cetera, paid for jury or witness duty will be credited against any payments made by CNCA. Verification from the court clerk of having served may be required. On the days you take off from work to perform jury duty, witness duty, or to obtain relief from domestic violence, you will be expected to return to work for the remainder of your work schedule if time permits.

5. Voting Time Off

If you cannot vote in a statewide public election before or after working hours, then you will be allowed sufficient time off to go to the polls. CNCA will pay you for up to the first two hours of absence from regularly scheduled work that is necessary to vote in a statewide public election. Any additional time off will be without pay. You must give reasonable notice to the Principal of the need to have time off to vote and must give at least three (3) days' notice when possible.

6. Time Off for Volunteer Firefighters

A registered volunteer firefighter who would like to perform emergency duty during work hours must notify his or her supervisor and the Principal in advance of their status as such

a volunteer, and shall provide written certification of such status. Also, please alert your supervisor before leaving CNCA premises when summoned for emergency duty. All time off to serve as a volunteer is unpaid.

7. Time Off to Attend School Activities

If you are a parent, guardian, or grandparent with custody of a child in kindergarten, grades 1-12, inclusive, or a licensed day care center and you wish to take time off to visit your child's school for a school activity, you may take off up to eight hours each calendar month (up to a maximum of 40 hours each calendar year), per child, provided you give reasonable notice to the Principal of your planned absence. Employees wishing to take leave for a child's school activities must utilize their existing vacation time in order to be paid by the school. Employees who do not have vacation time available will take the time off without pay. CNCA requires documentation from the school noting the date and time of your visit.

If both parents of a child work for CNCA, only one parent--the first to provide notice--may take the time off, unless CNCA approves both parents taking time off simultaneously.

You may also be granted time off to attend a school conference involving the possible suspension of your child. Please contact your supervisor if time off may be needed for this reason.

8. Time Off for Adult Literacy Programs

Camino Nuevo Charter Academy may make reasonable accommodations for any employee who reveals a literacy problem and requests that CNCA assist in enrolling in an adult literacy program, unless undue hardship to CNCA would result.

CNCA may also assist employees who wish to seek literacy education training by providing employees with the location of local literacy programs.

CNCA will take reasonable steps to safeguard the privacy of any employee who identifies as an individual with a literacy problem. Any employee who wishes to identify as an individual with a literacy problem may contact the Principal directly. Further, individuals who are performing satisfactorily will not be subject to termination of employment because they have disclosed literacy problems.

While CNCA generally encourages employees to improve their literacy skills, CNCA will not reimburse employees for the costs incurred in attending a literacy program. Nonexempt employees may use vacation pay to make up for work that is missed to attend literacy classes.

9. Lactation Accommodation

CNCA recognizes lactating employees' rights to request lactation accommodation, and accommodates lactating employees by providing a reasonable amount of break time and

a suitable lactation location for any employee who wish to express breast milk.

CNCA will provide a reasonable amount of break time to accommodate an employee desiring to express breast milk for the employee's child. This break time will run concurrently with any break time already provided to the employee, if possible. CNCA will make reasonable efforts to ensure the employee can express milk in a private room that is not a bathroom, has a door that locks, and is in close proximity to the employee's work area.

Pursuant to California Labor Code Section 1031, CNCA shall provide an employee with the use of a room or other location for the employee to express milk in private. The lactation room or location shall not be a bathroom and shall be in close proximity to the employee's work area, shielded from view, and free from intrusion while the employee is expressing milk. The lactation room or location may include an employee's private office if it otherwise meets the requirements of a lactation space.

The lactation room or location shall comply with all of the following requirements:

- 1) Be safe, clean, and free of hazardous materials, as defined in California Labor Code Section 6382.
- 2) Contain a surface to place a breast pump and personal items.
- 3) Contain a place to sit.
- 4) Have access to electricity or alternative devices, including, but not limited to, extension cords or charging stations, needed to operate an electric or battery-powered breast pump.

CNCA shall provide access to a sink with running water and a refrigerator suitable for storing milk in close proximity to the unit member or employee's workspace. If a refrigerator cannot be provided, CNCA may provide another cooling device suitable for storing milk, such as an employer-provided cooler.

Where a multipurpose room is used for lactation, among other uses, the use of the room for lactation shall take precedence over the other uses, but only for the time it is in use for lactation purposes.

Flexible Break Times

Employees who are breast-feeding or expressing breast milk are entitled to request a lactation accommodation and must be provided reasonable break times for breast-feeding or expressing breast milk throughout the day. Pursuant to labor code 1030, break times shall, if possible, run concurrently with any break times already provided to the employee. When this is not possible, the employee will confer with their supervisor to determine an appropriate break schedule and request coverage when necessary.

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Lactation Accommodation Requests and Support

Employees who would like to request a lactation accommodation should contact their supervisor/Principal to request an accommodation. In addition, an employee may work with the Human Resources team to request support regarding lactation accommodation, including assistance with identifying a designated or appropriate space to express milk or concerns about the need for reasonable break times.

An employee's request may be provided orally, by email or in writing and need not be submitted on a specific form. We will engage in an interactive process with you to determine when and where lactation breaks will occur.

CNCA will not tolerate discrimination or retaliation against employees who exercise their rights to lactation accommodation, including those who request time to express milk at work and/or who file a complaint related to the right to a lactation accommodation. If you believe you have been denied reasonable break time or adequate space to express milk, or have been otherwise denied your right related to lactation accommodation, you have a right to file a complaint with the Labor Commissioner by calling (213) 620-6330.

XI. TERMINATION

This section XI does not apply to members of the certificated bargaining unit, whose procedures for termination are addressed in the collective bargaining agreement.

A. VOLUNTARY TERMINATIONS

Voluntary terminations result when an employee voluntarily resigns from their employment, or fails to report to work for three consecutively scheduled workdays without notice to, or approval by the employee's supervisor. CNCA asks that you give at least two weeks written notice. This will provide CNCA the opportunity to make the necessary adjustments in operations. All CNCA property, including vehicles, keys, uniforms, identification badges, and credit cards, must be returned immediately upon termination of employment. CNCA retains the right to accept your resignation immediately and pay you the amount of straight time compensation you would have earned in place of any further performance.

B. INVOLUNTARY TERMINATIONS

An involuntary termination is initiated by Camino Nuevo Charter Academy.

C. REDUCTIONS IN FORCE

While CNCA hopes to continue growing and providing employment opportunities, business conditions, student demands, and other factors are unpredictable. Changes or downturns in any of these or other areas could create a need to restructure or reduce the number of people employed. In light of these uncertainties, please be advised that it may become necessary to conduct layoffs at some point in the future.

In the event that CNCA determines to lay off any employee or a number of employees, CNCA retains full discretion to select which employee(s) will be laid off. If restructuring or reducing the number of employees becomes necessary, CNCA will attempt to provide advance notice, if possible, to help prepare affected individuals. While CNCA retains full discretion, some of the relevant factors might include CNCA's operational requirements and the skill, productivity, ability, and past performance of those involved.

D. SEPARATION PROCESS

After an employee terminates their employment with CNCA, either voluntary or involuntary, they must complete the separation process.

1. The first step in the separation process is to complete the separation paperwork. The separation paperwork consists of:

- a) Notice of change in relationship form – this form is used to acknowledge that both the employee and CNCA recognize that the employee's status has changed due to terminations, whether voluntary or involuntary.
- b) COBRA Election form & COBRA letter – this form is given to employees who were eligible for insurance benefits during their employment at CNCA. Employees may choose to continue their benefit coverage, at their own cost, through the COBRA plan.
- c) Exit Interview – whenever possible an exit interview will be conducted in order for the school to receive feedback and suggestion on any areas of improvement and growth or areas of strength.
- d) "For Your Benefit" booklet – this booklet is given to all employees to inform them about unemployment insurance.

2. The employee must return any school property that may have been issued to him or her during employment (i.e. keys, credit card, cell phone, etc.).

3. If the termination of employment was voluntary, employees will receive their paycheck within three days of their termination date. If termination was involuntary, employees will receive their paycheck on their termination date.



ACKNOWLEDGMENT AND AGREEMENT

This is to acknowledge that I have received a copy of the Camino Nuevo Charter Academy (CNCA) Employee Handbook and understand that it sets forth some of the terms and conditions of my duties, responsibilities, and obligations of employment with Camino Nuevo Charter Academy. I understand and agree that it is my responsibility to read and familiarize myself with the policies and procedures contained in this handbook and to abide by the rules, policies, and standards set forth in this handbook.

Employee Signature

Date

Employee Name [printed]

Coversheet

2022 Spring Consolidated Applications for CNCA, CNCA#2, CNCA#3, CNCA#4, and CNHS#2.

Section: V. Consent Agenda
Item: B. 2022 Spring Consolidated Applications for CNCA, CNCA#2, CNCA#3, CNCA#4, and CNHS#2.
Purpose: Vote
Submitted by:
Related Material: ConApp Spring 2022-23_Certified_CNCA#1.pdf
22-23 ConApp Board Summary.pdf
ConApp Spring 2022-23_Certified_CNHS#2.pdf
ConApp Spring 2022-23_Certified_CNCA#2.pdf
ConApp Spring 2022-23_Certified_CNCA#4.pdf
ConApp Spring 2022-23_Certified_CNCA#3.pdf

California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$30,699
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$30,699

Professional Development Expenditures

Professional development for teachers	\$30,699
Professional development for administrators	
All other professional development expenditures	

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$30,699
2019–20 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$29,418
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$29,418

Professional Development Expenditures

Professional development for teachers	\$29,418
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$29,418
2020–21 Unspent funds	\$0

*****Warning*****

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2020–21 Title III English Learner YTD Expenditure Report, 24 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2020–21 Title III EL student program allocation	\$37,507
Transferred-in amount	\$0
2020–21 Total allocation	\$37,507
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$28,657
3000–3999 Employee benefits	\$8,850
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$37,507
2020–21 Unspent funds	\$0

*****Warning*****

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2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$31,879
Transferred-in amount	\$0
Transferred-out amount	\$0
2021-22 Total allocation	\$31,879

Professional Development Expenditures

Professional development for teachers	\$31,879
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$31,879
2021-22 Unspent funds	\$0

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2021–22 Title III English Learner YTD Expenditure Report, 12 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2021–22 Title III EL student program allocation	\$45,912
Transferred-in amount	\$0
2021–22 Total allocation	\$45,912
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$18,611
5000–5999 Services and other operating expenditures	\$27,301
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$45,912
2021–22 Unspent funds	\$0

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM

2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Yesenia
Homeless liaison last name	Rivas
Homeless liaison title	Family Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	Yesenia.Rivas@caminonuevo.org
Homeless liaison telephone number (Format: 999-999-9999)	323-730-7160
Homeless liaison telephone extension	7173
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

Warning

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2021–22 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/17/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	No

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$299,745
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$120
Homeless services provided (Maximum 500 characters)	Uniforms & Transportation
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2022–23 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2022–23 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2022–23 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/08/2022
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO

*****Warning*****

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2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
Saved by: ExED Data Management
Date: 8/10/2022 10:04 PM**2022–23 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831**Estimated Allocation Calculation**

Estimated English learner per student allocation	\$125.10
Estimated English learner student count	433
Estimated English learner student program allocation	\$54,168

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$54,168
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$54,168

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Camino Nuevo Charter Academy (19 64733 6117667)

Status: Certified
 Saved by: ExED Data Management
 Date: 8/10/2022 10:04 PM

2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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CAMINO NUEVO CHARTER ACADEMY

Spring 2022 Consolidated Application Reporting System (CARS) Data Collection

Board Summary

The Consolidated Application is used by the California Department of Education to distribute funds from various Federal programs to county offices, school districts, and charter schools throughout California. Every local educational agency (LEA) certifies the Spring Release data collections to document participation in Federal programs under the Every Student Succeeds Act (ESSA) and provide assurances that the LEA will comply with the legal requirements of each program.

This spring data collection for the 2022-23 application must be submitted by September 12, 2022, to request or decline participation in the federal programs listed below.

The Winter Release of the application, to be certified in February 2023, will contain each school's FY22/23 entitlements for each funded program. Program entitlements are determined by formulas contained in the laws that created the programs.

Federal Program Descriptions

Title I Part A: Helping Disadvantaged Children – A federal program to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging state academic achievement standards and state academic assessments.

Title II Part A: Teacher Quality – A federal program that increases student academic achievement through strategies such as improving teacher and principal quality and effectiveness, increasing the number of teachers and principals who are effective in improving student academic achievement in the classroom, and providing low-income and minority students greater access to effective teachers, principals, and school leaders.

Title III: Program for Immigrant Students – A federal program to provide supplementary programs and services to eligible immigrant students. The purpose of the subgrant is to assist immigrant students to acquire English and achieve grade-level and graduation standards.

Title III: Program for English Learner Students – A federal program to provide supplementary programs and services to English learners (ELs). The purpose of the subgrant is to assist EL students to achieve high levels in academic subjects and achieve academic standards; assist teachers, principals, and school leaders in developing and sustaining effective language instruction programs; promoting parental, family, and community participation in language instructional programs for families of English learners.

Title IV, Part A: Student Support and Academic Enrichment Grants – A federal program to provide all students access to a well-rounded education; improve school conditions for learning; and improve the use of technology in order to improve the academic achievement and digital literacy of all students.



2022/23 Funding Application

Certification of Assurances – Certifies that the school will observe all rules and regulations associated with federal funding.

Protected Prayer Certification – Certifies that the school has no policy that prevents or denies participation in constitutionally protected prayer in public school.

LCAP Federal Addendum Certification – Certifies that the board has approved the school’s LCAP Federal Addendum in order to meet Every Student Succeeds Act (ESSA) Local Agency Plan requirements.

Application for Funding – Certifies that the board will approve the ConApp. Certifies that the ELAC (English Learner Advisory Committee) has reviewed and advised on the development of the application for funding programs that serve English learners. Requests or declines the various federal programs.

Substitute System for Time Accounting – If requesting authorization to use a substitute system for time accounting (recording time spent working on federal programs), certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

California Department of Education**Consolidated Application**

Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM**2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$23,453
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$23,453

Professional Development Expenditures

Professional development for teachers	\$23,453
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$23,453
2019–20 Unspent funds	\$0

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California Department of Education**Consolidated Application**

Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM**2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$22,506
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$22,506

Professional Development Expenditures

Professional development for teachers	\$22,506
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$22,506
2020–21 Unspent funds	\$0

*****Warning*****

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2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636

Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021–22 Title II, Part A allocation	\$22,265
Transferred–in amount	\$0
Transferred–out amount	\$0
2021–22 Total allocation	\$22,265

Professional Development Expenditures

Professional development for teachers	\$22,265
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$22,265
2021–22 Unspent funds	\$0

*****Warning*****

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM

2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Tanya
Homeless liaison last name	Castro
Homeless liaison title	Family Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	Tanya.Castro@caminonuevo.org
Homeless liaison telephone number (Format: 999-999-9999)	213-736-5566
Homeless liaison telephone extension	5102
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM**2021–22 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	No
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/17/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	No
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$198,535
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$3,000

*****Warning*****

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
 Saved by: ExED Data Management
 Date: 8/11/2022 1:41 PM

2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
 Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	Transportation
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM**2022–23 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022

*****Warning*****

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM**2022–23 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM**2022–23 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/08/2022
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO

*****Warning*****

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2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:41 PM**2022–23 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831**Estimated Allocation Calculation**

Estimated English learner per student allocation	\$125.10
Estimated English learner student count	108
Estimated English learner student program allocation	\$13,511

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$13,511
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$13,511

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Camino Nuevo High #2 (19 64733 0127910)

Status: Certified
 Saved by: ExED Data Management
 Date: 8/11/2022 1:41 PM

2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$37,047
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$37,047

Professional Development Expenditures

Professional development for teachers	\$37,047
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$37,047
2019–20 Unspent funds	\$0

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California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$34,179
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$34,179

Professional Development Expenditures

Professional development for teachers	\$34,179
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$34,179
2020–21 Unspent funds	\$0

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2020–21 Title III English Learner YTD Expenditure Report, 24 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2020–21 Title III EL student program allocation	\$27,256
Transferred-in amount	\$0
2020–21 Total allocation	\$27,256
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$19,559
3000–3999 Employee benefits	\$5,562
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$2,135
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$27,256
2020–21 Unspent funds	\$0

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California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$31,422
Transferred-in amount	\$0
Transferred-out amount	\$0
2021-22 Total allocation	\$31,422

Professional Development Expenditures

Professional development for teachers	\$31,422
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$31,422
2021-22 Unspent funds	\$0

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2021–22 Title III English Learner YTD Expenditure Report, 12 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2021–22 Title III EL student program allocation	\$43,159
Transferred-in amount	\$0
2021–22 Total allocation	\$43,159
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$23,546
5000–5999 Services and other operating expenditures	\$19,613
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$43,159
2021–22 Unspent funds	\$0

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Lilian
Homeless liaison last name	Ramirez
Homeless liaison title	Family Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	Lilian.Ramirez@CaminoNuevo.org
Homeless liaison telephone number (Format: 999-999-9999)	213-736-5542
Homeless liaison telephone extension	7304
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

Warning

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	No
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/17/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	No
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$281,231
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$400

*****Warning*****

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2021–22 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	Uniforms were purchased
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2022–23 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2022–23 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2022–23 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/08/2022
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2022–23 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2022–23 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831**Estimated Allocation Calculation**

Estimated English learner per student allocation	\$125.10
Estimated English learner student count	280
Estimated English learner student program allocation	\$35,028

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$35,028
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$35,028

*****Warning*****

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Camino Nuevo Charter Academy #2 (19 64733 0122861)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 10:49 AM**2022–23 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$31,378
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$31,378

Professional Development Expenditures

Professional development for teachers	\$31,378
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$31,378
2019–20 Unspent funds	\$0

*****Warning*****

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California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$29,970
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$29,970

Professional Development Expenditures

Professional development for teachers	\$29,970
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$29,970
2020–21 Unspent funds	\$0

*****Warning*****

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2020–21 Title III English Learner YTD Expenditure Report, 24 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2020–21 Title III EL student program allocation	\$24,120
Transferred-in amount	\$0
2020–21 Total allocation	\$24,120
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$18,667
3000–3999 Employee benefits	\$5,453
4000–4999 Books and supplies	\$0
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$24,120
2020–21 Unspent funds	\$0

*****Warning*****

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California Department of Education**Consolidated Application**

Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$26,126
Transferred-in amount	\$0
Transferred-out amount	\$0
2021-22 Total allocation	\$26,126

Professional Development Expenditures

Professional development for teachers	\$26,126
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$26,126
2021-22 Unspent funds	\$0

*****Warning*****

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2021–22 Title III English Learner YTD Expenditure Report, 12 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2021–22 Title III EL student program allocation	\$24,395
Transferred-in amount	\$0
2021–22 Total allocation	\$24,395
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$9,625
5000–5999 Services and other operating expenditures	\$14,770
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$24,395
2021–22 Unspent funds	\$0

*****Warning*****

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Daisy
Homeless liaison last name	Aguirre
Homeless liaison title	Family Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	Daisy.Aguirre@caminonuevo.org
Homeless liaison telephone number (Format: 999-999-9999)	213-785-3774
Homeless liaison telephone extension	120
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

Warning

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2021–22 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	No
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/17/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	No
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$237,220
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1,000

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2021–22 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	Uniforms and transportation
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:19 PM**2022–23 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022

*****Warning*****

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2022–23 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2022–23 LCAP Federal Addendum Certification****CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/08/2022
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO

*****Warning*****

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2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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Camino Nuevo Charter Academy #4 (19 64733 0124826)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 1:22 PM**2022–23 Title III English Learner Student Program Subgrant Budget**

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831**Estimated Allocation Calculation**

Estimated English learner per student allocation	\$125.10
Estimated English learner student count	214
Estimated English learner student program allocation	\$26,771

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$26,771
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$26,771

*****Warning*****

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2022–23 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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California Department of Education**Consolidated Application**

Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2019–20 Title II, Part A Fiscal Year Expenditure Report, 36 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2019 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2019–20 Title II, Part A allocation	\$42,807
Transferred-in amount	\$0
Transferred-out amount	\$0
2019–20 Total allocation	\$42,807

Professional Development Expenditures

Professional development for teachers	\$42,807
Professional development for administrators	\$0
All other professional development expenditures	\$0

Recruitment, Training, and Retention Expenditures

Recruitment activities	\$0
Training activities	\$0
Retention activities	\$0
All other recruitment, training, and retention expenditures	\$0

Miscellaneous Expenditures

Class size reduction	\$0
Administrative and indirect costs	\$0
Equitable services for nonprofit private schools	\$0
All other allowable expenditures and encumbrances	\$0
Total expenditures and encumbrances	\$42,807
2019–20 Unspent funds	\$0

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California Department of Education**Consolidated Application**

Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2020–21 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2020–21 Title II, Part A allocation	\$38,905
Transferred-in amount	\$0
Transferred-out amount	\$0
2020–21 Total allocation	\$38,905

Professional Development Expenditures

Professional development for teachers	\$38,905
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$38,905
2020–21 Unspent funds	\$0

*****Warning*****

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2020–21 Title III English Learner YTD Expenditure Report, 24 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2020–21 Title III EL student program allocation	\$46,310
Transferred-in amount	\$0
2020–21 Total allocation	\$46,310
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$28,628
3000–3999 Employee benefits	\$8,791
4000–4999 Books and supplies	\$8,891
5000–5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$46,310
2020–21 Unspent funds	\$0

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California Department of Education**Consolidated Application**

Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2021-22 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2021-22 Title II, Part A allocation	\$38,970
Transferred-in amount	\$0
Transferred-out amount	\$0
2021-22 Total allocation	\$38,970

Professional Development Expenditures

Professional development for teachers	\$38,970
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$38,970
2021-22 Unspent funds	\$0

*****Warning*****

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2021–22 Title III English Learner YTD Expenditure Report, 12 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2021 through June 30, 2022.

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

2021–22 Title III EL student program allocation	\$47,663
Transferred-in amount	\$0
2021–22 Total allocation	\$47,663
Object Code - Activity	
1000–1999 Certificated personnel salaries	\$0
2000–2999 Classified personnel salaries	\$0
3000–3999 Employee benefits	\$0
4000–4999 Books and supplies	\$20,572
5000–5999 Services and other operating expenditures	\$27,091
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$47,663
2021–22 Unspent funds	\$0

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM

2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Yesenia
Homeless liaison last name	Rivas
Homeless liaison title	Family Coordinator
Homeless liaison email address (Format: abc@xyz.zyx)	Yesenia.Rivas@caminonuevo.org
Homeless liaison telephone number (Format: 999-999-9999)	323-730-7160
Homeless liaison telephone extension	7173
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.01

Homeless Liaison Training Information

Warning

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2021–22 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	03/17/2020
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	
Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	No
Is the housing questionnaire made available in paper form	No
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2021–22 Title I, Part A LEA allocation	\$353,256
2021–22 Title I, Part A direct or indirect services to homeless children reservation	\$100
Amount of 2021–22 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$160

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2021–22 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless services provided (Maximum 500 characters)	Transportation
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:45 PM**2022–23 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Signature	
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2022–23 Protected Prayer Certification**

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381**Protected Prayer Certification Statement**

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO
Authorized Representative's Signature Date	08/16/2022
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2022–23 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District	
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter	06/08/2022
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Adriana Abich
Authorized Representative's Title	CEO

*****Warning*****

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2022–23 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
---	-----

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
---	-----

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

*****Warning*****

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2022–23 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$125.10
Estimated English learner student count	388
Estimated English learner student program allocation	\$48,539

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$48,539
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$48,539

*****Warning*****

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Camino Nuevo Elementary #3 (19 64733 0122564)

Status: Certified
Saved by: ExED Data Management
Date: 8/11/2022 12:46 PM**2022–23 Substitute System for Time Accounting**

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2022–23 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

*****Warning*****

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Coversheet

Student and Family Handbooks

Section: V. Consent Agenda
Item: C. Student and Family Handbooks
Purpose: Vote
Submitted by:
Related Material:
Student and Family Handbook Changes.pdf
2022-2023 CNCA Student and Family Handbook (English).pdf
2022-2023 CNCA Manual Para Estudiantes Y Familias (Spanish).pdf



Changes to the Student and Family Handbook for the 2022 – 2023 School Year

- Updated our “About Camino Nuevo Charter Academy” section
- Updated the School Schedules and Calendars
- Updated the Description of Program Options and Goals for ELs
- Updated language that referred to the pandemic and distance learning
- Removed CNCA Wellness Policy and replaced it with the BP 5030 Wellness Policy adopted by the CNCA Governing Board on June 8, 2022
- Added a section on Concussions
- Added a section on Administration of Prescribed Medicines
- Updated language in the School-Parent Compact
- Added a Parents, Visitors, and Staff Code of Conduct
- Added a Draft Policy on the Availability of Condoms to CNHS Students
- Per legal recommendations, we removed the Independent Study Policy from the Handbook



**Camino
Nuevo
Charter
Academy**



STUDENT & FAMILY HANDBOOK

K - 12 Grades

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LETTER FROM THE CEO

Welcome to the 2022-2023 School Year!



Dear Families,

I am proud and grateful to serve as the Chief Executive Officer (CEO) of Camino Nuevo Charter Academy. Thank you for entrusting us with your child's education. As a parent, I know that choosing the right school for your child is extremely important. I also know that partnering with your child's school is one of the best ways to support their learning and help them achieve their goals.

All of us at Camino Nuevo believe in working together with you to ensure students can grow, learn, and reach their full potential. We are your partners in the education of your child, and we need your cooperation and support to make every day as meaningful and productive as possible.

This handbook contains the policies, procedures, and practices for the education of students enrolled at Camino Nuevo and other helpful information. It is important that you and your child review the handbook together and become familiar with its contents so that all students can have a safe and positive learning experience. If you have any questions, please contact your school.

While we do our best to keep your child on a path to success at school, we ask that you guide and support your child's learning at home by ensuring that your child:

- Comes to school daily and arrives on time, ready for learning
- Completes all homework assignments
- Reads daily to develop a love for reading and to improve literacy skills
- Shares school experiences with you so that you are aware of their progress
- Informs you if they need additional support in any area or subject

Thank you for your partnership and support. I look forward to meeting you and working together to help your child reach high levels of joy and success in school.

Sincerely,
Adriana Abich
Chief Executive Officer

ABOUT CAMINO NUEVO CHARTER ACADEMY

Who We Are

Camino Nuevo Charter Academy (CNCA) is a network of high-performing public charter schools in Los Angeles, California. Our schools educate students through a comprehensive approach that prepares them for success from early childhood through high school, in college, and in life. Each CNCA school provides a college preparatory education enriched with a full range of student and family support services. We offer a continuum of care connected to the specific needs and demands of the neighborhoods we serve—including a dual language program option.

Students have access to college-preparatory classes, mental health services, and high-quality enrichment opportunities in the arts and sciences. Students at Camino Nuevo Charter Academy also benefit from our college readiness program, as well as scholarships to support their college education, and they receive continued support from us as Alumni.

Our Mission

Camino Nuevo Charter Academy's 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 towards the world around them.

Our Anchor Values

Anchor Values are an important part of our community. Anchor values are values that guide our decisions, our actions, and our connections. Anchor Values help us create a culture of excellence and belonging. At Camino Nuevo Charter Academy, we practice the following five Anchor Values:

- **Excellence:** We take responsibility for our students and staff achieving consistently outstanding results.
- **Equity:** We recognize and value the individuality and experiences of all students and respond to their unique academic, emotional, psychological, and social needs.
- **Community:** We are rooted in our community's richness and in the cultural and environmental context where our students and families live.
- **Innovation:** We continuously learn, are curious, and implement new ideas, perspectives, and evidence-based methods in our work.
- **Joy:** We build and maintain positive relationships that foster happiness and fulfillment among students, staff and families.

Our History

In 1992, Dr. Philip Lance began working with residents of the MacArthur Park community to find ways to address the severe economic and social needs of the area. Dr. Philip Lance connected with residents by hosting mass on the grass, a simple religious service right in MacArthur Park.

In 1993, the collective efforts that grew from these gatherings led to the formation of Pueblo Nuevo Development, a nonprofit community development corporation founded by Dr. Philip Lance in the MacArthur Park neighborhood west of downtown Los Angeles. Pueblo Nuevo Development was a vehicle to create economic opportunities for residents of the MacArthur Park neighborhood. Several organizations and businesses grew out of this effort, including a thrift store and a worker-owned janitorial company.

In 2000, Dr. Philip Lance teamed up with Paul Cummins, the founder of several successful schools, to open Camino Nuevo Charter Academy with support from the community. Together, they built a school that offered children a safe learning environment and emphasized language immersion and the arts.

Today, Pueblo Nuevo Development – now the Pueblo Nuevo Education and Development Group (PNEDG) – supports the seven Camino Nuevo campuses that serve about 3,200 students from Transitional Kindergarten through 12th. PNEDG provides resources to enrich the experiences and services offered to the students, families, and alumni of Camino Nuevo Charter Academy.

The Camino Nuevo Way: Continuum of Care

At Camino Nuevo, we focus on addressing students' comprehensive needs to ensure that each student is healthy, supported, engaged and challenged – an approach that sets the stage for long-term student success. Our Continuum of Care supports early childhood education, high quality K-12 college pathways, college completion support, and authentic family engagement. These supports develop students' social-emotional and cultural capital, build critical thinking skills, and empower students to succeed in college and careers. In an effort to support the shared aspirations of the community and desire for each student to thrive and succeed in life, Camino Nuevo provides students with supports to ensure their basic health, human, and social needs are met. Comprehensive services include case management, mental health counseling, parent leadership development, health education and social services referral.

Access to Mental Health Services

The Jeri Weiss Mental Health Program at Camino Nuevo Charter Academy offers a wide range of free mental health services to the charter network's uninsured children and their families, helping them overcome social and emotional challenges and regain the focus and motivation to succeed in school and

in life. During Distance Learning, we provide telehealth services through secure and confidential video and telephone sessions. Through the program, students and their families can receive individual, family, and group therapy for a variety of emotional and mental health challenges, such as anxiety, depression, and trauma. The staff also works closely with school staff, providing them with tools and strategies to best support students who are struggling. By folding mental health services into the school day, more students will be able to get the help they need and realize their academic goals. We also partner with, and offer referrals to community based agencies when a student needs a higher level of care, in order to meet the mental health needs of our students and families. To access mental health services at your school, please reach out to the Family Services Coordinator.

Family Involvement: Families as Partners in Education Program

At Camino Nuevo, we value the strengths and gifts that diverse families contribute, and believe that learning must be relevant and contextual. Our Families as Partners program engages the whole family in the learning process in order to support our students' social, emotional, and intellectual development. Our goal is to create the strongest possible partnership between home and school in order to increase student achievement and success. We strongly believe that students will find greater levels of academic success when their home and school share similar values about learning, develop a positive relationship and work together to build a strong partnership. To ensure the development of authentic and productive relationships, Camino Nuevo offers a variety of opportunities for families to be involved both in the classroom and at the school level. We further demonstrate our commitment to forging genuine partnerships with all families by offering high-quality family services, including a comprehensive family workshop program and health case management for families in need.

Support Services for Students and Families

Each Camino Nuevo school offers coordinated support services for students and families as well as meaningful ways for parents/guardians to get involved in the school community. Workshops and training sessions are offered to build on the capacity of our families. Parents/guardians are involved in leadership positions through their active participation in Site Based Council, English Learner Advisory Committee (ELAC), Wellness Committee, Parent Community Leaders Committee and/or the School Culture Planning Committee. These opportunities offer parents targeted training that empower and motivate them to seek personal and professional growth opportunities for themselves while advocating for a quality education and life for their students. For more information, please contact the Family Services Coordinator at your campus.

SCHOOL INFORMATION AND PROCEDURES

School Day

*Please note that each campus may modify their school hours, especially while the COVID-19 pandemic persists and distance learning is in effect.

Burlington Campus K-5 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours (M,T,W,F)	Office Hours Late Start Day
7:55 am - 3:15 pm	9:55 am - 3:15 pm	7:55 am - 12:30 pm	Dismissal - 6:15 pm	7:30 am - 3:00 pm	9:30 am - 3:00 pm
Burlington Campus 6-8 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours (M,T,W,F)	Office Hours Late Start Day
8:00 am - 3:25 pm	8:00 am - 3:25 pm	7:55 am - 12:40 pm	Dismissal - 6:25 pm	7:00 am - 3:30 pm	9:30 am - 3:00 pm
Kayne Siart Campus K-5 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours	Office Hours Late Start Day
8:00 am - 3:15 pm	10:30 am - 2:58 pm	8:00 am - 12:30 pm	Dismissal - 6:15 pm	7:30 am - 4:00 pm	7:30 am - 1:30 pm
Kayne Siart Campus 6-8 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours	Office Hours Late Start Day
8:00 am - 3:16 pm	10:30 am - 2:58 pm	8:00 am - 12:30 pm	Dismissal - 6:16 pm	7:30 am - 4:00 pm	7:30 am - 1:30 pm
Cisneros Campus K-5 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours	Office Hours Late Start Day
8:00 am - 3:00 pm	10:30 am - 3:00 pm	8:00 am - 12:40 pm	Dismissal - 6:05 pm	7:30 am - 4:00 pm	10:00 am - 4:00 pm
Cisneros Campus 6-8 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours	Office Hours Late Start Day
8:00 am - 3:19 pm	10:30 am - 3:15 pm	8:00 am - 12:30 pm	Dismissal - 6:20 pm	7:30 am - 4:00 pm	10:00 am - 4:00 pm
Castellanos Campus K-5 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours	Office Hours Late Start Day
8:00 am - 3:10 pm	10:19 am - 3:10 pm	8:05 am - 1:00 pm	Dismissal - 6:00 pm	7:00 am - 4:00 pm	7:00 am - 4:00 pm
Eisner Campus 6-8 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours	Office Hours Late Start Day
8:15 am - 3:27 pm	10:15 am - 2:57 pm	8:15 am - 12:30 pm	Dismissal - 6:00 pm	7:45 am - 3:45 pm	7:45 am - 3:45 pm
Dalzell Lance Campus 9-12 Regular Day	Late Start Day	Minimum Day	After School Program	Office Hours	Office Hours Late Start Day
8:30 am - 3:45 pm	10:00 am - 3:25 pm	8:30 am - 1:55 pm	Dismissal - 6:15 pm	8:00am-4:30pm (4:15 Fri)	8:15 am - 4:15 pm

School Calendar

The school calendar is included as Attachment A. CNCA's calendar includes 185 instructional days for grades TK through 12. Please take time to review the holidays and shortened/minimum days.

School Accountability Report Card (SARC)

California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources & demographics. To view the SARC for each campus, please visit www.caminonuevo.org >choose a Campus> Academics > School Accountability Report Card. A copy may also be requested in the main office of every school.

Enrollment

New student enrollment requires the completion of the following steps and documents. Families must attend an enrollment orientation and provide the following:

- Age verification document for student
- Guardian/Family photo ID (Government Issued ID)
- Proof of Immunization
- Individual Education Plan (if applicable)

- Pupil Accounting Report/Letter of Transfer (if available)
- Proof of residence (if applicable)
- Court restrictions (if applicable)

The school will provide the following for the family to complete:

- CNCA Enrollment Form
- Request for PowerSchool Family/Guardian Access
- CNCA RUP (Internet Permission)
- Family/Guardian Education Level Questionnaire
- CNCA Migrant Education Program Family Questionnaire
- Media Release
- Oral Health Assessment
- Family/Guardian Compact (Family/Guardian Student Pledge)
- CNCA Emergency Card
- CNCA Volunteer Application
- Emergency Counseling Consent Form
- Contact Directory Release Form
- Alternative Income Form for the Meal Program
- FERPA Release Form
- Physical Exam Cards

Returning student enrollment requires the completion of the following steps and documents:

- CNCA Re-Enrollment Form
- CNCA Emergency Card
- Family/Guardian Acknowledgement Form
- Meal Application Packet (collected after July 1)
- Proof of Immunization (for applicable grades)

Student Records

CNCA recognizes the importance of keeping accurate, comprehensive student records as required by federal and state laws. CNCA shall notify parents in writing of their rights under this chapter upon the date of the pupil's initial enrollment.

The Family Educational Rights and Privacy Act (FERPA)

Requires that schools get written consent from parents/legal guardians/educational rights holders (parents) before disclosing student information, unless the information is in response to a court order or

disclosure is otherwise authorized by law. In addition, under **Education Code 49063**, parents/guardians have the right to:

- Inspect and review the student’s educational record maintained by the school
- Request that a school correct records which they believe to be inaccurate or misleading
- Have some control over the disclosure of information from educational records

A cumulative record, whether recorded by handwriting, print, tapes, film, microfilm or other means, must be maintained on the history of a pupil’s development and educational progress. Student records are maintained at the school site location. Records at CNCA sites are generally kept in the main office with the registrar as custodian of records. Records are usually maintained as indicated below:

- Student records pertaining to student health are maintained in the health office with the school nurse as immediate custodian
- Student records pertaining to student progress, counseling, or guidance assistance are maintained in the counseling office, with the assistant principal, student counseling services as immediate custodian;
- Student records pertaining to attendance are maintained in the attendance office, with the assistant principal, student support services, as immediate custodian
- Student records pertaining to athletic activities are maintained in the physical education office with the athletic director as immediate custodian
 - Education records pertaining to classroom activities are maintained in each classroom with each teacher as immediate custodian;
- Special Education IEPs are maintained in the student’s cumulative record folder.

Some student records such as discipline, special education, or psychology records may be maintained with support staff.

School officials and employees with legitimate educational interests may access student records without parental consent as long as the official needs to review the records in order to fulfill his/her professional responsibility. Upon request from officials of another school district in which a student seeks or intends to enroll, CNCA shall disclose educational records without parental consent.

“School officials and employees” are officials or employees whose duties and responsibilities to CNCA, whether routine or as a result of special circumstances, require that they have access to student records. School officials and employees also include CNCA contractors or vendors who have a legitimate interest in student records and who are advised of applicable prohibition on redisclosure of personally identifiable non-directory information.

A “legitimate educational interest” is one held by school officials or employees whose duties and responsibilities to CNCA, whether routine or as a result of special circumstances, require they have access to student records.

Missing: Policie to expunging student records

Pursuant to Education Code 49070, any challenge to school records must be submitted in writing to CNCA. A parent challenging school records must show that the records are (1) inaccurate, (2) an unsubstantiated personal conclusion or inference, (3) a conclusion or inference outside the observer's area of competence, (4) not based on the personal observation of a named person with the time and place of the observation noted, (5) misleading, or (6) in violation of the privacy or other rights of the student. Parents have the right to file a complaint with the United States Department of Education concerning an alleged failure by the District to comply with the provisions of FERPA by writing to:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Ave.,
SW Washington, D.C. 20202- 4605.

When a pupil record includes information concerning any disciplinary action taken by CNCA personnel in connection with the pupil, the pupil's parent or guardian may include a written statement or response concerning the disciplinary action. (Education Code 49072.)

Transferring of Academic Record

Upon the written request by a school in which the student seeks or intends to enroll, student records of the student will be forwarded to that school (Education Code 49068; 20 U.S.C. 1232h(c))

Student Records Requests

Parents have the right to access their student's educational records. All student records request (e.g. transcripts, report cards, immunization records, special education records, discipline records, etc.) must be submitted in a written to the school registrar, The school will have ten (10) business days from the day of receipt of the request to provide access to records. Records must be picked up, by appointment only, with valid government-issued picture identification.

Records or information maintained by any school official exclusively for personal reference or use and which are not available to any other person, except his or her substitute, are not pupil records available for inspection, review, or challenge by the parent or adult pupil.

Protection of Student Rights

CNCA is not required to collect information regarding a student's immigration or legal status, aside from the status of nonimmigrant international students enrolled in an educational program under an F-1 or M-1 visa. Schools are only required to collect information to satisfy certain admission requirements, such as proof of residency, none which require the provision of proof of legal immigration status or social security numbers (Education Code 48204.1.). In addition, upon student enrollment, the California

Department of Education (CDE) collects information from school districts regarding their students' country of birth for the purposes of CALPADS reporting in order to calculate the number of immigrant and English learner students in the state and to ensure compliance with the Title III provisions of the federal Every Student Succeeds Act. (Education Code 60900.)

If school staff is asked for student information, know that FERPA supersedes a Public Records Request (PRR) and that the school will maintain the confidentiality of all personally identifiable information in education records related to students (20 U.S.C. §1232g; 34 CFR § Part 99.) Any and all records, including emails, student files, and personnel information, are generally exempt from disclosure. All student records, including emails and cumulative student files, are generally exempt from disclosure or subject to redaction to prevent disclosure of personally identifiable information.

The exception is "directory information" which is only considered private if it is designated as such. CNCA defines this information as the student name, address, telephone, date and place of birth, activities, attendance, and most recent previous school attended. CNCA distributes a FERPA informational notification form as part of the enrollment paperwork to inform families of their data sharing rights about contact and directory information. Families can opt-in or opt-out via SchoolMint's enrollment form. A prepared letter is available for families who wish to update their FERPA permissions, a family may request this form from the school's office, indicate the new preference and sign and return it. If a family has not indicated that their directory information must not be shared in writing, then CNCA is obligated to share directory information with officers, government officials, or anyone who requests it. (Education Code 49073.)

Access to Records by Persons without Written Parental Consent or Under Judicial Order

CNCA shall not authorize access to pupil records without written parental consent, judicial order, or lawfully issued subpoenas except as set forth in Education Code 49076, Education 49077, and FERPA as permitted by Part 99 (commencing with Section 99.1) of Title 34 of the Code of Federal Regulations. Access to those particular records that are relevant to legitimate educational interests of the requester shall be permitted to the following:

- School officials, employees, members of a school attendance review board who are authorized representatives of CNCA, or designated volunteers. A "school official" is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility." (U.S. Department of Education, Family Policy Compliance Office)
- Officials or employees of other public schools or school systems, including correctional facilities.

- Authorized representatives of the Comptroller General, Secretary of Education, the United States Office of Civil Rights or representatives for state and local educational agencies.
- Other state and local officials to the extent that information is specifically required to be reported pursuant to state law adopted prior to November 19, 1974.
- Parents of a pupil 18 years of age or older who is a dependent pursuant to section 152 of the Internal Revenue Code.
- A pupil who is at least 16 years of age and had completed at least the 10th grade.
- A district attorney who is participating in, or conducting a truancy mediation program pursuant to section 48263.5 or 601.3 of the Welfare and Institutions Code, or participating in the presentation of evidence in a truancy petition pursuant to Section 681 of the Welfare and Institutions Code.
- A prosecuting agency for consideration against a parent or guardian for failure to comply with compulsory education laws.
- A probation officer, district attorney, or counsel of record for a minor for purposes of conducting a criminal investigation, investigation in regards to declaring a person a ward of the court, or involving a violation of a condition of probation.
- A judge or probation officer for the purposes of conducting a truancy mediation program or presenting evidence in a truancy petition, pursuant to Section 681 of the Welfare and Institutions Code.
- A county placing agency when acting as an authorized representative of a state or local educational agency pursuant to subsection (C) of Section 49076.
- Where allowed by the Family Educational Rights and Privacy Act (20 U.S.C. 1232g) and/or state law.

CNCA may permit access to the following:

- Appropriate persons in connection with an emergency if the information is required to protect the health or safety of the student or other persons.
- Financial aid organizations.
- County election officials for the purposes of voter registration.
- Accrediting associations.
- Organizations conducting studies for educational agencies or organizations.
- Officials or employees of private schools or school systems where the pupil is enrolled or plans to attend.

CNCA Schools are Safe Zones for Immigrant Students and Families

Camino Nuevo Charter Academy is a welcoming community for all students, families, and team members. We stand with our immigrant students and their families and firmly believe that the safest and most beneficial place for our students is a classroom where they can learn alongside their peers and work towards a bright future. This means that:

- Students and their families who are fearful of deportations and are looking for help can find support and resources at CNCA campuses, including on-site counseling and referrals to agencies that offer assistance on immigration matters;

- In accordance with *Plyler v. Doe* decision, CNCA will continue to enroll students regardless of their immigration status; families will not be asked to provide proof of legal immigration status;
- CNCA will cooperate with appropriate agencies to make sure that immigration enforcement efforts do not take place at or near school sites;

For more information please see Response to Immigration Enforcement Policy, BP 5145.13 (a) in this handbook.

Homeless and Unaccompanied Minor Students Policy

Ref: BP 6173-6173.1 Education for Homeless and Foster Youth Board Approved April, 17, 2020

The McKinney-Vento Homeless Assistance Act for Homeless Children and Youth entitles all homeless school-aged children to the same free and appropriate public education that is provided to non-homeless students. A homeless student is defined as a person between the ages of 6 to 18 who lacks a fixed, regular, and adequate nighttime residence and may:

- Live in an emergency or transitional shelter; abandoned building, parked car, or other facility not designed as a regular sleeping accommodation for human beings;
- Live doubled-up with another family, due to loss of housing stemming from financial problems (e.g., loss of job, eviction or natural disaster);
- Live in a hotel or motel;
- Live in a trailer park or campsite with their family;
- Have been abandoned at a hospital;
- Be awaiting foster placement in limited circumstances;
- Reside in a home for school-aged, unwed mothers or mothers-to-be if there are no other available living accommodations; or
- Be a migratory or abandoned, runaway, or pushed out youth who qualifies as homeless because he/she is living in circumstances described above.

Students are identified through self-identification and reporting occurs via an enrollment form during the application process and school personnel recommendations.

A homeless student has the right to attend either the school that the student was last enrolled in or the school of residence. The school will ensure that transportation is provided, at the request of the parent, guardian or homeless youth, to and from the school of origin, if the student is eligible. Eligible students and families will be provided with tokens or a pass from the local public transit agency. Family Services Coordinators are considered Homeless & Foster Youth Liaisons.

The law requires the immediate enrollment of homeless students. Schools cannot delay or prevent the enrollment of a student due to the lack of school or immunization records. It is the responsibility of the school to request all necessary documents from the previous school, and refer parents/guardians to all programs and services for which the student is eligible. Referrals may include, but are not limited to: free nutrition, special education services, tutoring, preschool, before and after school services and any other

services needed. Unaccompanied youth have these same rights. If a dispute arises over school selection or enrollment, the parent/guardian has the right to dispute the school's decision.

CNCA shall accept coursework satisfactorily completed by a pupil in foster care, a pupil who is a homeless child or youth, a former juvenile court school pupil, a pupil who is a child of a military family, a pupil who is a migratory child, or a pupil participating in a newcomer program while attending another public school, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school even if the pupil did not complete the entire course and shall issue that pupil full or partial credit for the coursework completed. (Education Code 51225.2.)

For a copy of the full policy and administrative regulation please visit www.caminonuevo.org under our "Community" navigation tab as part of the "Parents" page or request a copy at the school's main office.

Human Trafficking Prevention

The commercial sexual exploitation of children and youth (CSECY) has become an epidemic in Los Angeles County and throughout the United States. CSECY refers to a child who is sexually trafficked or one who receives food, shelter, clothing, money, drugs, in exchange for a sexual act. An estimated 100,000 children are sold for sex each year within the United States, and as many as 300,000 children in the country are at risk of becoming victims.

California law requires Camino Nuevo Charter Academy to inform staff and parents about this criminal activity and provide resources that can help keep children and youth safe. We believe the more informed and educated you are, the more you can protect youth in your care and in your community. To learn more about how to prevent commercial sexual exploitation of children and youth, visit the Los Angeles County Department of Mental Health website:

<https://dmh.lacounty.gov/our-services/transition-age-youth/csecy/>

For information on how to share this with your children and other safety resources, visit the National Center for Missing & Exploited Children's KidSmartz website: <https://www.kidsmartz.org/ParentTips>

Age of Majority

CNCA encourages all students who are at least 18 years of age or older to be knowledgeable about any legal consequences that may occur based upon their decisions and actions. For more information on changes to a student's legal status and obligations upon reaching the age of 18, please download a copy of "When You Become 18, A Survival Guide for Teenagers", which is available at

https://drive.google.com/file/d/1CZyH3gz0PKtjgw_8rmcOSC3VcMq0V8PF/view?usp=sharing

Emergency Cards

Every family/guardian must fill out a new emergency card or confirm the information on the existing emergency sheet every school year before classes begin. These must be turned into the main office.

Please fill out a new emergency card immediately at any point during the year if any of the following information changes:

- Home address
- Home, cell, work telephone numbers
- Doctor's phone number
- People who are authorized to be contacted in case of an emergency
- Telephone numbers of people to be contacted in case of an emergency

Attendance Procedures

Attendance is a critical component of your child's success at Camino Nuevo. Daily and consistent attendance ensures key learning experiences and information are not missed. However, if an absence occurs for any reason, the school must be notified on the day of the absence, a note of verification of absence must be sent after the absence, and all class work and homework missed must be made up by a date agreed upon with the teacher. It is the responsibility of the student and family to ask teachers (at an appropriate time) for assignments on the day of the student's return to school. Absence notes must be turned in within 10 calendar days of the absence. No notes will be accepted after the last day of the calendar month in which the absence occurred.

Arrival

Please make sure that your child enters the school grounds safely. Remind them not to visit neighborhood businesses on their way to school, to remain in supervised areas, and not to run in the hallways. Upon entering the school building, students are under the supervision of school staff and therefore may not leave campus unless escorted by authorized school staff.

Dismissal

At dismissal time, students may be picked up by a family member or other authorized party, stay for the after school program, or travel home independently. Students are expected to depart from campus within 15 minutes of dismissal. After dismissal, students may remain on campus only during the time that they are engaged in an authorized/supervised afterschool activity in which they are enrolled. For permission to remain on campus for any other reason, students and families should go to the main office during business hours.

CNCA Staff have the authority to call Child Protective Services if your child is left after dismissal for more than thirty (30) minutes without notice or if your child is regularly not picked up for more than fifteen (15) minutes after dismissal. If you are going to be late, please call the school immediately.

Early Release from School

In case of an emergency during the school day, your child will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity may be required.

Those NOT identified on the emergency card can only pick up a student if the parent or guardian has provided a handwritten and signed note to the school notifying the school of this person's identity and proof of identification.

Leaving the School During the Day

Students may not leave school grounds once they arrive at school, unless they are leaving to attend an internship or with written parent /guardian permission. If you must pick up your child for an appointment during the school day, please send a note to the office in advance. When picking up students early, the parent/guardian or authorized adult will be asked to complete an early dismissal form, and the office will notify the teacher to send the student to the office for departure.

Families/guardians may not enter the classroom before the class has been dismissed without prior approval from the teacher or the main office.

Custodial Arrangements

Families/guardians shall provide complete information regarding the custodial care and visitation rights of their student(s). Upon request, the parent/guardian(s) shall furnish to the school principal a copy of any relevant court order so as to ensure the safety and welfare of the respective student. The parent/guardian(s) shall have a continuing duty to apprise the school of any changes in the custodial care of the student and of the issuance of any court order restricting or prohibiting parental or third party access to the child.

Shortened and Minimum Days

For various purposes, shortened days are scheduled throughout the school year. Please refer to the current academic calendar in order to determine which days students will be released early from school. Additional shortened days may be scheduled. Families will be notified of these days through the parent/family meetings and monthly bulletins. A reminder notice or call will be provided the week before a scheduled minimum day.

Use of Ridesharing Services

Popular ridesharing services, such as Uber or Lyft, do not allow minors to ride unless they are accompanied by an adult. CNCA staff members will not arrange for nor assist any student in taking such a service unless they are accompanied by their parent, guardian, or designated emergency contact person.

Excused Absences

Notwithstanding Education Code 48200, Education Code 48205 provides that a pupil shall be excused from school when the absence is:

- Due to the pupil's illness.
- Due to quarantine under the direction of a county or city health officer.

- For the purpose of having medical, dental, optometrical, or chiropractic services rendered.
- For the purpose of attending the funeral services of a member of the pupil's immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California.
- For the purpose of jury duty in the manner provided for by law.
- Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent, including absences to care for a sick child for which the school shall not require a note from a doctor.
- For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of the pupil's religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. Absences that fall into this category also include, but are not limited to:
 - Mental Health Day Treatment
 - Revoked suspension through appeals procedure
 - "Take Our Daughters and Sons to Work Day"
- For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
- For the purpose of spending time with a member of the pupil's immediate family who is an active duty member of the uniformed services, as defined in Education Code 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of CNCA.
- For the purpose of attending the pupil's naturalization ceremony to become a United States citizen.
- Authorized at the discretion of a school administrator, as described in subdivision (c) of Education Code 48260.

A pupil absent from school shall be allowed to complete all assignments and tests missed during the absence that can be reasonably provided and, upon satisfactory completion within a reasonable period of time, shall be given full credit therefore. The teacher of the class from which a pupil is absent shall determine which tests and assignments shall be reasonably equivalent to, but not necessarily identical to, the tests and assignments that the pupil missed during the absence.

For purposes of this section, attendance at religious retreats shall not exceed four hours per semester.

Absences pursuant to this section are deemed to be absences in computing average daily attendance and shall not generate state apportionment payments.

“Immediate family,” as used in this section, means the parent or guardian, brother or sister, grandparent, or any other relative living in the household of the pupil.

Under Education Code 48980(i), no pupil may have his or her grade reduced or lose academic credit for any absence or absences excused pursuant to Education Code 48205 if missed assignments and tests that can reasonably be provided are satisfactorily completed within a reasonable period of time.

Absences for Religious Purposes

Education Code 46014 provides that pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises or to receive moral and religious instruction at their respective places of worship or at other suitable place or places away from school property designated by the religious group, church, or denomination, which shall be in addition and supplementary to the instruction in manners and morals required elsewhere in this code.

Accommodations for Pregnant and Parenting Pupils

Education Code 46015 provides that pregnant and parenting pupils are entitled to accommodations that provide them with the opportunity to succeed academically while protecting their health and the health of their children. Pregnant and parenting pupils are entitled to eight weeks of parental leave, will not be required to complete academic work or other school requirements during leave, may return to school and the course of study he or she was enrolled in before taking parental leave, make up work missed during his or her leave, may be provided with alternative educational programs if the pupil chooses not to return to school. The person holding the right to make educational decisions for the pupil should notify the school of the pupil’s intent to exercise this right. A complaint of noncompliance may be filed with the local educational agency under the Uniform Complaint Procedures set forth in Chapter 5.1 (commencing with Section 4600) of Division 1 of Title 5 of the California Code of Regulations. Please see Board Policy BP 5146 “Married/Parenting/Pregnant Students” for more information.

Parent/Guardian Notes

Once the student returns to school, a note from their parent/guardian must be turned in to the main office. Any student who is absent for medical, dental, or other professional services must, in addition, present a note to the school office directly from the respective provider’s office. The school is required to keep on file a note signed by a parent/guardian for every student absence. The note must be legible and written in ink. A valid note should contain:

- Full name of the student
- Date(s) or time of absence
- Specific reason for absence
- Telephone numbers where both parents/guardians may be reached (home and work)
- Signature of parent or guardian

Unexcused Absences

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked with an unexcused absence until the required documentation is received. Failure to provide the required documentation within ten school days upon the return to school will result in an unexcused absence, conversely, if required documentation is provided within ten days then the unexcused absence will be changed to an excused absence.

Unexcused absences include: vacations, personal services, local non-school event, program or sporting activity.

If the parent does not turn in a valid note to excuse the absence, office staff and teachers may provide students returning from an absence with an Absence Verification Form and request to have their parent complete, sign, and return the form to the school.

Absence Procedures

If a student is absent:

- Parents or guardians must call the school and leave a message. Failure to do so may be considered a truancy.
- Upon return to school, parents/students must provide a note of verification of absence. A note from a doctor, court, or dentist must be attached to the parent/guardian letter for the absence to be considered excused.
- The parent/guardian note should contain:
 - Student's full name and grade
 - Date(s) of absence(s) and reason
 - Signature

Student Attendance Review Board (SARB and SART)

Research indicates that regular school attendance is imperative in promoting student success at school. At each CNCA school a Student Attendance Review Team (SART) addresses chronic student attendance and truancy problems. The SART meets with students and families to identify persistent attendance issues, and collaboratively develop solutions to resolve these issues. The SART may include administrators, teachers, counselors, and/or student services staff; these meetings may also be called attendance SSTs. If meetings and interventions with the SART team fail to improve chronic student attendance concerns, the student and family may be referred for a SARB hearing (Student Attendance Review Board). SARB is a panel that may include the SARB Coordinator, social/mental health services, school police officer or LAPD Officer, community agency representatives, and a referring school site representative.

Tardy Procedures

Students must be present in class by the start of the school day, and at the start of each subsequent class period. Students who arrive late will be considered tardy and must report to the office to receive a tardy pass before entering the classroom. Students who are more than 30 minutes tardy will be marked truant for that period. Consequences for being tardy may include loss of Dean's List points, lunch or after school reflection, and/or referral to the School Attendance Review Team (SART).

Truancy

Education Code 48260 states that any pupil subject to compulsory full-time education or to compulsory continuing education who is absent from school without a verifiable excuse three full days in a school year or tardy or absent for more than any 30-minute period during the school day without a verifiable excuse on three occasions in one school year, or any combination thereof, is a truant and shall be referred to the school-based SART (Student Attendance Review Team) and/or referred to the CNCA Home Support Office for additional support. .

Absences not cleared by a parent/guardian, arriving to school more than 30 minutes late to class or school, and leaving campus without permission may all be considered truancies. Please see the section on Attendance Policy. The following consequences may occur as a result of truancy:

- Family/Guardian written/phone notification (Education Code 48260.5.)
- Family/Guardian attendance at an attendance and tardy workshop
- Family/Guardian attendance at an individual parent/teacher/administrator conference
- Referral to the Student Attendance Review Team/Student Attendance Review Board
- Referral to law enforcement or other local service agencies

Chronic and Egregious Absences

If the school has made multiple attempts to contact the parent/guardian of a chronically absent student the school may disenroll the student and refer the student back to their Los Angeles Unified School District home school (if applicable) 10 or more consecutive absence days.

Meal Program and Applications

Parents and guardians are advised that CNCA participates in the National School Lunch Program (NSLP). All CNCA campuses participate in Provision 2, a program within the NSLP that allows all students to be served breakfast and lunch at no charge. Students enrolled in the afterschool program also receive a snack at no charge. If your child has dietary restrictions such as food allergies, please communicate this information to the office, and office staff can provide you with the appropriate forms to fill out. (Education Code 49510-49520.)

All newly enrolling families are encouraged to fill out an alternative income form after July 1 of every school year, regardless of family income in order to help keep the meal program accessible to all students. These forms are available in the main office. Returning students do not need to fill out this form.

Language Acquisition Programs

The California Department of Education (CDE) requires schools to provide information to parents or legal guardians on the available languages and language acquisition programs at the school. Camino Nuevo Charter Academy offers the following language acquisition programs:

- **Structured English Immersion (SEI) program:** This option is available at Castellanos in grades, TK-2 Cisneros and Kayne Siart in grades TK-5, and at all 6-12 schools. If you choose this option your child will be placed in a classroom that uses mostly English for instruction.
- **Dual Language program:** This option is available in grades TK-5 at Cisneros, and TK-6 at Burlington and Castellanos-Eisner. If you choose this option, your child will be placed in a classroom that uses English and Spanish for instruction.

Description of Program Options and Goals for English Learners

Ref: BP 6174 Education for English Learners Board Approved April 17, 2020

A description of the language acquisition programs provided at Camino Nuevo Charter Academy is listed below. Please select the program that best suits your child.

- **Structured English Immersion (SEI) Program:** A language acquisition program for English learners in which nearly all classroom instruction is provided in English, but with curriculum and a presentation designed for pupils who are learning English. At minimum, students are offered English Language Development and access to grade level academic subject matter content.
- **Dual Language Program:** A language acquisition program that provides language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding. This program begins in TK/K and will continue to eighth grade.

As long as there is availability, any interested family may choose to enroll their student in the Dual Language Program in grades TK-1. However, in order to ensure student success with increasing language and grade-level standards demands, we reserve the right to enroll 2nd-6th grade students in the Structured English Immersion program if they do not meet the following requirements

- Previous enrollment in a Dual Language, Bilingual, or Spanish only classroom OR
- Oral proficiency in Spanish as evidenced by the ability to hold a conversation in Spanish at or near grade-level standards and basic skills in Spanish reading.

Requesting a Language Acquisition Program

Language acquisition programs are educational programs designed to ensure English acquisition occurs as rapidly and effectively as possible, and provides instruction to English learners based on the state-adopted academic content standards, including English language development (ELD) standards. (Education Code 306(c).)

Camino Nuevo Charter Academy commits to ensuring that English learners develop English proficiency and achieve parity with their monolingual peers. CNCA is also committed to helping our students develop bilingualism and biliteracy, as demonstrated by the implementation of our Dual Language programs. Parents/Guardians may choose a language acquisition program that best suits their child. Schools in which the parents or legal guardians of 30 pupils or more per school or the parents or legal guardians of 20 pupils or more in any grade request a language acquisition program that is designed to provide language instruction shall be required to offer such a program to the extent possible. (Education Code 310(a).)

CNCA will investigate the feasibility of implementing such program. Within 10 days of reaching this threshold, CNCA will notify the school community of the parents' request of a language acquisition program in writing. Within 60 calendar days of reaching this threshold, CNCA will determine whether it's possible to implement the requested language acquisition program and provide notice, in writing, to the school community.

Future decisions about beginning language acquisition programs will be made based on a variety of factors and through consultation with CNCA teachers and administrators, as well as other community stakeholders. Both practical considerations (e.g. availability of bilingual educators) and ideological considerations (e.g., the desire of the local community for students to participate in the program) will be examined as decisions are made in a collaborative, thoughtful process. This process will also involve PreK-12 vertical articulation, ensuring that programming is aligned and coherent across grade levels. Parents may provide input regarding language acquisition programs during the development of the Local Control Accountability Plan. If interested in a different program from those listed above, please contact your school administrator to ask about the process.

Parents of English learners have a right to decline or opt their children out of the CNCA's language acquisition program or opt out of particular English learner service(s) within a language acquisition program. (20 USC 6318(c)(A)(vii).) However, LEAs remain obligated to provide the student meaningful instruction (5 CCR 11302) until the student is reclassified, inform the parent when progress is not made, and offer the parent programs and services to consider at that time.

For a copy of the full policy and the administrative regulation please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Visiting the School

Families/guardians are encouraged to make regular visits and volunteer at CNCA. In order to monitor traffic and promote safety at the school, it is necessary that all school visitors, including parents/guardians, sign in at the main office and wear a visitor's badge issued by the main office or other designated person. Visitors under the age of 18 must have an adult with them or must have written authorization to be on CNCA school grounds from a parent and site administrator.

Visitors failing to register in the main office may be identified as trespassing. All visitors are expected to interact and behave with CNCA community members in a way that promotes and demonstrates collaboration and respect; visitors who disrupt the school environment may be asked and required to leave campus immediately and/or be given a withdrawal of consent for up to 14 days as indicated in the California Penal Code 626.4, 626.7, and 626.8.

For information on how to volunteer at CNCA please refer to the Volunteer Policy.

Standardized Testing

In the spring semester, CNCA administers the California Assessment of Student Performance and Progress (CAASPP). The CAASPP system was established on January 2014 replacing the Standardized Testing Reporting (STAR) program. The primary purpose of the CAASPP assessment system is to assist teachers, administrators, and pupils and their parents by promoting high-quality teaching and learning through the use of a variety of assessment approaches and item types. <http://www.cde.ca.gov/ta/tg/ca/>.

CAASPP is comprised of the following assessments:

- Computer-based Smarter Balanced summative assessment for English–language arts (ELA) and mathematics in grades 3-8 and grade 11. Additional details about this test can be found at <http://www.smarterbalanced.org/>.
- California Alternative Assessments (CAAs) for ELA, mathematics in grades 3-11 and science, available for grades five and eight and twelve are administered to students who meet CAAs requirements.
- The California Science Test (CAST) based on the California Next Generation Science Standards (NGSS) administered to students in grades 5 and 8, and 12. <http://www.caaspp.org/administration/about/science/>

You can help ensure your child's success on both of these important assessments. Please support your child in the following ways:

- Make sure they are on time and present every day of testing
- Encourage them to try their best, take their time, and work carefully
- Set early bedtimes to ensure plenty of sleep each night
- Provide a nutritional breakfast each morning

- Limit TV, computer, cell phones, and video games during testing

Parents will be notified of their pupil's participation in the CAASPP assessment system. (Education Code 60604.) A parent's or a guardian's written request to school officials to excuse his or her child from any or all parts of the assessments administered pursuant to Education Code 60615 shall be granted.

School-Wide Assessment

Students are assessed in all content areas multiple times throughout the year. Teachers regularly collect assessment data in order to target each student's individual needs. The results from these assessments, as well as teachers' observations of student progress, are synthesized into mid-semester progress reports, which are distributed in November and April. Final semester report cards are distributed in February and June.

English Language Proficiency Assessments for California (ELPAC)

State and federal law require that local educational agencies administer a state test of English language proficiency (ELP) to eligible students in transitional kindergarten through grade twelve. The California Department of Education (CDE) administers the ELPAC as the state ELP assessment. The ELPAC is aligned with the 2012 California English Language Development Standards. It consists of two separate ELP assessments: one for the initial identification of students as English learners (ELs), and a second for the annual summative assessment to measure a student's progress in learning English and to identify the student's level of ELP. The ELPAC will be administered for the purpose of initial identification only from July 1 to June 30, and within the first 30 days of a student's enrollment in a California public school. The summative ELPAC will be administered from February 1 to May 31.

To find more information about the ELPAC, please contact your child's teachers or contact the school office. Additional information can be found at: <https://www.cde.ca.gov/ta/tg/ep/>

Field Trips

Learning is a natural process that transcends the walls of a classroom. As part of CNCA's rigorous academic program, extracurricular real-world, hands-on experiences outside of the classroom complement theoretical foundations laid inside the classroom. Experiential learning activities help students connect learning at school to a variety of social and cultural experiences outside of school, as well as expand their career exploration. Finding new and innovative approaches to engage students who struggle in the traditional classroom or lack access to these opportunities is key to CNCA's mission 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.

Field trips are an important way to enhance student learning. They offer an opportunity to experience something that may be new and exciting. In order to participate in a field trip, all students must have a completed permission slip with a parent/guardian signature in three (3) spaces. Field trip slips without the required signatures will not be valid. Field trip permission slips will be sent home before the trip and must be filled out by a parent or legal guardian. Some recurring trips (i.e. to the park or library) will have one field trip slip for the entire school year. Volunteer chaperones must be approved by the teacher or administrator before the trip, attend a training, be 21 years of age or older, and may not bring other children on the trip. Field trip chaperones are volunteers and must follow respective procedures as mentioned under the Volunteer Policy.

Students serve as ambassadors for our school. A student may be excluded from a field trip for problematic behavior, including discipline incidents, and/or a discretionary decision from the school principal. Furthermore, any student having been disciplined for theft, drugs, weapons, or misconduct during a previous field trip in the previous year may be required to have a parent/guardian chaperone for every field trip until the end of the current school year.

In addition, all staff and chaperones are responsible for ensuring student, staff, and chaperones abide by all school policies and procedures, including the Education Code, from the trip's beginning to end. Staff and chaperones are required to immediately communicate any violation of these policies to the school leader and/or administrator of the trip.

Expectations for overnight field trips are: all overnight field trips will require one site administrator to attend, students and staff will be held accountable for violations of school and organizational policies, and the Education Code from the trip's beginning to the end. A pupil shall be permitted to use facilities and accommodations consistent with their gender identity irrespective of the gender listed on the pupil's records. Accommodations for overnight trips will be discussed with parents/guardians prior to the trip date. Overnight field trips are only allowed for students in grades 6 through 12.

Books/School Materials

Students will be issued books and materials necessary for classroom instruction. These books are the responsibility of the student to whom they were issued. Students should cover the issued textbooks and write their names in the designated areas. Damaged or lost books including books from the school library must be replaced by students and families. Unpaid textbook replacement fees may result in a student's loss of privileges to participate in extracurricular activities and school-sponsored events. The school may also hold a student's records until fees have been cleared.

LGBTQ & Social Studies Curriculum

The California Board of Education unanimously approved a history and social studies curriculum that includes prominent LGBT (Lesbian/Gay/Bisexual/Transgender) figures and milestones—from the

Stonewall riots of 1969 to the legalization of same-sex marriage in 2015—for public school students. Education Code Section 60040 directs governing boards to only adopt instructional materials that “accurately portray the cultural and racial diversity of our society.” That section already included a number of groups, and was amended by Senate Bill 48, “The LGBTQ History Bill” to include all of those in Section 51204.5: “a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, Pacific Islanders, European Americans, lesbian, gay, bisexual, and transgender Americans, persons with disabilities, and members of other ethnic and cultural groups, to the economic, political and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.” As a reminder Senate Bill 48 prohibits charter and alternative schools from engaging in discrimination per Section 235 of the Education Code.

Alternative Education Project (Animal Dissection)

Alternative Education Projects may be assigned as a substitute for animal dissection, most commonly occurring in a science course. Any pupil with a moral objection to dissecting or otherwise harming or destroying an animal, or any part thereof, must inform his or her teacher of the objection. Objections must be substantiated by a note from the pupil’s parent or guardian.

A pupil who chooses to refrain from participation in an education project involving the harmful or destructive use of an animal may receive an alternative education project, if the teacher believes that an adequate alternative education project is possible. The teacher may work with the pupil to develop and agree upon an alternative education project so that the pupil may obtain the knowledge, information, or experience required by the course of study in question. (Education Code 32255 – 32255.6.)

Technology

All students with access to the CNCA internet network must adhere to school rules for internet use. All students using the CNCA network or CNCA electronic and computing devices will be required to complete a technology agreement to be signed by the student’s parent/guardian. CNCA network access is a privilege. Any behavior that is not acceptable may result in the loss of this privilege through the end of the school year. In using the CNCA’s network, students will:

- Be respectful of the rights, the ideas, the information, and the privacy of others
- Neither send nor receive information that is not related to schoolwork, or that can be hurtful or harmful to others
- Report to teachers any websites or persons that demonstrate inappropriate use of online services

School Used Apps and Software

When creating a student accounts for these third party apps, CNCA may provide provider with certain personal information about the student, including, for example, a name, email address, and password. Provider may also collect personal information directly from students, such as telephone number for account recovery or a profile photo added to the Google/Microsoft Education account.

When a student uses online apps they can collect information based on the use of those services. This includes:

- device information, such as the hardware model, operating system version, unique device identifiers, and mobile network information including phone number;
- log information, including details of how a user used services, device event information, and the user's Internet protocol (IP) address;
- location information, as determined by various technologies including IP address, GPS, and other sensors;
- unique application numbers, such as application version number; and
- cookies or similar technologies which are used to collect and store information about a browser or device, such as preferred language and other settings.

Student Cyber Safety

Position on Student Cyber Safety

The safety of our students, alumni, families, and team members is a priority of CNCA. The Internet and other online programs and resources are to be utilized by our students, families, and team members to support instructional programs and appropriate virtual student learning and messaging. While the Internet can be a powerful educational tool, it is also an unregulated space that contains materials, social media activity, and negative and abusive messaging unsuited to the school setting. For this reason, CNCA will make every reasonable effort to ensure that the resources and programs that we provide are monitored to ensure they are used responsibly. CNCA will comply with the requirements of the Children's Internet Protection Act (CIPA) and is committed to assuring the safe conduct and well-being of students while online.

Students and families have been notified about authorized uses, obligations, and responsibilities for users of CNCA Chromebooks, other devices, and technology as well as consequences for unauthorized use and/or unlawful activities in accordance with CNCA regulations.

CNCA reserves the right to monitor the use of CNCA issued technological resources, including the Internet and email, for audit and review purposes. Users should not have an expectation of privacy when using CNCA technology resources.

CNCA will ensure that all CNCA Chromebooks and any other devices with Internet access have a technology protection measure through our web filtering system that blocks or filters Internet access to visual depictions that are obscene, child pornography, or harmful to minors and that the operation of such measures is enforced. (20 U.S.C. 6777, 47 U.S.C. 254). Students may not access prohibited materials at any time, for any purpose. This includes material that is obscene, child pornography, or material that is considered harmful to students, as defined by the Children's Internet Protection Act, which aims to protect children from obscene or harmful content on the Internet.

The Children's Internet Protection Act (CIPA) defines "harmful to minors" to mean: any picture, image, graphic image file, or other visual depiction that - (i) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; (ii) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and (iii) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. (47 U.S.C. 254(h)(7)(G).)

Students shall not disclose personal information about themselves or others on the Internet or other resources. For example, students shall not reveal their name, home address, telephone number, or display images of themselves or others.

CNCA Team Member Guidelines for Interactions with Students and Alumni Online and Other Media (such as phone calls, text messages, etc.)

Per the CNCA Handbook, all employees are expected to “conduct themselves in a manner that reflects the standards consistent with the law and the policies of CNCA at all times”. This policy will provide guidance for employees in conducting themselves in a manner that reflects high standards of professionalism when interacting with our students, alumni, families, and other team members.

All team members are expected to remain professional while communicating with students and families online and other media, such as phone calls, text messages, etc. Our focus should always be concerned for these three reasons: for student education, health, and safety.

The following are guidelines for all communications:

- All team members are expected to stay within professional boundaries with students and alumni
- As stated in the Employee Handbook, all team members are expected to conduct themselves in a “manner that reflects high standards of professionalism” required of team members.
- It is each team member’s obligation to avoid situations that could prompt suspicion by families, students, alumni, colleagues, or school leaders.
- Some activities may seem innocent from a team member’s perspective, but can be perceived as flirtation, sexual insinuation, or unprofessional from a student, alumni, or family’s point of view.
- This is not to restrain innocent, positive relationships between team members and students, but to prevent interactions that could lead to, or may be perceived as, unprofessional.

- Keep the conversation related to the education process
- We do encourage team members to check in with students, alumni, and families to see how they are doing
- If the student and/or family ask for assistance with resources, please let them know we are here to assist and we will provide assistance as much as we can or provide information on other resources that may be available.
- Please try not to probe the student/alumni and/or family about something personal that they are not comfortable speaking about.
- Allow the family to speak on these things on their own.
- Keep the conversation professional in tone, words used, and focus
- Please refrain from putting long conversations in emails and texts
- These conversations should be done by phone
- Keep the families included in communications with students

- Keep your conversations with students/alumni and families on CNCA authorized means of communication
- Use your CNCA issued phone, email address, and any other CNCA authorized virtual communication resource, such as Google Classroom, Class Dojo, etc.

- Use Google Voice when you are placing calls directly to students and families so you do not share your personal phone numbers.

- Refrain from using personal social media accounts to communicate with students/alumni and families

Online Threats to Students/Alumni

As well as the threats that all users face when going online, such as computer viruses and email scams, students/alumni are at risk from the following:

- Cyberbullying
 - Bullying that takes place over digital devices such as cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and mobile applications (apps) or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else, causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.
- Inappropriate Content
 - Adolescents and children can unintentionally come into contact with inappropriate content, such as sexually explicit material. Unsolicited obscene materials can also be received electronically.
- Sexting

- Sexting is the sharing and receiving of sexually explicit messages and nude or partially nude images via text messages or apps. Sexting, while commonly occurring off school grounds, also occurs on school property, with the content being sent and viewed on cell phones. Of note is that possession of sexually explicit photos received by sexting can be considered a type of possession of child pornography from a legal perspective.
 - Sextortion/Ransomware
 - Students may also become victim to sextortion, possibly via ransomware, if they engage in sexting. Sextortion occurs when someone threatens to distribute private and sensitive material if not provided with images of a sexual nature, sexual favors, or money. Ransomware is a particular form of computer malware in which perpetrators encrypt users' files, then demand the payment of a ransom for users to regain access to their data. Ransomware can also include an element of extortion, in which the perpetrator threatens to publish data or (possibly sexually explicit) images if the victim does not do what the perpetrator wants, such as provide nude photos.
 - Oversharing
 - Personal information that is sometimes shared by students includes their name, age, address, phone number, and Social Security number.
- Online Predation.
 - Online predators put victims through "the grooming process," a series of steps by which they build the victim's trust by sympathizing with him or her or feigning common interests, after which they proceed to set up a face-to-face meeting with the victim and then move forward with manipulation and seduction.

Additional Resources for Students, Families, and Team Members

Students, team members, and families can receive additional guidance on online safety through the following:

General Education on Online Safety

- Stop.Think.Connect. Campaign (<https://www.dhs.gov/stopthinkconnect>; U.S. Department of Homeland Security) is a national awareness campaign that provides resources such as videos, a toolkit, and blogs to help raise the awareness of cyber threats and how to be safer online.
- NetSmartz® Workshop (<https://www.netsmartz.org/>; National Center for Missing and Exploited Children® [NCMEC]) provides resources for parents and guardians, educators, and law enforcement with the goal of educating, engaging, and empowering children to recognize potential Internet threats, talk to adults about risks, prevent themselves from being exploited, and report victimization to adults. Separate Websites and resources are available for kids, tweens, and teens.
- Los Angeles County Department of Mental Health- To learn more about how to prevent commercial sexual exploitation of children and youth visit <https://dmh.lacounty.gov/our-services/transition-age-youth/csecy/>

- OnGuard Online program <https://www.consumer.ftc.gov/features/feature-0038-onguardonline>; Federal Trade Commission) provides instructional material for elementary and middle school teachers, high school teachers, and community educators and resources for parents on how to talk to their children about being online.
- Incorporating Sextortion Prevention, Response, and Recovery into School Emergency Operations Plans (EOPs) Webinar, REMS TA Center. This Webinar provided background information on sextortion and discussed how students/alumni can be victims and perpetrators. Presenters shared how education agencies can develop measures to prevent and protect students/alumni from sextortion with support from local and Federal agencies. <http://rems.ed.gov/Sextortion2016Webinar.aspx>
- Office of Educational Technology (OET) Web page, U.S. Department of Education. The OET develops national educational technology strategy and policy for how technology can be used by K-12, higher education, and adult education learners. <https://tech.ed.gov/>
- Privacy Technical Assistance Center, U.S. Department of Education. This Website serves as a comprehensive resource that education agencies can use to get information about privacy, confidentiality, and security practices. The site provides valuable information related to information sharing guidelines, such as the Family Educational Rights and Privacy Act (FERPA), and legislation, such as the Children's Internet Protection Act. <http://tech.ed.gov/privacy>
- StopBullying.gov Website. This Website (<http://www.stopbullying.gov/index.html>) serves as a hub of information on the Federal perspective on bullying and contains information and resources to address bullying. Under the Cyberbullying tab, users can access Web pages such as:
 - o Tips for Teachers, which describes some of the warning signs that a child may be involved in cyberbullying and how to prevent and address cyberbullying;
 - o Social Media and Gaming, which lists social media apps and sites commonly used by children and teens and what adults can do to prevent cyberbullying of children who are gaming.

After an Online Incident Has Occurred

Students also need to be aware of what to do if they are a victim of an online abuse. They are encouraged to report threats to their parent/guardian, a teacher, a school counselor, another trusted adult, and the online service provider, if appropriate. Students, teachers, and other members of the public can also contact the National Center for Missing and Exploited Children's (NCMEC), CyberTipline to report a concern by submitting an online report at <https://report.cybertip.org/> or calling 1-800-843-5678.

If somebody is in immediate danger or a crime may have been committed, students, teachers, and team members should contact local law enforcement.

School Electronics and Email Use

During enrollment, the student and parents/guardians must sign and abide by the Technology User Agreement found on the CNCA website. Camino Nuevo purchases computers and electronic resources for all students who attend the school. These electronics are an expensive resource, any student found maliciously damaging (tagging, scratching, pulling off keys, stealing or breaking) any of our equipment will be subject to disciplinary action including but not limited to suspension, expulsion and payment for said resource.

Unacceptable uses of school electronic resources include, but are not limited to, the following:

- Accessing or Communicating Inappropriate Materials – Users may not access, submit, post, publish, forward, download, scan or display defamatory, abusive, obscene, vulgar, sexually explicit, sexually suggestive, threatening, discriminatory, harassing, bullying and/or illegal materials or messages.
- Illegal Activities– Users may not use the school’s computers, electronic devices, networks, or Internet services for any illegal activity or in violation of any Board policy/procedure or school rules. CNCA and its employees and agents assume no responsibility for illegal activities of students while using school computers or school-issued electronic resources.
- Violating Copyrights or Software Licenses– Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is prohibited, except when the use falls within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC) and content is cited appropriately.
- Plagiarism– Users may not represent as their own work any materials obtained on the Internet (such as term papers, articles, music, etc).
- Non-School-Related Use– CNCA computers, electronic devices, networks and internet services are provided for purposes related to educational programs. Incidental personal use of school devices is permitted as long as such use: 1) does not interfere with the user’s responsibilities and performance; 2) does not interfere with system operations or other system users; and 3) does not violate this policy and the accompanying rules, or any other Board policy, procedure or school rules.
- Misuse of Passwords/Unauthorized Access– Users may not share passwords; use other users’ passwords; access or use other users’ accounts; or attempt to circumvent network security systems.
- Malicious Use/Vandalism– Users may not engage in any malicious use, disruption or harm to the CNCA’s computers, electronic devices, network and Internet services, including but not limited to hacking activities and creation/uploading of computer viruses.
- Avoiding School Filters– Users may not attempt to or use any software, utilities or other means to access internet sites or content blocked by the school filters.
- Unauthorized Access to Blogs/Social Networking Sites, Etc. – Users may not access blogs, social networking sites, etc. prohibited by building administration or the CNCA Technology Department.

Teachers and students using authorized social networking sites for educational projects or activities shall follow the age requirements and legal requirements that govern the use of social networking sites in addition to the guidelines established in this policy.

- **Wasting System Resources-** Users shall not use the network in such a way that would waste system resources or disrupt the use of the network by others. This includes but is not limited to excessive printing, file storage, online games, and video/audio streaming not directly related to educational projects, as determined by the supervising instructor or building administrator.
- **Unauthorized Equipment-** Users may not attach unauthorized equipment, including personal laptops, tablets, and handheld devices, to the district network without permission from the CNCA Technology Department.

Telephone Use

The office phone is for use in an emergency only. Leaving lunch or money at home or arranging for a ride does not constitute an emergency. However, if there is a special need or problem, permission to use the phone may be granted from an administrator only. Students will not be called out of class to receive telephone calls. Emergency phone messages will be delivered to a student's class.

Personal Electronics and Non-School Related Property

Personal electronic devices including but not limited to: cell phones, MP3 players, tablets, portable video game systems, and headphones may not be used during school hours without permission. If electronic devices are misused, the device(s) may be confiscated and locked up until the end of the day under teacher discretion. Property not related to the school's programs (e.g. iPods, CDs, card collections, portable sound systems, etc.) may not be brought to school. If you are not sure, please ask. Such items as referenced here but not limited to those listed may be confiscated. The school does not assume any responsibility for lost or stolen items.

Emergency Preparedness Drills

The school has developed a school emergency plan which is designated to ensure the safety of your student(s) and all of the staff. The school implements regular emergency drills to ensure that all members of the school community know the plan. Teachers will review emergency preparedness procedures with the students during the first month of school. A copy of the school's emergency plan is available on each campus' webpage.

In case of an emergency during the school day, your student will only be released into the custody of those people who you have previously identified on the emergency card. Proof of identity may be required. Those NOT identified on the emergency card can only pick up a student if the parent or guardian has sent a handwritten and signed note or verification via phone call to the school notifying the school of this person's identity and proof of identification is provided.

No Pets on Campus

For health and safety reasons, pets aside from service animals are not allowed on campus (unless prior arrangements have been made with the classroom teacher or administration and permission has been granted). Classroom pets are allowed under the direct supervision of the classroom teacher.

Lost and Found

Anything left or found unattended will be considered a lost item. Any items found on campus will be taken to the Lost and Found. The Lost and Found will be cleaned out every two weeks. Items not claimed will be donated or discarded. All items brought to school should be clearly labeled with the student's name.

Substitute Teachers

In the event that a teacher is absent, every effort will be made to secure a substitute teacher for the day. If a substitute teacher is not available, students will be assigned to other classrooms for the day.

Student Success Team (SST)

The Student Success Team (SST) will develop an intervention plan for referred students with specific identified needs related to academics or behavior. A team of individuals, that at a minimum includes the parent/guardian, teacher, and an administrator (but may also include the student, Family Services Coordinator, interventionist, outside support agency representative, or school psychologist if appropriate), meets within three weeks of the referral submission date to discuss the student's background, strengths, and areas of need. In consideration of the success rate of previous interventions and the academic/behavioral need, the team implements at least 2-3 research-based, aligned interventions that are aimed toward attainment of the goal. Clear timelines and a delegation of responsibilities are also determined. The school administrator monitors to ensure fidelity of implementation.

A follow-up SST meeting is typically held within six weeks. If gradual progress is made, the SST celebrates data-supported progress and commits to continued progress monitoring as needed. If there is limited progress or no progress made, the SST re-convenes to analyze data and modify the SST plan accordingly. Within four weeks, a follow-up SST meeting is held. If gradual progress continues to be made, then the SST celebrates data-supported progress and commits to continued progress monitoring as needed. If progress is not made, then an SST administrator compiles recommendations on related instructional supports based on the SST recommendations. The SST administrator consults with the Senior Director of Special Education to consider a referral for a formal special education evaluation.

Special Education and Section 504

CNCA is committed to meeting the educational needs of all students, and as such, looks to identify students who require special education services, under the Individuals with Disabilities Education Act (IDEA). (Education Code 56000, 20 USC 1400 et seq.) Students with identified physical, emotional, learning, or developmental disabilities have the right to placement in the least restrictive environment and may receive accommodations under Section 504 or may receive special education services according to a written Individualized Education Program (IEP). All Camino Nuevo schools implement a full inclusion special education model called Dynamic Blended Inclusion (DBI). Through DBI, students are fully included with their general education peers and receive collaborative services such as regular co-planning and co-teaching among general education and special education teachers. This model is a data-based, proactive approach to identifying and addressing the learning strengths and needs of all students through collaboration and differentiated instruction in as inclusive of a manner as possible.

If you have any concerns related to a student's current or possible disability, please contact the main office and ask to meet with an administrator. If you have a complaint about special education, please see the section "Dispute Resolution/Filing a Formal Complaint" in this handbook. All other questions regarding special education services may be directed to the Director of Special Education at the Home Support Office or to the school principal.

Transgender Bathrooms

State laws require that all public schools, including charter public schools, allow students to use restrooms and locker rooms "consistent with their gender identity." The Department of Education emphasizes that requiring transgender students to use same-sex facilities violates Title IX, the 1972 law that prohibits discrimination based on sex. It is important to note that in the State of California, AB 1266: Pupil rights: sex-segregated school programs and activities, has prohibited discrimination in schools on the basis of transgender since 2013.

SCHOOL POLICIES

Recognition and Awards

Awards and individual recognition may be provided to students throughout the year for academic and nonacademic achievements.

Dean's List and Behavior Reports

It is important that students, families, and schools have indicators of student progress and interactions on a regular basis. Teachers and staff at Camino Nuevo schools may utilize Dean's List, or other platforms to record student behavior and expressions of school values such as responsibility. At the beginning of the year, look for communication from your school regarding the frequency of this reporting and how you can access the information. Behavior may be tied to school rewards such as free dress, special privileges, or reflections on behavior. We encourage praise and at-home consequences in response to student interactions at school. This data is used to tell us how students are doing individually, in groups, and school-wide. Encouraging and promoting positive behavior is vital for student success. You may ask the main office or the school administration if you are not receiving this information or if you have any questions or concerns.

Admissions Policy

Lottery System

- If the number of students applying for admission exceeds openings available, entrance will be determined by a public random lottery. The lottery will be held on a designated date each school year. The date will be widely publicized.
- Students who live within the attendance boundaries of the Sandra Cisneros or Jose Castellanos campuses receive preference for admission if spaces are available. Families must still submit an Enrollment Interest Form for these school sites.
- Families of all accepted students will receive an automatic notification. You must confirm within the deadline specified in the notification that you intend to enroll your child to secure a spot.
- If you submit an application after the announced lottery deadline and there are no spaces available, your child's name will be added to a waitlist. We will admit students from the waitlist after the lottery, as spots become available and in the order in which we received applications.

Homeless and Unaccompanied Minor Students Policy

Please refer to the Student Information Section on page 18.

Discipline Policy

At CNCA, we believe that by demonstrating respect for each other, we can create a safe, caring, and cooperative environment that promotes learning and celebrates the uniqueness of all individuals. CNCA believes that all students have the right to learn. No student has the right to behave in ways that infringe

upon the rights of others. We recognize the primary role of parents/guardians and families as the first and best teachers of their children. We also recognize the partnership that needs to exist between home and school. Our discipline policy is designed to encourage students to learn and demonstrate acceptable behaviors because student behavior is a key component of school culture and sets the foundation for academic achievement.

We expect all students to conduct themselves in a respectful manner toward teachers/staff, classmates, and the property of others. Students will be treated and spoken to respectfully and with care. With a focus on community building, it is our goal that every student possesses or gains a clear understanding of how their actions may affect others. While our larger goal is to discourage misbehavior preemptively, when it occurs, we use missteps as opportunities for learning and reflection. Schools have developed behavior expectations, procedures, and policies that are consistent with a positive and restorative discipline model in which we use both kindness and firmness to co-create relationships that include both care and accountability.

Systematic positive praise, reinforcement of desired behaviors, and community building structures are coupled with fair and equitable consequences for students who do not adhere to schoolwide expectations.

CNCA's approach to discipline includes strategies such as teaching school rules, developing social-emotional skills, reinforcing appropriate school behavior, using effective classroom management, implementing positive behavior support strategies, and tracking discipline data to ensure that rules and consequences are being applied fairly to all students.

Under Education Codes 35291 and 35291.5, the Governing Board of CNCA shall prescribe rules not inconsistent with law or with the rules prescribed by the State Board of Education, for the government and discipline of its schools.

Classroom Expectations

CNCA teachers develop classroom management plans appropriate for the age and grade level that they teach in order to help students understand and integrate school and classroom rules and agreements into their daily activities. To set up a positive and well-structured classroom, there are three types of language related to behavior management that we ask all staff to utilize when responding to misbehavior: 1) positive reinforcement, 2) reminding students of expectations and community agreements, 3) redirecting misbehavior. The classroom management system and behavior plan will be communicated to and discussed with the students and families in the first weeks of school. Please discuss behavior expectations with your student and feel free to contact their teacher at any time.

Responses to Misbehavior and Student Discipline Policy

CNCA's ultimate priority is to maintain the physical and emotional safety of all members of the community. Teachers take a proactive approach: 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.

When behavior is disruptive, disrespectful and/or unsafe, students should expect a consequence or response from teachers/administration. School consequences for 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, restitution and/or a billing for damaged or lost school property, and/or an SST meeting. Consistent with Education Code 48904, schools will notify families in writing before withholding records or grades for alleged misconduct resulting in damage or loss. Schools may also hold restorative circles or conferences to resolve discipline concerns. These conferences may include administrators, teachers, students, parents/guardians, and others who have a vested interest in the school community. The aim of these conferences is to identify harms, needs, and obligations to repair harm done toward people, property, and the institution.

Serious 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 and/or the Principal's designee, teacher(s), and the student. At the suspension conference, an individual behavior plan may be developed for the student. (Education Code 48911.)

At all times the law ultimately guides and helps to dictate what CNCA schools do to ensure a safe/orderly environment for all members of the CNCA community. Please note that in the case of any discrepancy between the CNCA Student & Family Handbook and the individual school charter, the charter petition language supersedes in determining school policy. An updated copy of each school site's LAUSD authorized Charter Agreement can be accessed via the individual school webpage online or by requesting a copy from the main office. Please take time to discuss the discipline portion of CNCA's Student & Family Handbook with your student and contact the school administration with any questions or concerns you may have.

Student Suspension and Expulsion

Ref: BP 5144(a)

CNCA has developed student suspension and expulsion procedures in accordance with all applicable laws protecting the constitutional and statutory rights of students generally (i.e. right to due process), and of students with exceptional needs and other protected classes of students. Practices and considerations for student suspension and expulsion can be found in the section below; ultimately, the school site

principal and/or their designee has discretion over student discipline procedures including student suspension and recommendations for expulsion. Students who present a real or alleged threat to the health and safety of others, including but not limited to verbally or physically aggressive behavior may be immediately suspended and later recommended for expulsion by the principal and/or their designee. A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:

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

The school administration may implement alternative consequences to suspension as appropriate.

Mandatory Recommendation to Expel

The principal will immediately suspend and recommend a student's expulsion if he or she determines that the student committed any of the following acts (Education Code 48915):

- Possessing, selling, or furnishing a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance as listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code
- Committing or attempting to commit a sexual assault or committing a sexual battery as defined in subdivision (n) of Education Code 48900 or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- Possession of an explosive.

All recommendations for expulsions must be reviewed by the CEO.

Offenses Subject to Limited Principal Discretion to Recommend Expulsion

A student is recommended for expulsion if the principal determines that the student committed one or more of the following acts, unless the principal or CEO determine that the expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Causing serious physical injury to another person, except in self-defense.
- Possession of a knife or other dangerous object of no reasonable use to the pupil.
- Unlawful possession of any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, except for the possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- Robbery or extortion.
- Assault or battery upon any school employee as defined in Penal Code Sections 240 and 242.

All recommendations for expulsion must be reviewed by the CEO.

Offenses Subject to Broad Principal Discretion to Suspend or Recommend Expulsion

The principal has maximum discretion to recommend or not recommend suspension (including supervised suspension as described in Education Code 48911.1) and expulsion when he or she determines that a student has committed any of the following offenses specified in the Education Code 48900:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen or attempted to steal school property or private property.
- (h) Possessed or used tobacco or products containing tobacco, or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of the pupil's own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed, or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in section 11014.5 of the Health and Safety Code.
- (k)
 - (1) Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties (only applicable to grades 9-12).
 - (2) Except as provided in Section 48910, a pupil enrolled in kindergarten or any of grades 1 to 3, inclusive, shall not be suspended for any of the acts enumerated in paragraph (1), and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion. This paragraph is inoperative on July 1, 2020.
 - (3) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in kindergarten or any of grades 1 to 5, inclusive, shall not be suspended for any of the acts specified in paragraph (1),

and those acts shall not constitute grounds for a pupil enrolled in kindergarten or any of grades 1 to 12, inclusive, to be recommended for expulsion.

(4) Except as provided in Section 48910, commencing July 1, 2020, a pupil enrolled in any of grades 6 to 8, inclusive, shall not be suspended for any of the acts specified in paragraph (1). This paragraph is inoperative on July 1, 2025.

(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 287, 288, or 289 of, or former Section 288a of, the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

(q) Engaged in, or attempted to engage in, hazing. "Hazing" is a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. "Hazing" does not include athletic events or school-sanctioned events.

(r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the stated meanings:

(1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

(B) Causing a reasonable pupil to experience a substantially detrimental effect on the pupil's physical or mental health.

(C) Causing a reasonable pupil to experience substantial interference with the pupil's academic performance.

(D) Causing a reasonable pupil to experience substantial interference with the pupil's ability to participate in or benefit from the services, activities, or privileges provided by a school.

(2)

(A) "Electronic act" means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

(i) A message, text, sound, video or image.

(ii)(ii) A post on a social network internet website including, but not limited to:

- (I) Posting to or creating a burn page. "Burn page" means an internet website created for the purpose of having one or more of the effects listed in paragraph (1).
- (II) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph (1). "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
- (III) Creating a false profile for the purpose of having one or more of the effects listed in paragraph (1). "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

(iii)

- (I) An act of cyber sexual bullying.
- (II) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described in this subclause, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from photograph, visual recording, or other electronic act.
- (III) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - (B) Notwithstanding paragraph (1) and subparagraph (A), an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the internet or is currently posted on the internet.
 - (3) "Reasonable pupil" means a pupil, including, but not limited to, a pupil with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of that age, or for a person of the pupil's age with the pupil's exceptional needs.
 - (s) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:
 - (1) While on school grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a school-sponsored activity.
 - (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to the provision of this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury shall be subject to discipline pursuant to subdivision (a).

(u) As used in this section, “school property” includes, but is not limited to, electronic files and databases.

(v) For a pupil subject to discipline under this section, a superintendent or principal is encouraged to provide alternatives to suspension or expulsion, using a research-based framework with strategies that improve behavioral and academic outcomes, that are age appropriate and designed to address and correct the pupil’s specific misbehavior as specified in Section 48900.5.

(w)

(1) It is the intent of the Legislature that alternatives to suspensions or expulsions be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

(2) It is further the intent of the Legislature that the Multi-Tiered System of Supports, which includes restorative justice practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support, may be used to help pupils gain critical social and emotional skills, receive support to help transform trauma related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Other Grounds for Suspension or Expulsion

- Committed sexual harassment (applicable to grades 4 through 12 only) (Education Code 48900.2.)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (applicable to grades 4 through 12 only) (Education Code 48900.3.)
- Intentionally engaged in harassment, threats, or intimidation directed against CNCA personnel or pupils (applicable to grades 4 through 12 only) (Education Code 48900.4.)
- Made terrorist threats against school officials, school property, or both (Education Code 48900.7.)

Teacher May Require Parent/Guardian to Attend Class

Under Education Code 48900.1, a teacher may require the parent/guardian of the student suspended by the teacher to attend a portion of a school day in the child’s classroom. The following circumstances pertain:

- Suspension must be for offenses describe in Education Code 48900 (i) or (k)
- Attendance of parent is limited to the class from which the student is suspended
- Attendance may be required on the day the pupil is scheduled to return to class or within a reasonable period of time thereafter.

Completion of Assignments and Tests Missed during Suspension

The teacher of any class from which a pupil is suspended may require the suspended pupil to complete any assignments and tests missed during the suspension. (Education Code 48913.)

Homework for Suspended Pupils

Upon the request of a parent, a legal guardian, or other person holding the right to make educational decisions for the pupil, or the affected pupil, a teacher shall provide to a pupil in any of grades 1 to 12,

inclusive, who has been suspended from school for two or more schooldays the homework that the pupil would otherwise have been assigned. If a homework assignment that is requested and turned into the teacher by the pupil either upon the pupil'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 pupil's overall grade in the class. (Education Code 48913.5.)

Notice of Release of Pupil to Peace Officer

School officials shall take immediate steps to notify a parent, guardian, or responsible relative of the minor when a child is taken into custody by a peace officer regarding the place to which the child is reportedly taken, except when the child is taken into custody as a victim of suspected child abuse as defined in Penal Code section 11165 and Welfare and Institution Code section 305. In suspected child abuse cases, law enforcement will assume all notification responsibilities. (Education Code 48906.)

Property Damage

A student's parent/ be held financially liable if their child willfully damages school property or fails to return school property loaned to the child. The school may further withhold the grades, diploma, and transcript of the pupil until restitution is paid. (Education Code 48904.) Please see the CNCA Board policy on Pupil Fees.

Withholding of Grades, Diploma, or Transcript

Upon receiving notice that CNCA has withheld the grades, diploma, or transcripts of any pupil pursuant to Education Code 48904, any school district to which the pupil has transferred shall likewise withhold the grades, diploma, or transcripts of the pupil until the decision has been rescinded. The receiving district shall notify the parent or guardian of the pupil in writing that the decision to withhold will be enforced. (Education Code 48904.3.)

Discipline and Counseling Procedures for Governing Use, Possession, Being Under the Influence of a Controlled Substance

Controlled Substance Policy

Unlawfully possessing, using, selling, being under the influence of or otherwise furnishing to others a controlled substance or alcoholic beverage, or intoxicant of any kind, at any school activity or on any school district or adjacent property, is considered to be a threat to the educational process. The school reserves the right to ask students to submit to a search if there is suspicion of intoxication, or controlled substance/ paraphernalia possession with intent to distribute or sell.

First Offense:

If the principal or designee determines, in the presence of evidence, that the student unlawfully possessed, used, sold, was under the influence of, or otherwise furnished to others a controlled substance, or alcoholic beverage, or intoxicant of any kind, the following steps may be taken:

1. The student may be suspended for a maximum of five days.
2. The Los Angeles Police Department may be notified.
3. The student may be placed on a contract for a period of 10 weeks. The terms of the contract include loss of privileges from participating in the following: sports, dramatic, choral or musical performances, dances, cheerleading, graduation and awards ceremonies.
4. The student may be referred to complete substance abuse counseling in a program offered by Camino Nuevo or in an approved program with an outside agency or therapist.
5. The student may be required to complete community service hours that will be verified by the school or an approved agency or organization.

If the student does not complete and provide documentation for 3-5 above, he/she will remain on the contract with a loss of privileges until all contract items are completed. If the student fails to complete all of the above by the last day of the semester in which the 10-week contract was scheduled to end, the student may be recommended for expulsion or an opportunity transfer upon review of rehabilitation efforts. At the end of that semester, the student will be allowed to return to Camino Nuevo provided they have completed the provisions listed in 3-5 above.

Second Offense:

If the principal or designee determines for a second time within high school (Grades 9-12) that the student unlawfully possessed, used, was under the influence of or otherwise furnished to others a controlled substance, or alcoholic beverage, or intoxicant of any kind, the following steps may be taken:

1. The student may be suspended for a maximum of five days.
2. The principal may recommend that the student be expelled unless it is determined that expulsion is inappropriate under the particular circumstances of the case. During the period when the student is awaiting the expulsion hearing, classwork, homework and applicable assignments will be provided to the student to complete during their suspension from school.
3. The Los Angeles Police Department may be notified.

Discipline Procedures for Providers of Controlled Substances or Alcoholic Beverage, or Intoxicant of Any Kind to Others

In cases where the principal or CEO determines that the student sold or provided a controlled substance or alcoholic beverage, or intoxicant of any kind, to others, the following steps may be taken:

1. The student may be suspended for a maximum of five days.
2. The Los Angeles Police Department may be notified.
3. The principal shall inform the CEO or designee of the incident and actions taken.

4. The principal or designee may recommend that the student be expelled from school, unless the principal finds, and so reports to the CEO or designee in writing, that expulsion is inappropriate under the particular circumstances of the case.

5. Each principal will ensure that all CNCA high school students are explicitly informed of the provisions of the policy of controlled substances through assemblies, presentations and / or direct instruction in the appropriate classes.

Legal Reference:

Education Code 44049 Known or suspected alcohol or controlled substance abuse by student 51262 Use of anabolic steroids; legislative finding and declaration CALIFORNIA CONSTITUTION Article 9, Section 5 Common school system.

For a copy of the full policy and administrative regulation please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Harassment, Discrimination and Bullying Policy

CNCA is committed to protecting its students, employees, and applicants for admission from bullying, harassment, or discrimination for any reason and of any type. CNCA believes that all students and employees have a right to a safe, equitable and harassment-free school environment. As a school, we have an obligation to promote mutual respect, tolerance and acceptance. CNCA prohibits any acts of discrimination, harassment, and bullying on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology and through other electronic means, consistent with this policy. Bullying, harassment, or discrimination will not be tolerated and shall be just cause for disciplinary action. (Education Code 200, 5 CCR 4900, 20 USC 1681, 29 USC 794, 42 USC 2000 and 12101, Title IX, Educational Amendment Act of 1972, Title VI, Civil Rights Act of 1964.)

What is “bullying”?

“Bullying” is defined as any severe or pervasive physical or verbal act or conduct including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students that constitute sexual harassment, hate violence or creates an intimidating or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following (CA Education Code Section 48900):

- Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.

- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by CNCA.

Cyberbullying

Cyberbullying is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Reporting an Act of Bullying

CNCA expects all students and/or staff to immediately report incidents of bullying to the principal. Staff are expected to immediately intervene when they see a bullying incident occur. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling to and from school or a school-sponsored activity, during the lunch period, whether on or off campus, and during a school-sponsored activity. To ensure bullying does not occur on school campuses, CNCA will provide staff training in bullying prevention and cultivate acceptance and understanding in all students and staff in order to build each school's capacity to maintain a safe and healthy learning environment. Teachers should discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of bullying. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Student Bullying Code of Conduct

The Student Bullying Code of Conduct includes, but is not limited to:

- Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.
- Students are expected to immediately report incidents of bullying to the principal or designee.
- Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner.

If the student or the parent/guardian of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent/guardian of the student should contact the principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

Intervention and Investigation

The procedures for intervening in bullying behavior include, but are not limited to the following:

- All staff, students and their families/guardians will receive a summary of this policy prohibiting bullying.

- The school will make reasonable efforts to keep a report of bullying and the results of the investigation confidential.
- Staff members are expected to immediately intervene when they see a bullying incident occur.
- People witnessing or experiencing bullying are encouraged to report the incident; such reporting will not reflect on the victim or witnesses in any way.
- After an investigation, the school will implement consequences based on CNCA's discipline policy

Hate Motivated Behavior Policy

CNCA is committed to providing a safe learning environment that protects the right of every student to be free from hate-motivated behavior. CNCA prohibits discriminatory behavior, statements, harassment, intimidation, bullying, and other behavior motivated by a person's hostility that degrade an individual on the basis of, their real or perceived ethnicity, race, color, national origin, immigrant status, heritage, sex, gender identify or expression, sexual orientation, age, genetic information, physical/mental attributes, disability, religious beliefs or practices, association with a person or group with one or more of these actual or perceived physical or cultural characteristics. CNCA schools will implement strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

CNCA will provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and inclusion in a multicultural society and to provide strategies to manage conflicts constructively. Annually, CNCA will ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

CNCA will ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes they are a victim of hate-motivated behavior shall immediately contact the Principal. Upon receiving such a complaint, the Principal shall immediately investigate the complaint in accordance with CNCA's policy on Uniform Complaint Procedures. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, CNCA Board policy, and administrative regulations.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Principal or designee as appropriate. As necessary, CNCA shall provide counseling, guidance, and support to students who are impacted by hate-motivated behavior and to students who exhibit such behavior.

Sexual Harassment

CNCA is committed to maintaining a school environment that is free from harassment. The Governing Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Governing Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy. (Education Code 200, 220, 221.5, and 231.5; 34 CFR 104.8 and 106.9.)

A student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, including suspension and/or expulsion. The conduct must be based on sex and would be considered by a reasonable person of the same gender as the victim to be so severe or pervasive as to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. CNCA's complete sexual harassment policy is included in this handbook under Board Policy 5145.7, "Student Sexual Harassment."

Student Free Speech and Freedom of Expression Policy

Students have a right to freedom of speech and may participate in political or free speech activities while on school campus. Students may distribute literature reflective of their views and opinions. Students may assemble on campus during non-instructional time to discuss their views and opinions and may participate in peaceful demonstrations on campus during non-instructional periods. Students may exercise these rights as long as their speech, expression, or conduct is not obscene, lewd, libelous, slanderous, does not incite students to destroy property or inflict injury upon any person, or cause a substantial disruption to school. California law permits school site administrators to establish reasonable parameters for those students who wish to exercise their free speech rights on campus or during the school day. School site administrators may impose restrictions on the time, place, and manner of speech or activities in order to maintain a safe and peaceful campus for all students and CNCA employees. Students who fail to follow the directive of school site administrators or CNCA policy concerning demonstrations, assemblies, sit-ins, etc., may be disciplined. Students who voluntarily leave the school campus or the classroom during a demonstration will be directed to return to the campus or classroom. A student's refusal to adhere to this directive will result in the recording of an unexcused absence. Once students are off campus, school site administrators do not have a legal obligation to protect the safety and welfare of the students. If the student demonstration or walk-out causes a disruption to the general public, local law enforcement may respond to the situation. CNCA has no control over how local law enforcement will handle the situation. While CNCA recognizes and respects a student's freedom of speech rights, CNCA employees shall not promote, endorse, or encourage students to participate in any demonstration, distribution of materials, assembly, sit-in, or walk-out during work hours or while serving as an agent or representative of CNCA. For further information, please contact your student's school Principal.

ACADEMIC POLICIES

Report Cards and Grades

The CNCA academic year is divided into two semesters. Families will get a report card at the end of each semester and progress reports at the end of the first and third quarters of the year. Report cards may be mailed home or given directly to students or families/guardians during family conferences. If you need a copy of your student's progress report or report card, please visit the main office.

Student Athlete Academic Policy

Athletes must have a current term grade point average (GPA) of 2.5 and all grades of "C" or better. Students with a GPA lower than a 2.5 or an "F" in any course are not allowed to participate in practices or games until they meet GPA and grade requirements.

Letter Grades

Camino Nuevo uses a grading system called "standards based grading," where grades are given based on students' proficiency on core standards for each class. This grading system uses a 4-point scale. Middle and high school students will receive a letter grade on their report cards, whereas elementary school students will receive the numerical equivalent.

4-Point Scale	Approximate Letter Grade Equivalency
4	A
3	B
2	C
1	F
0	No Grade

Academic Integrity Policy

As a community of scholars and in support of lifelong learning, it is the expectation of CNCA that all students produce and furnish their own academic work. "Work" is defined as any assignment, task,

homework, quiz, test, standardized assessment, or project submitted via hard copy, electronically, or otherwise. Alleged academic dishonesty of any kind will be reviewed and consequences will be developed by the teacher(s) of the course and/or an administrator at the school site.

In order to avoid academic misconduct or dishonesty, students should refrain from the following actions and behaviors: copying the work of another student, allowing others to copy from their work, plagiarizing (using the work of another without providing a reference or crediting work to the originating party), joking about cheating, falsifying/forging information, and/or misrepresenting the parties who performed academic work.

In cases where a student has been found responsible for academic misconduct, consequences may include (but are not limited to): a failing grade on the assignment, a proctored opportunity to re-do the academic work, a failing grade in the course, educational projects, or other corrective or restorative consequences as determined by the teacher and administration.

Curricular Requirements

CNCA aims to educate all students, so they are prepared to attend a four-year college or university after high school. Upon graduation all Camino Nuevo students will have met acceptance requirements for both the 9 University of California system campuses (schools such as UCLA, UC San Diego, UC Irvine, etc.) and the 23 California State University system campuses (schools such as Cal State Long Beach, Cal State LA, CSU San Luis Obispo etc.). Per CNCA's mission and vision, all high school students will demonstrate college readiness by applying to a college or university during their senior year, even if they do not plan to attend college after graduation.

Additionally, students are expected to fulfill campus requirements, which include, but are not limited to four years of iConnect (our student advising program) as well as exercises and extracurricular activities such as internships and, service learning. In the graduation plan included in the high school section, some students may take classes at a different grade level than the one identified on the table. Camino Nuevo is aware that no two students are the same and actual requirements will depend on each student's needs.

College Admission Requirements and Higher Education Information

The State of California offers community colleges, California State Universities (CSU), and Universities of California (UC) as postsecondary options for students who wish to continue their education after high school.

In order to attend a community college, a student need only be a high school graduate or 18 years of age. A student may also transfer to a CSU or UC after attending a community college. In order to attend a CSU, a student must have taken specific high school courses (referred to as the "A-G" courses), have the appropriate grades and test scores, and have graduated from high school. Test scores are required unless you have a grade point average (GPA) above 3.00 and are a resident of California. The CSU uses a

calculation called an Eligibility Index that combines your high school grade point average with the score you earn on either the SAT or ACT tests. In order to attend a UC, a student must meet requirements for coursework (A-G courses), grade point average (GPA), and test scores.

For more information on college admission requirements, please refer to the following webpages:

- www.cccco.edu - This is the official website of the California Community College system. It offers links to all of the California Community Colleges.
- www.assist.org - This interactive site provides course transfer information for students planning to transfer from a California Community College to a CSU or UC.
- <https://www2.calstate.edu/apply> - This website provides information to students and their families on the CSU system, an online application, and links to all CSU campuses.
- www.universityofcalifornia.edu - This website provides information regarding admissions, an online application, and links to all UC campuses.
- <https://achieve.lausd.net/GPS> - This website provides resources to help students plan, prepare, and persist for postsecondary success. It provides information for students, families, educators, and community members. It is designed to support college and career readiness in middle and high schools, persistence into and through college, and build capacity for postsecondary readiness.

Students may also explore career options through career technical education. These are programs and classes that are specifically focused on career preparation and/or preparation for work. The programs and classes are integrated with academic courses and support academic achievement. Students can learn more about career technical education by referring to the following webpage:
www.cde.ca.gov/ds/si/rp.

Students may meet with a school counselor to choose courses at their school that will meet college admission requirements or enroll in career technical education courses, or both. (Education Code 51229.)

Standards-Based Promotion Policy

CNCA has developed a standards-based promotion policy in accordance with Assembly Bill 1626 (AB 1626), Education Code 48070.5(1)(d). Students in grades K-12 are required to meet minimum identified criteria in order to be promoted to the next grade. This policy mandates retention for students not meeting identified criteria unless the regular classroom teacher recommends promotion on the Retention Candidate Review form or the summer school teacher recommends promotion at the end of summer school/intersession. Also included in the 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 teacher progress report, grades, performance assignment scores, attendance, and teacher judgment. In addition, this policy provides for early and systematic parent/guardian notification when students are at

risk of not meeting promotion standards. The policy states that an appeal process must be implemented when parents/guardians disagree with the promotion determination of a student. A complete copy of the policy is available upon request.

Retention/Promotion Appeal Policy

The parent/guardian may disagree with the retention or promotion determination. If the parent/guardian disagrees, they are entitled to an appeal meeting. Upon request for information, the principal/designee shall explain the appeal process and provide the parent(s)/guardian(s) with a form to request a site-level appeal.

Homework Policy

CNCA believes that the purpose of homework is to help students deepen their understanding of concepts learned in school and/or sharpen skills which require repeated practice in order to master. Teachers have different systems for tracking homework, so families/guardians should feel free to contact the teacher for additional information. Teachers may provide a copy of their classroom homework policy for your information. Expect homework to be assigned on a daily basis. However, it is important to note that homework will not always be graded by the child's teacher. Grading homework for accuracy is not aligned with two of the main purposes of homework: to provide repeated practice and to instill college preparatory study habits. Please ask your student's teacher(s) for more information about his/her homework grading policy.

Concerns

- If a family/guardian notices that a student's homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible to complete.
- If the family/guardian is unable to assist the student with homework, seek out alternative support for the student through after school or tutorial programs.
- If there is a problem with having the appropriate supplies at home, the parent/guardian should contact the student's teacher. All homework should be complete, neat and on time.

Advanced Placement Fees

Eligible high school students may receive financial assistance to cover the costs of the advanced placement examination fees. (Education Code 52242.)

School Uniform Policy

Why does Camino Nuevo Charter Academy have uniforms?

CNCA's 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. Part of this education is teaching all students to make a good impression. Our top reasons for asking our students to wear uniforms are:

- There are many other schools in the area where our schools are located. For safety reasons, we want to be able to identify our students at a glance.
- The clothing we wear indicates our purpose. When we go to the beach, we wear swimsuits. When we go to a wedding, we put on our best clothes. At CNCA, we dress for learning.
- School uniforms put the focus on learning, not fashion. Uniforms can also reduce bullying and teasing. Please support our mission by taking our uniform seriously and wearing it with pride.

Uniform items should be no larger/smaller than one size of the student's clothing size.

Out of uniform consequences may include:

1. 1st offense – Verbal warning
2. 2nd offense – Parent/Guardian phone call
3. 3rd offense – Parent/Guardian meeting

A student may also be loaned a school-issued uniform if they arrive to school out of uniform. All school issued uniform attire must be washed and returned to the school site. Upon the return of school-issued uniforms, students will be given their "free dress" items back.

The CNCA high school uniform is:

- Light gray CNCA polo shirt
- Black bottoms – pants, shorts, skirts, skorts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee). No leggings, sweatpants, or basketball shorts for bottoms are allowed.
- Only closed-toe footwear

The CNCA TK – 8th grade uniform is:

- Dark gray CNCA polo shirt
- Khaki bottoms – pants, shorts, skirts, skorts, or jumpers (bottoms must be of appropriate length, no more than 3 inches above the knee)
- No baseball caps, or hats of any kind. Beanies may be permitted during inclement weather only.
- Only closed-toe footwear with flat rubber soles.
- Any attire that may be a distraction may be confiscated. Distracting attire may include but is not limited to accessories such as belts not in the belt loops, extra clothing pieces, and excessive or large pieces of jewelry. School site personnel retain the discretion to decide what is considered distracting attire.

For the Cisneros Campus only:

- 6th - 8th grade students may wear the light gray CNCA polo shirt.

Uniform Quick Reference Guide



Shirt	Khakis	P.E. Pants or Shorts	P.E. Shirt
			

Free and Professional Dress Days

As a reward for positive behavior and attendance, schools may identify “free dress days.” Prior to free dress days, students and families will be notified of their eligibility to participate. If student(s) come to school in free dress when they are not supposed to, they will need to 1) call home to have someone bring a uniform to school 2) change into a school issued uniform. In order to maintain a safe learning environment, the attire described below is not acceptable on free dress days. We encourage students to express their individuality and personal style while following all CNCA dress code policies on free and professional dress days.

Professional Dress Examples:

- Suit with pants or suit with long skirt
- Dress Shirt or Blouse
- Matching Tie (optional)

**Prohibited Free Dress Attire**

- Clothing that displays inappropriate language, images, humor, or other graphics
- Clothing items that are too tight or loose (beyond one size above the student's clothing size)
- Tights/leggings may not be worn as pants
- Any attire that may be affiliated with a gang, clique, or street crew (Education Code 35183.)
- Shoulders must be covered with sleeves, tank tops are not permitted

Hats and caps are prohibited unless otherwise specified e.g. "hat day". If a student is required to wear a hat or cap, a physician's note must be submitted to the main office.

Frequently Asked Questions**1. What outerwear is acceptable?**

The CNCA uniform only includes the shirt and the bottoms. CNCA does not require official outerwear. Any sweater/jacket/coat without writing or a logo is acceptable. There is a CNCA logo pullover hoodie and zip hoodie available, but students are not required to wear it.

2. Does the polo shirt have to bear the CNCA logo?

No. Polo shirts without the CNCA logo are acceptable, as long as they are the right color. Each school site has uniform samples in the main office to compare the color.

3. Where can I buy the CNCA uniform?

CNCA has two official vendors for uniforms. Please note, each vendor sets their own price for each item and has their own return and exchange policy and vendors may still carry the old CNCA uniform (yellow polo shirts and dark green bottoms) as well as uniforms for other nearby schools. Make sure to use only the current CNCA uniform outlined in this document. CNCA cannot guarantee uniforms. Please call your school's main office if you have difficulty finding the correct uniform items.

- Broadway Army Store - 217 W 4th St., Los Angeles, CA 90013 Tel: (213) 617 - 8495
- La Cigüeña - 2042 W. Venice Blvd., Los Angeles, CA 90018 Tel: (213) 272 - 2469
- El Caminito - 1534 W. 7th St., Los Angeles, CA 90017 Tel: (213) 370 - 6687

4. What is the return or exchange policy?

Each CNCA vendor creates their own policy on returns and exchanges. Please confirm what the policy is with the vendor before you purchase items. Items cannot be exchanged between vendors. CNCA does not interfere with uniform vendor policies.

5. What if I cannot afford a CNCA uniform?

If you cannot afford a CNCA uniform for your student, please talk to the school site's office. . Some CNCA sites offer uniform vouchers, or have donated uniforms to offer.

6. Are there any exceptions?

- School spirit themed days, holidays, or other specific school days announced by the campus in advance.
- Classes or individual students, groups, or clubs may be allowed Free Dress Day as a reward.
- High school graduation ceremonies.
- School-sponsored events where professional dress is required.

Distance Learning

In the case of full or partial school closures, such as those experienced due to COVID-19, and under the guidance of the California Department of Education, Camino Nuevo Charter Academy will implement a Distance Learning program. The vision for Distance Learning is as follows:

Camino Nuevo Charter Academy will ensure continued academic engagement, collaborative relationships with families, and support for the whole child during this period of pandemic response. We will innovate and maintain high expectations for excellence in order to realize our mission of educating 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.

We will provide our students with:

- High-quality, standards-aligned content that accelerates learning, moving students forward along a grade-level progression of the highest-priority standards and skills
- Joyful, responsive, age-appropriate classrooms – virtual or in-person – that promote healing and growth
- Meaningful relationship-building opportunities with each other and with their teachers
- Intentional collaboration with their families, as their partnership is essential now more than ever

We will achieve this vision through a combination of synchronous (live) and asynchronous (independent) online learning. Please refer to relevant guidance from the school to learn more about exact Distance Learning schedules given the context.

We may record class sessions as a school. We invite parents/guardians to observe virtual classes but discourage recording in order to protect the privacy of students and staff in the classroom and at school.

Distance Learning Attendance

Should Camino Nuevo be required to transition to distance learning due to closures such as those experienced during the COVID-19 pandemic, the following subsection will apply.

Attendance is a critical component of your child's success at Camino Nuevo during distance learning. Daily and consistent attendance ensures key learning experiences and information are not missed. However, if an absence occurs for any reason, the school must be notified on the day of the absence, a note of verification of absence must be sent after the absence, and all missed work must be made up by a date agreed upon with the teacher. It is the responsibility of the student and family to ask teachers (at an appropriate time) for assignments on the day of the student's return to school. Absence notes must be turned in within 10 calendar days of the absence. No notes will be accepted after the last day of the calendar month in which the absence occurred.

Regular attendance is expected if students are on distance learning or on a hybrid schedule that includes both in-person instruction and live virtual instruction. If a student becomes disengaged, the school will use multiple methods of outreach to try to re-engage the student and family; this may include phone calls, Parent Square messages, text messages, email, and mail via United States Postal Service (USPS) or another carrier. The school may disenroll a student and refer the student back to their Los Angeles Unified School District home school if a student is absent for 10 or more consecutive days.

SCHOOLWIDE STUDENT SUPPORT PLAN

WHY? The goal of the student support plan is to establish a positive culture and individualized behavioral supports needed for all students to achieve both social and academic success.

Camino Nuevo Code of Conduct

Please adhere to the Code of Conduct at all times:

- I will treat everyone with courtesy and respect.
- I will treat personnel and school property with respect.
- I will help create and maintain a positive and safe environment.
- I will come to school prepared for learning.
- I will act responsibly and accept the consequences for my actions.
- I will help everyone in this school feel capable, connected, and valued.
- I will connect and contribute to the community and the world around me.
- I will honor the character pillars and strive to make my community a safe, healthy learning environment for all.

California Education Code will be enforced. Consequences for negative behavior choices may include:

- Verbal warning
- Teacher-student conference
- Reflection
- Parent/Guardian phone call/meeting
- Behavior Contract
- Community Service
- Home visit
- Classroom suspension/In-school suspension
- Suspension
- Expulsion

Reflection or Service Hours

An administrator or teacher may assign lunchtime/afterschool reflection or service hours to students who do not meet school-wide expectations.

Afterschool reflection and service assignments may vary depending on the disciplinary concern. Families will be notified at least 24 hours before a student is assigned after school reflection or service time.

Loss of Special Event Day Privileges

Dean's List, or other platforms may be used to document and communicate student behavior at school. School administrators may use student scores to determine special event day privileges. Please be sure to check your student's Dean's List report regularly. Failure to meet and demonstrate school-wide expectations may result in the loss of special privileges.

Prohibition of Weapons Policy

The Federal Gun Free Safe Schools Act and California Law prohibits the possession of firearms on school campuses. Students, families, and teachers are forbidden to have weapons or look-alike weapons on campus. Possession of a firearm, whether loaded or unloaded, (including pellet-type guns) or other weapons such as pocket knives can carry severe disciplinary action up to permanent removal from CNCA. "Possession" includes, but it is not limited to storage in lockers, purses, backpacks, and/or automobiles.

Smoke-Free Environment Policy

The sale or use of tobacco products in any form is prohibited in school buildings at all times all year. The sale or use of tobacco products in any form is prohibited on school grounds and within 50 feet from school grounds at any time.

Employee Code of Conduct with Students

Education Code 44050 provides that a charter school offering instruction at the elementary or high school level must maintain a section on employee interactions with pupils in its employee code of conduct. It is the policy of CNCA that all school employees conduct themselves in a manner that reflects the standards consistent with the law and the policies of CNCA at all times. The purpose of this policy is to ensure all CNCA employees understand and demonstrate proper judgment observing the prohibitions in behavior which must govern their conduct; and recognize the responsibility to respond appropriately to unacceptable behavior of students and/or co-workers. Further, this policy will specify boundaries related to potentially sexual situations and conduct which is contrary to accepted behavior and in conflict with the duties and responsibilities of CNCA employees. In addition, this policy will alert all CNCA employees about sensitive problematic matters involved in employee/student relationships, provide guidance for employees in conducting themselves in a manner that reflects high standards of professionalism; and to give notice that potential improper action may have significant consequences. It is the intent and purpose of this policy to establish guidelines which should be followed by all CNCA employees when interacting with all students.

1. School instruction, counseling and other administrative tasks relating to students, which require the presence of students, should be accomplished on school premises within the normal school day.
2. Whenever it becomes necessary for a CNCA employee to meet with a student outside of the normal school day, or to conduct instruction or participate in school-related extracurricular activities outside of the school premises, such activities must be accompanied by the advance written approval of the School Principal and the parent/guardian of the student(s).
3. CNCA employees should only be alone with a single student as authorized by their site administrator, if it is educationally necessary, or is a requirement of that employee's position.
4. In the event a school activity requires traveling and the CNCA employee is called upon to drive or otherwise provide transportation, the activity and transportation must be approved in writing by the Site Principal and the parent/guardian prior to the required travel.
5. CNCA employees may only travel alone with a single student after acquiring written permission from the principal and the parent/guardian.
6. Any written, verbal, or electronic communications with students shall be confined to instructional assignments and requirements only, and shall comply with applicable CNCA standards of conduct.

Examples of Inappropriate Behavior

CNCA's policy prohibits any type of sexual relationship, sexual contact, or sexually-nuanced communication or behavior between a CNCA employee and student without regard to the student's age. This includes internet chat rooms, Facebook, Instagram or similar social media sites, cell phones, and all other forms of electronic or other types of communication. This prohibition applies to students of the same or opposite gender of the CNCA employee. It also applies regardless of whether the student or the

CNCA employee initiated the sexual behavior, and whether or not the student welcomes the sexual behavior and/or reciprocates the attention.

While CNCA encourages the cultivation of positive relationships with students, employees and all individuals who work with or have contact with students are expected to use good judgment and are cautioned to avoid situations including, but not limited to the following:

1. Making, or participating in, sexually inappropriate comments, including double-entendre comments or sexual innuendo.
 - Sexual jokes, or jokes/comments with sexual double-entendre;
 - Kissing of any kind;
 - Listening to or telling stories that are sexually oriented;
 - Inappropriate physical contact.
2. Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.
 - Intentionally being alone with a student at or away from the site, regardless of gender;
 - Except for extremely rare emergency situations, giving a student a ride to/from school or school activities without written approval from the Principal and the parent/guardian;
 - Giving gifts to an individual student that are of a personal and/or intimate nature;
 - Requesting photographs or notes from a student;
 - Seeking emotional involvement (which can include intimate attachment) with a student beyond the normative care and concern required of an educator;
 - Being alone in a room with a student on CNCA property with the door closed unless authorized by the employee's administrator, is educationally necessary, or is a requirement of that employee's position;
 - Inappropriate or excessive, non-instructional attention toward a particular student;
 - Remarks about the looks, physical attributes or physiological development of anyone;
 - Allowing students in your home or attending non-school activities with the student without written approval from the Principal and parent/guardian and without another parent/guardian or other responsible adult present;
 - Sending a student (s) email, text messages, or responses from social networking websites such as Facebook, Instagram, etc. that are not directly related and confined to instructional matters.

HEALTH AND WELLNESS RELATED POLICIES

When to Keep Your Child Home

If your child exhibits any of the following symptoms, please keep them home.

- A fever of 101 or higher

- Vomiting
- Loose bowel movements
- Pain
- Difficulty breathing
- Runny nose with thick yellow or green discharge
- Open or draining sores
- Severe coughing
- Rash or hives
- Pink eye or conjunctivitis
- Lice, ringworm or other contagious conditions

The determination to send a student home will be made using the “keep home” criteria. Parents or legal guardians will be notified by telephone of the nature of the illness and will be asked to pick up the student.

If your child becomes seriously injured at school, you will be contacted and the school will administer emergency first aid and complete an accident report for you to share with your child’s physician. Other injuries will be communicated via an incident/accident report that will be sent home with the student at the end of the school day.

In addition to these guidelines, CNCA may have to implement other precautions (such as needed by the Covid-19 pandemic) as directed by state, federal, or local authorities.

Hygiene

It is very important that your child come to school healthy and clean. This means that they brush their teeth every day and bathe on a regular basis. With older students and changes in their bodies, body odor can become an issue. Please teach and remind older students of positive hygiene habits. Students are very active, and we live in a warm environment, please do not hesitate to provide your child antiperspirant/deodorant. When students come to school unclean, others notice. This can lead to teasing and avoidance by other students. Please do everything possible so that your child can have positive social relationships.

Sleep

It is very important for your child to get the appropriate amount of sleep. Students are growing and need to be well rested before they come to school. When a student is going through a growth spurt, they require more sleep than normal. Kindergarten through 12th grade students generally require anywhere from 8 to 12 hours of sleep nightly. Young adults require at least eight hours of sleep each night. Please help your child get the right amount of sleep so that they arrive to school each day ready to be their best selves!

Illness

If your student is ill, please call and inform the office on the day of the absence. For your child's safety and the protection of others please do not send them to school sick. If your child complains of feeling sick at school, depending on the severity, you may be contacted to pick up your child from school. If at all possible try to get a copy of the homework your child missed during their absence.

Birthdays and Celebrations

Campuses may make special arrangements for events during the school year for holidays or observances. If you wish to participate, please make arrangements with the school's main office to ensure alignment with the Wellness Policy.

If you would like to celebrate a student's birthday during school, please contact the school's main office in advance to make arrangements. CNCA encourages non-food celebration items but if you would like to bring a food item please see the Wellness Policy. If you are planning to have a birthday party at home, please make arrangements outside of school. Copies of the wellness policy are available from the school's office or on the CNCA website.

Immunizations

Students must be immunized against certain communicable diseases. Students are prohibited from attending school unless immunization requirements are met for age and grade. CNCA shall cooperate with local health officials in measures necessary for the prevention and control of communicable diseases in school age children. CNCA may use any funds, property, or personnel and may permit any person licensed as a physician or registered nurse to administer an immunizing agent to any student whose parents have consented in writing. (Education Code 48216, 49403.)

California school law (AB 354) requires that all students be up to date on their immunizations in order to attend school. The following are the immunization requirements organized by age:

Age 4-6 Years (These immunization requirements also apply to students entering transitional kindergarten)	Age 7-17 Years
Diphtheria, Tetanus, and Pertussis (DTaP, DTP, or DT) —5 doses (4 doses OK if one was given on or after 4th birthday)	Diphtheria, Tetanus, and Pertussis (DTaP, DTP, DT, Tdap, or Td)—4 doses (3 doses OK if last dose was given on or after 2nd birthday)
Polio (OPV or IPV)—4 doses (3 doses OK if one was given on or after 4th birthday)	Polio (OPV or IPV)—4 doses (3 doses OK if one was given on or after 2nd birthday)

Hepatitis B—3 doses	Measles, Mumps, and Rubella (MMR)—1 dose 2 doses required at 7th grade)
Measles, Mumps, and Rubella (MMR)—2 doses (Both given on or after 1st birthday)	Varicella (chickenpox)(Admission at ages 7-12 years need 1 dose; ages 13-17 years need 2 doses)
Varicella (Chickenpox)—1 dose	Tetanus, Diphtheria, and Pertussis (Tdap) —1 dose at 7th grade or out-of-state transfer admission at 8th–12th grades (1 dose on or after the 7th birthday)s
HPV - Human Papillomavirus (2019: Recommended for all children unless your doctor tells you that your child cannot safely receive the vaccine)	All 11-12 year olds should get a 2-shot series of HPV vaccine at least 6 months apart. A 3-shot series is needed for those with weakened immune systems and those age 15 or older.
Meningococcal (2019: Recommended)	All 11-12 year olds should get a single shot of a meningococcal conjugate (MenACWY) vaccine. A booster shot is recommended at age 16. Teens, 16-18 years old, may be vaccinated with a serogroup B meningococcal (MenB) vaccine.

All California schools are required to check immunization records for all new student admissions at TK/Kindergarten through 12th grade and will be reconfirmed for all students advancing to 7th grade before entry. Parents/guardians must show their child's Immunization Record as proof of immunization.

If you do not have health insurance or a regular health care provider, visit <http://publichealth.lacounty.gov/ip/clinics.htm> or dial the Los Angeles County Information Line at 2-1-1 for referrals to no-cost or low-cost vaccine providers.

Please note that this requirement applies to all California schools. Our school requires proof of vaccination on or before June 15th of every year.

Immunization Exemption Law (SB277)

Starting in 2016, exemptions for religious or other personal beliefs will no longer be an option for the vaccines that are currently required for entry into school or childcare in California. Parents or guardians of students in any school or child-care facility, whether public or private, will no longer be allowed to submit a personal beliefs exemption to a currently-required vaccine. Students will no longer be required to have immunizations for entry if they attend a home-based private school or an independent study program and do not receive classroom-based instruction.

Students who have an individualized education program (IEP) should continue to receive all necessary services identified in their IEP regardless of their vaccination status. However, parents or guardians must continue to provide immunization records for these students to their schools, and schools must continue to maintain and report records of immunizations that have been received for these students.

A student who is homeless or in foster care, when transferring into a new school, may be admitted immediately if the student arrives without immunization records.

SB 277 provides for a limited grandfathering of students who submit a personal belief exemption affidavit to the school prior to January 1, 2016 to continue attending public or private school after July 1st, 2016 until they enroll in the next "grade span." The three grade spans are defined as birth to preschool, kindergarten to sixth grade, and grades 7 through 12.

SB 277 still allows for a medical exemption and defines a medical exemption as follows: "If the parent or guardian files with the governing authority a written statement by a licensed physician to the effect that the physical condition of the child is such, or medical circumstances relating to the child are such, that immunization is not considered safe, indicating the specific nature and probable duration of the medical condition or circumstances, including, but not limited to, family medical history, for which the physician does not recommend immunization, that child shall be exempt from the requirements of Chapter 1 (commencing with Section 120325, but excluding Section 120380) and Sections 120400, 120405, 120410, and 120415 to the extent indicated by the physician's statement."

Sports Physical Examination

Each student in grades 9 through 12 planning to participate in school athletics must pass a comprehensive physical examination by a licensed health provider. Written proof of a physical examination provided by a physician or the health department must be presented to the school office and/or designated school administrator.

Concussion

A concussion is a brain injury and all brain injuries are serious. They are caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. They can range from mild to severe and can disrupt the way the brain normally works.

Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly.

In other words, even a "ding" or a bump on the head can be serious. You can't see a concussion and most sports concussions occur without loss of consciousness. Signs and symptoms of concussion may show up right after the injury or can take hours or days to fully appear. If your child reports any symptoms of concussion, or if you notice the symptoms or signs of concussion yourself, seek medical attention right away. Signs of concussion may be observed by parents/guardians or may be reported by the student.

Signs Observed by Parents

- Appears dazed or stunned
- Forgets an instruction, is confused about an assignment or position, or is unsure of the game, score, or opponent
- Moves clumsily
- Answers questions slowly
- Loses consciousness (even briefly)
- Shows mood, behavior, or personality changes
- Can't recall events prior to or after a hit or fall

Symptoms Reported by Teens

- Headache or "pressure" in head
- Nausea or vomiting
- Balance problems or dizziness, or double or blurry vision
- Bothered by light or noise
- Feeling sluggish, hazy, foggy, or groggy
- Confusion, or concentration or memory problems
- Just not "feeling right," or "feeling down"

All CNCA athletic coaches are trained annually on concussion safety. All students participating in extracurricular athletics must have a release form signed by a parent/guardian on file with the school. If a student is suspected to have experienced a concussion, they will be removed immediately from the activity and will not be allowed to return to the activity unless cleared by a medical professional.

Health Screenings in Schools

Mandated Health Screenings: Hearing, Scoliosis and Vision Examinations

Students will receive hearing, scoliosis, and vision screenings as mandated by California State Law on grades kindergarten, 2nd, 5th and 8th. Scoliosis is required for 7th grade girls and 8th grade boys. Health screenings are performed on-site and free of charge to families by contracted health professionals. Notices and/or passive consent forms will be sent to you prior to the screening. It is recommended and strongly encouraged that Parent/Guardians arrange for a yearly speech examination as part of their child's physical examination. (Education Code 49452, 49452.5, 49455.)

Vision and Other Defects

CNCA will notify parents of any pupil noted by the supervisor of health to have visual or other defects. Notification is to ask parent to take such action as will cure or correct the defect. (Education Code 49456.)

Parent Withdrawal of Consent for Physical Examination

A parent or guardian having control or charge of any child enrolled in the public schools may file annually with the principal of the school in which he is enrolled a statement in writing, signed by the parent or guardian, stating that he will not consent to a physical examination of his child. Thereupon the child shall be exempt from any physical examination, but whenever there is a good reason to believe that the child is suffering from a recognized contagious or infectious disease, he shall be sent home and shall not be

permitted to return until the school authorities are satisfied that any contagious or infectious disease does not exist. (Education Code 49451.)

Medical or Hospital Services for Pupils

The Governing Board may provide or make available medical or hospital services for injuries to students arising from school programs or activities. No student shall be compelled to accept such service without his/her consent, or, if a minor, without the consent of a parent or guardian. (Education Code 49472.)

Confidential Medical Services

Education Code 46010.1 provides that school authorities may excuse any pupil in grades 7-12 from the paschool for the purpose of obtaining confidential medical services without the consent of the pupil's parent or guardian.

Health Education

Schools must provide students in grades 9 through 12 with HIV/AIDS-prevention education at least once in high school. HIV/AIDS-prevention education, whether taught by CNCA personnel or outside consultants, must meet the requirements of Section 51933 and must accurately reflect the latest information and recommendations from the United States Surgeon General, the federal Centers for Disease Control and Prevention, and the National Academy of Sciences. Fifth grade students are encouraged to participate in the Human Growth and Development Presentation (separate sessions for boys and girls). Permission is required from parents / guardians to participate.

California Healthy Youth Act

The California Healthy Youth Act, codified as Education Code sections 51930-51939, has five main purposes:

1. To provide a pupil with the knowledge and skills necessary to protect his or her sexual and reproductive health from unintended pregnancy and STDs;
2. To encourage a pupil to develop healthy attitudes concerning adolescent growth and development, body image, gender roles, sexual orientation, dating, marriage, and family.
3. To promote understanding of sexuality as a normal part of human development
4. To ensure pupils receive integrated, comprehensive, accurate, and unbiased sexual health and HIV prevention instruction and provide educators with clear tools and guidance to accomplish that end
5. To provide pupils with the knowledge and skills necessary to have healthy, positive, and safe relationships and behaviors

Written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education are available for inspection. Parents may request a copy of the California Healthy Youth Act. A parent or guardian of a pupil has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that

education through a passive consent (“opt-out”) process. A parent or guardian has the right to excuse their child from comprehensive sexual health education and HIV prevention education and that in order to excuse their child they must state their request in writing to the school.

A student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student’s parent or guardian excusing the student from participation. (Education Code 51240.)

A student may not be subject to disciplinary action, academic penalty, or other sanction if the student's parent or guardian declines to permit the student to receive comprehensive sexual health education or HIV prevention education or, for students in grades 7-12, to participate in anonymous, voluntary, and confidential tests, questionnaires, or surveys on student health behaviors and risks.

While comprehensive sexual health education, HIV prevention education, or anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks is being administered, an alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

Anonymous, voluntary, and confidential research and evaluation tools to measure student’s health behaviors and risks, including tests, questionnaires, and surveys containing age-appropriate questions about the student’s attitudes concerning or practices relating to sex, may be administered to students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey through a passive consent (“opt-out”) process. Schools shall not require active parental consent (“opt-in”) for these tests, questionnaires, or surveys. Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their student from the test, questionnaire, or survey, and informed that in order to excuse their student they must state their request in writing to the school. (Education Code 51513 and 51514.)

CNCA schools may use outside consultants or guest speakers in order to provide students with education consistent with the California Healthy Youth Act.

CNCA schools shall not require active parental consent (“opt-in”) for comprehensive sexual health education and HIV prevention education.

"Comprehensive sexual health education" means education regarding human development and sexuality, including education on pregnancy, family planning, and sexually transmitted diseases (EC 51931).

"HIV/AIDS prevention education" means instruction on the nature of HIV/AIDS, methods of transmission, strategies to reduce the risk of human immunodeficiency virus (HIV) infection, and social and public health issues related to HIV/AIDS. (Education Code 51931.)

Other Health Education Requirements:

Erin's Law: Sexual Abuse and Molestation Prevention.

Erin's Law is named after childhood sexual assault survivor, author, speaker and activist Erin Merryn.

"Erin's Law" requires that all public schools in every state implement a prevention-oriented child sexual abuse program which teaches:

- Students in grades PreK – 12 age-appropriate techniques to recognize child sexual abuse and tell a trusted adult
- School personnel about child sexual abuse
- Parents or guardians about the warning signs of child sexual abuse, plus needed assistance, referral or resource information to support sexually abused children and their families

Please contact your campus for specific information about school assemblies.

Under Welfare and Institutions Code 18976.5, parents may refuse to have their children participate in a primary prevention program.

Health and Medical Conditions

The school office and designated administrator must be notified if a student with a medical or health condition requires accommodations at school in order to participate in the educational program. The school administrator will arrange to meet with the parent/guardian and necessary school staff to develop an accommodation plan for the student's medical condition. Students with diabetes, severe asthma and allergies should have an accommodation plan at the school.

Allergies

Please alert us to any allergies your student may have and provide medication (if necessary) to prevent a serious allergic reaction. This includes allergies to plants, animals, foods, medicines and other substances.

Communicable Diseases

Communicable disease inspections will be conducted periodically. A student suspected of having a communicable disease will be removed from school until guidelines for readmission are met.

Lice

Outbreaks of lice in Los Angeles are very common. The school follows preventative routines. These routines include periodic head checks and disinfecting of all necessary areas in the school. If you discover

that anyone in your family has lice, please notify the school immediately. If it is discovered that your child has lice eggs and/or lice in his/her hair, they will be sent home. Your child may only return to class when he/she has been effectively treated, nits are gone, and the office inspects your child.

Ringworm

Ringworm is an infectious disease characterized by scaling or cracking of the skin. In severe cases vesicular lesions appear on various parts of the body. Students with ringworm will be sent home and require a doctor's note indicating that the ringworm is not contagious to readmit.

Chickenpox

An effort will be made to notify Parent/Guardians about school exposure to chickenpox. The Parent/Guardian of a student for whom chickenpox presents a particular hazard should contact the school to facilitate communication. Students at risk include those with conditions affecting the immune system and those receiving certain drugs for the treatment of leukemia or organ transplants.

Other Illnesses

A student returning to school with sutures, casts, crutches, brace(s), or a wheelchair must have a physician's written permission to attend school and must comply with any safety procedures required by the school administration. A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the health care provider to attend school, including any recommendations regarding physical activity.

An excuse (less than 10 weeks) from a physical education class may be granted to a student who is unable to participate in a regular or modified curriculum for a temporary period of time due to illness or injury. A parent/guardian's written request for an excuse will be accepted for up to five days; thereafter, a written request is needed from the student's health care provider. A current Emergency Information card must be on file at the school so that parents/guardians can be notified promptly in case of an accident or illness involving their student.

Medications at School

Students may not carry or use medication on campus without written consent. A student who needs to take medication during school hours must have a statement to this effect on file at the school signed and prescribed by a California licensed medical doctor and also signed by the parent/legal guardian. Parents/guardians may obtain a "Request for Medication to be Taken During School Hours" form in the main office.

Any students with the following health concerns must bring a doctor's note: food allergies, asthma, diabetes and seizures. Self-administration of medications may be permissible by special arrangement with the school administrator. The required forms are available from the school office or administrator. School personnel do not administer, prescribe or give advice regarding any kind of medication. If a

student is taking medication, it is in his/her best interest to arrange a schedule so that a parent or legal guardian can administer the medication.

Administration of Prescribed Medication

Education Code 49423 provides that any pupil who is required to take, during the regular school day, medication prescribed for him or her by a physician and surgeon, or is ordered for him/her by a physician's assistant practicing in compliance with the Business and Professions Code may be assisted by the school nurse or other designated school personnel or may carry and self-administer prescription auto-injectable epinephrine if CNCA receives the appropriate written statements.

In order for a pupil to be assisted by a school nurse or other designated school personnel, CNCA shall obtain both a written statement from the physician detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil indicating the desire that CNCA assist the pupil in the matters set forth in the statement of the physician.

In order for a pupil to carry and self-administer prescription auto-injectable epinephrine, CNCA shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer auto-injectable epinephrine, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing CNCA and school personnel from civil liability if the self-administering pupil suffers an adverse reaction as a result of self-administering medication pursuant to this paragraph.

The written statements specified in this subdivision shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

A pupil may be subject to disciplinary action pursuant to Section 48900 if that pupil uses auto-injectable epinephrine in a manner other than as prescribed.

Per Education Code 49423.1 a pupil who is required to take, during the regular schoolday, medication prescribed for the pupil by a physician or surgeon, may be assisted by the school nurse or other designated school personnel or may carry and self-administer inhaled asthma medication if CNCA receives the appropriate written statements.

In order for a pupil to be assisted by a school nurse or other designated school personnel, CNCA shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken and a written statement from the parent, foster parent, or guardian of the pupil requesting that the school district assist the pupil.

In order for a pupil to carry and self-administer prescription inhaled asthma medication, CNCA shall obtain both a written statement from the physician or surgeon detailing the name of the medication, method, amount, and time schedules by which the medication is to be taken, and confirming that the pupil is able to self-administer inhaled asthma medication, and a written statement from the parent, foster parent, or guardian of the pupil consenting to the self-administration, providing a release for the school nurse or other designated school personnel to consult with the health care provider of the pupil regarding any questions that may arise with regard to the medication, and releasing CNCA and personnel from civil liability if the self-administering pupil suffers an adverse reaction by taking medication.

CNCA shall accept the written statement from a physician or surgeon, as specified in this paragraph, from a physician or surgeon who is contracted with a health plan licensed pursuant to Section 1351.2 of the Health and Safety Code. A written statement specified in this subparagraph shall be provided in both English and Spanish, and shall include the name and contact information for the physician or surgeon.

A school nurse or other school personnel shall not be subject to professional review, be liable in a civil action, or be subject to criminal prosecution for their acts or omissions relating to a pupil self-administering inhaled asthma medication in accordance with this subparagraph. CNCA shall not be subject to civil liability if a pupil self-administering inhaled asthma medication in accordance with this subparagraph suffers an adverse reaction.

The written statements specified shall be provided at least annually and more frequently if the medication, dosage, frequency of administration, or reason for administration changes.

A pupil may be subject to disciplinary action pursuant to Section 48900 if the pupil uses inhaled asthma medication in a manner other than as prescribed.

Medication Regimen for Nonepisodic Condition

The parent or legal guardian of any public school pupil on a continuing medication regime for a non-episodic condition, shall inform the school nurse or other designated certificated school employee of the medication being taken, the current dosage, and the name of the supervising physician. With the consent of the parent or legal guardian of the pupil, the school nurse may communicate with the physician and may counsel with the school personnel regarding the possible effects of the drug on the child's physical, intellectual and social behavior, as well as possible behavioral signs and symptoms of adverse side effects, omission, or overdose. (Education Code 49480.)

Treatment of School-Related Injuries

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or adhesive bandages as needed. Parents/guardians will be notified about minor injuries at the discretion of the administration. When confronted with more serious injuries/illnesses, school staff will contact parents/guardians, and, if required, transport the student to the nearest hospital emergency department or call 911. It is the responsibility of the parents/guardians to update school medical and

emergency information. Please see the CNCA Emergency Card for more information about emergency, medical treatment for students.

Pupils with Disabilities

Education Code 48207 provides that a charter school may continue to enroll a pupil with a temporary disability who is receiving individual instruction in a hospital or other residential health facility in order to facilitate the timely reentry of the pupil in his or her prior school after the hospitalization has ended, or in order to provide a partial week of instruction to a pupil who is receiving individual instruction in a hospital or other residential health facility, for fewer than five days of instruction per week, or the equivalent, as described in subdivision (c) of Section 48206.3.

Parent's Duty of Notification

It shall be the primary responsibility of the parent or guardian of a pupil with a temporary disability to notify CNCA pursuant to Section 48207 of the pupil's presence in a qualifying hospital. (Education Code 48208.)

Instruction for Pupils with Temporary Disabilities

A pupil with a temporary disability that makes attendance in the regular day classes or alternative education program in which the pupil is enrolled impossible or inadvisable shall receive either individual instruction at home provided by CNCA, or individual instruction in a hospital or other residential health facility, excluding state hospitals. (Education Code 48206.3.)

Physical Fitness Test

State law required schools to administer the Physical Fitness Test (PFT) annually to all students in grade 9. The state-designated PFT is the FITNESSGRAM. It is a set of tests designed to evaluate health related fitness and to assist students in establishing lifetime habits of regular physical health. Teachers are responsible for preparing students to do their best on the test by providing instruction and appropriate practice in the skills and abilities that are tested. Students are tested between February and May. Parents/guardians should see that their students participate in a regular program of physical activity and nutrition. The complete test measures student performance in the following areas:

- Aerobic capacity
- Body composition
- Muscular strength, endurance and flexibility

Chronic Conditions

For your child's safety, the school must be aware of any special needs your child may have, such as asthma, allergies, or any other persistent medical conditions. You are required to notify the office and your child's teacher.

Responding to Emergencies

In the event that there is an emergency, parents/guardians should remember that schools are among the safest buildings in the community. By law, California public schools are built to a higher standard, called the Field Act; therefore, schools will generally not sustain the same damage as residential or commercial buildings. Schools also have extensive Fire Life Safety Systems that include fire alarms and sprinkler systems designed to protect students and staff. In general, schools will respond to emergencies by moving students to the safest possible location. During fires or earthquakes, students will be moved out of the classroom to a safe assembly area, usually the playground or parking lot. The school implements regular emergency drills to ensure that all members of the school community know the plan. Teachers will review emergency preparedness procedures with the students during the first month of school.

During an emergency, parents/guardians who want to pick up their students may be asked to go to a location different from the regular dismissal area. Please follow the instructions of school personnel. Please remember that students will only be released to a person whose name is listed on the student's Emergency Card, unless another person can be authorized by the custodial parent/guardian and verified by the school. Parents/Guardians must make sure that the Emergency Card is current and correct. Please notify your child's school anytime the emergency contact information changes.

During a threat of violence, students will be sheltered in a locked classroom away from anything that can hurt them. During an emergency when the campus must be protected, parents/guardians will not be able to pick up their students until the school campus is declared to be safe by the Police, Sheriff's Department, or other official city or county agency. Parents/guardians need to understand that the students are being sheltered in a secure place for their safety and will be released only when it is safe to do so.

Every CNCA campus has a Comprehensive School Safety Plan (CSSP) that describes all of the school's safety procedures and safety related policies. A copy of the CSSP is available on the school's webpage or a physical copy can be requested from the school's main office.

Integrated Pest Management (IPM) Policy

This policy outlines a widely accepted approach to pest management that results in effective suppression of pests while minimizing human health and environmental hazards. CNCA shall provide written notification with specified information on pesticides to all school staff and parents/guardians if any are

applied. A 24-hour advance notification will be sent to parents/guardians prior to any pest treatment.
(Education Code 48980.3.)

SCHOOL-PARENT COMPACT

The School-Parent Compact is a set of shared commitments between the school and the family. The goal of the compact is to create the strongest possible partnership between home, school, and student in order to increase academic achievement and success.

CNCA distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

In addition, parents/guardians are encouraged to complete 15 hours of volunteer service per family, per site. Attendance to in-person and/or virtual workshops, parent meetings and school activities count toward hours of volunteer service. However, donations are not equivalent to volunteer hours. Another way to meet the volunteer service hours compact is to attend an educational community event (i.e. book fair, college fair) and by completing city college classes, taking your student to the public library or by enrolling in other community-based education programs. A maximum of six hours of educational community events will count toward the 15-hour volunteer service pledge.

For a copy of the full and detailed policy of your school, please visit www.caminonuevo.org in the "Board Policies" section, request a copy at the school's main office, contact your Family Services Coordinator or designee, or visit the Resource Hub in Parent Square.

Five Ways You Can Make a Difference

As a parent/guardian you are your student's child's first teacher. Even while your child is in school and/or during distance learning, you still teach them important lessons every day. Research shows that when families and schools work together, students do better.

Here are some suggestions from the Parent Institute on ways you can make a difference in your child's education, particularly in the early years. These activities don't cost money. They don't require training. All they require is your effort.

1. Read to your student child every day. Long after children learn to read for themselves, they love this special time with you. Kids who are read to will want to read on their own.

2. Join your school's parent/guardian leadership committees. When families and schools work together, schools improve.
3. Volunteer. The more help parents/guardians give teachers, the more time teachers can spend with students. If you have a full-time job, you can still help. Ask your student's teacher or Family Coordinator what you can do.
4. Let your children know school is important. Ask about their homework. Attend school events, monthly parent meetings and workshops. Talk about how you use what you learned in school in your daily life.
5. Recognize your child's special gifts. Each student has special talents. Perhaps the most important thing you can do is help your child see how he or she is special. That boosts confidence and sets the stage for learning.

Ways to Participate

Become a School Instructional Support Volunteer

Throughout the school year, opportunities will arise for you to volunteer in your child's classroom, in the school, and for special events. CNCA welcomes and strongly encourages your involvement as parents/guardians to volunteer in the life of our schools and welcomes your participation as a volunteer.

In order to become an instructional volunteer, you must follow these procedures:

- Arrange with the classroom teacher the dates and times you will be in the classroom.
- Have a current volunteer application on file.
- Before entering the classroom, you must sign in with the office, display your identification tag at all times, and wait until the classroom teacher gives you instructions.
- Have a current TB test on file (no more than two years old). Volunteers must have written documentation of tuberculosis clearance on file at the school prior to beginning an assignment.
- Fingerprinting by the Department of Justice (DOJ) is required for mentors, one-on-one tutors and non-employee volunteer coaches.

Participate in School Governance or Special Committees

Each school site has several leadership committees for families that meet either in-person and/or virtually. Some of those committees are:

English Learner Advisory Committee (ELAC) Each campus with 21 or more English learners has this committee. The committee is responsible for advising the principal and staff on programs and services for English learners. In addition, ELAC assists the school in the development of the school's needs assessment, and brainstorm ways to make families/guardians aware of the importance of regular school attendance. Site Based Council (SBC):

Serves as an advisory council to the school site principals. Elections of parent representatives and other community members are held each school year by the third week in September. Nomination forms for parent/guardian and community members shall be distributed at each school site and sent home to families. New members and alternates shall be installed by the October meeting. The committee is responsible for reviewing policies and the Local Control Accountability Plan (LCAP) goals (i.e. School Safety Plan, share resources available to support students and & families, the Parent Involvement Policy, Spring and Winter Consolidated Applications, LCAP goals and the Retention and Culmination policy).

School Wellness Committee:

Are an advisory group concerned with the health and well-being of students and staff. This group typically has 6-12 members and may include school staff, students, family members, and/or community members. The School Level Wellness Committee establishes and implements goals, programs and activities to meet the health and wellness needs of the school community.

Parent Community Leaders Committee:

This committee promotes the school in the surrounding communities. Participating parents become school ambassadors to represent the school in the community. Members of this team are charged to promote the school (i.e. community walks, outreach, canvassing with flyers, etc.) and generate interest about the school while promoting enrollment.

School Culture Planning Committee (SCPC) - optional committee:

This committee is responsible for planning fundraising activities and school events to promote a positive school culture.

Participate in Family Workshops (in-person and/or virtually)

Various family workshops, school special events and activities will be held during the school year. Attending workshops and school activities will count towards your hours of volunteer service.

Families are encouraged to keep track and record their volunteer hours in their Parent Square app by following these steps:

1. From the home page click on "More" in the bottom menu. Then, click "volunteer hours" at the bottom of the page.
2. Click the "+" sign in the top right corner to add your volunteer hours.

3. Input the month you volunteered, the activity you performed, and the amount of time that you volunteered. You can also add in a description if you'd like (i.e. title of workshop: "Abriendo Puertas #1).

4. Click "save" in the top right corner when you are finished and your volunteer hours will be recorded.

Family Services Coordinators or designee can answer questions regarding opportunities to volunteer, how to register with Parent Square and how to track your volunteer hours.

Afterschool Program

Camino Nuevo partners with Think Together to provide students with rich afterschool experiences and academic support.

Afterschool Program Operational Requirements

Afterschool Program grantees (CNCA) are required to operate programs a minimum of 15 hours per week and at least until 6 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year. According to the California Department of Education (CDE) Expanded Learning Division Section 8483(a)(1): Every afterschool component of a program established pursuant to this article shall commence immediately upon the conclusion of the regular school day, and operate a minimum of 15 hours per week, and at least until 6 p.m. on every regular school day. Every after school component of the program shall establish a policy regarding reasonable early daily release of pupils from the program. Education code allows the grantee to develop a policy for the reasonable late arrival and early daily release of pupils from before and afterschool care programs based on local needs. However, the use of the late arrival and early release policies should be the exception and not the rule.

Afterschool Program Attendance

It is a grant requirement that elementary school pupils participate in the full day of the program every day and that pupils in middle school attend a minimum of nine hours a week and three days a week to accomplish program goals. Priority for enrollment of pupils in middle school shall be given to pupils who attend daily.

Personal Growth Opportunities

Throughout the year the school may offer educational opportunities solely for the continuing education of parents/guardians and families. Such opportunities may include classes on parenting, health topics, communication, mental health, job training, domestic violence, and ESL. Families are also encouraged to attend the following events:

- Summer Grade Level Orientations
- College Counselor Meetings

- Small Group Teacher Workshop
- College Trip
- Workshops: Technology, Communication, Grading, Standardized Testing, Mental Health
- Parent Workshop series: Transition to College, Abriendo Puertas, etc.
- Successful Family-Teacher Conferences
- “Cafecito” or Coffee with the Leadership Team - parent monthly meetings
- Leadership Committees: Site Based Council, ELAC, Wellness Committee, Parent Community Leaders Committee and/or School Culture Planning Committee
- Open House
- Back to School
- Math/Reading Celebrations
-
- Teacher Appreciation Events

School Volunteer: Parent Involvement Policy

Various opportunities for parent involvement and support are provided at CNCA. Parents are welcomed to volunteer at times that best work for them. Opportunities for their involvement and participation can take place in the morning, during the school day, after school, school events, on a daily, weekly, or monthly basis and in the areas they feel comfortable in. All parents are welcome and encouraged to be part of our school community and if language is a barrier, we provide the necessary support to make sure everyone is included.

CNCA has developed a written Title I parental involvement policy with input from Title I parents. In partnership with the School Site Council of each CNCA campus, CNCA developed the policy. Each year, CNCA also collects feedback from parents to inform any revisions to the policy that may be necessary. CNCA has distributed the policy to parents of Title I students. The policy is distributed at the beginning of the school year to each family and is available online via the CNCA website. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

For a copy of the full and detailed policy of your school, please visit the school website, request a copy at the school’s main office or contact your Family Services Coordinator.

General Volunteer Guidelines

Classroom and student work is always confidential. Please do not discuss student concerns with anyone except the teacher or principal. Keep in mind the following expectations when volunteering at CNCA:

- Try not to compare students within the classroom.
- Since there are as many methods as there are teachers, please do not compare different methods of teaching. There is no defined best way to teach.
- Work positively for the good of the school.

- Constructive criticism should be directed only to the supervising teacher or school administrator.
- When you are volunteering in the classroom, please remember that you are doing so under the direction of the teacher.
- Ask questions! If something is unclear, please ask for clarification. If you have any questions about volunteer policies and procedures please contact the parent liaison. Don't compare one student with another; think of your child as their own person.

Tracking of Volunteer Hours

All volunteer hours need to be entered into Parent Square. Parents are asked to enter their volunteer hours by month. Parents are encouraged to complete 15 hours of volunteer service. Hours can be accrued by attending parent workshops, Cafecitos, parent-teacher conferences, school events, school committee meetings, and classroom activities.

1. From the home page click on "More" in the bottom menu. Then, click "volunteer hours" at the bottom of the page.
2. Click the "+" sign in the top right corner to add your volunteer hours.
3. Input the month you volunteered, the activity you performed, and the amount of time that you volunteered. You can also add in a description if you'd like.
4. Click "save" in the top right corner when you are finished and your volunteer hours will be recorded.

Family Services Coordinators or designee can answer questions regarding how to enter volunteer hours in Parent Square.

Family Teacher Conferences

Formal and informal conferences are one way that you as the parent/guardian can stay informed of the progress of your child in school. You may set up an appointment to meet with a teacher whenever you feel it is necessary. Mandatory formal conferences will take place at least twice a year. These usually take place after the first quarter, the end of the first semester and the third quarter grading period.

ParentSquare simplifies the process of scheduling parent-teacher conferences. You must download the Parent Square app and register by entering your email or cell phone number. The email and/or cell phone number should match the information given to your school during enrollment.

All conference sign-ups are going to be scheduled via Parent Square. Families receive an email, message or app notification depending on their user settings with a link to access the conferences schedule. Parents who signed up receive a reminder before the event.

Family/Teacher conferences will be held on shortened days and minimum days. If you cannot attend your scheduled family conference, contact the teacher(s) and reschedule. In order to get the most out of a formal conference, you should be on time and may want to:

- Have questions prepared
- Take a moment to write down questions and concerns that you wish to discuss at the conference.
- Take notes during the meeting
- Share any relevant information
- If there are some stressful factors in your child's life, you may wish to mention them at the conference. It is helpful for a teacher to know what may be influencing a student's attitude, behavior, or performance.

School and Family Communication

Camino Nuevo uses Parent Square as the primary form of communication with families. Parent Square is a communication platform designed to help streamline all communication with families related to school events, conferences sign-ups, parent workshops, fundraisers, volunteer hours tracking, calendar, parent bulletin, etc. It is important that communication is a continuous process. To stay informed of all meetings and events, please check the school website, Parent Square and monthly calendar/newsletter regularly. CNCA frequently provides notices, correspondence and important flyers.

Downloading the mobile app is the easiest way to receive all posts, events, sign up requests, photos and files. Users can enable app notifications when a message is posted. ParentSquare allows you to change your language setting if you would like to get posts in a different language.

CNCA asks all families to download the Parent Square app. and register by following these steps:

1. Download the FREE ParentSquare app for iOS or Android.
2. Open up the ParentSquare App.
3. Enter your email or cell phone number. The email and/or cell phone number should match what is in your school's information system or database.
4. Next, create your password and confirm your password. Click Continue.
5. You will receive a registration code via email or text. Enter your registration code and click 'Verify'. This will take you to your ParentSquare home feed!

You can contact a teacher by:

- Sending a direct message via Parent Square.
- Calling the school and leaving a message. The teacher will return your call.
- Making an appointment.
- Writing a note.

- Visiting during "office hours." When available, teachers will meet with families according to the order of arrival.

If you need to speak to an administrator, please call the school office. If someone is not available to speak to you immediately, please send a direct message via Parent Square or leave a message, and someone will return your call. If you need to speak to someone about an issue that may take more than five minutes, please make an appointment with the appropriate person. This is the best way that you will get undivided attention.

If you are not receiving communication from the school via Parent Square, please contact the office or the Family Services Coordinator.

If you need to communicate with your child during school, call the office and leave a message. That message will be given to the student. A student will be summoned from class to take your call only if it is an emergency. Please make all carpool or after school pick up arrangements with your child before the start of the school day.

Classroom and School Visitation and Removal Policy

While CNCA encourages Parent/Guardians and interested members of the community to visit our schools and observe the educational program under Education Code 49091.10, CNCA also endeavors to create a safe environment for students and staff. Therefore, Parent/Guardians and other visitors must adhere to the following policy in order to maximize the safety of the students and minimize the disruption to the educational environment.

Parent/Guardians and other visitors, including children who are not students of CNCA, shall not loiter on the school premises, including the parking lot and outside of school buildings. The parking lot shall be used for picking up and dropping off students, and for conducting school business. Parent/Guardians and other visitors are expected to leave the campus premises upon the conclusion of any business matters or after dropping their student off at school.

If a Parent/Guardian or guardian wishes to visit CNCA to observe the educational program, the visitor must adhere to the following procedures, which have been developed to minimize interruption of the instructional program and ensure the safety of students and staff pursuant to California Penal Code Section 627 et seq.

1. Visits during school hours should first be arranged with the teacher and Principal or designee, at least one day in advance either by phone or in writing. If a conference is desired, an appointment should be set with the teacher during non-instructional time, at least three days in advance. Parent/Guardians seeking to visit a classroom during school hours must first obtain approval of the classroom teacher and the Principal or designee.

2. All visitors shall register with the front office immediately upon entering any school buildings or grounds during regular school hours. When registering, the visitor is required to provide his/her name, purpose for entering school grounds and proof of identity. For purposes of school safety and security, the Principal or designee may create a visible means of identification for visitors while on school premises.
3. The Principal or designee may refuse to register an outsider if he or she has a reasonable basis for concluding that the visitor's presence or acts would disrupt the school, its students, its teachers, or its other employees; would result in damage to property, or would result in the distribution or use of unlawful or controlled substances.
4. The Principal or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is a reasonable basis for concluding that the visitor's presence on school grounds would interfere or is interfering with the peaceful conduct of the activities of the school, or would disrupt or is disrupting the school, its students, its teachers or its other employees.
5. The Principal or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds. When a visitor is directed to leave, the Principal or designee shall inform the visitor that if he/she reenters the school without following the posted requirements, he/she will be guilty of a misdemeanor.
6. Any visitor that is denied registration or has his/her registration revoked may request a hearing before the Principal or the CNCA senior management on the propriety of the denial or revocation. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of hearing is to be sent, and shall be delivered to either the Principal or CNCA senior management within five days after the denial or revocation. The Principal or CNCA senior management shall promptly mail a written notice of the date, time, and place of the hearing to the person who requested the hearing. A hearing before the Principal shall be held within seven days after the Principal receives the request. A hearing before the CNCA senior management shall be held within 30 days after the receipt of the request.
7. The Principal or designee shall seek the assistance of the police in dealing with or reporting any visitor in violation of this policy.

Penalties

1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 or imprisonment in the County jail for a period of up to six (6) months or both.

2. Further conduct of this nature by the visitor may lead to the school's pursuit of a restraining order against such visitor which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of three (3) years.

Parents, Visitors and Staff Code of Conduct

The purpose of the Parent & Staff Code of Conduct is to provide a mutual understanding to all parents/guardians and visitors to our school about conduct expectations while on school property, at school events and when interacting with employees and/or students. In order to create an optimal environment for student learning, Camino Nuevo requests all members of our community adhere to these guidelines.

- **Teachers, administrators, staff, and parents/guardians must work together for the benefit of all students**
- **All parents/guardians and visitors, as well as all members of the school community, deserve to be treated with respect.**

Prohibited Behaviors

In order to provide a peaceful and safe school environment, Camino Nuevo bans the following behaviors by parents/guardians and visitors:

- **Abusive, threatening, profane or harassing communication, either in person, by e-mail or text/voicemail/phone or other written or verbal communication.**
- **Disruptive behavior that interferes or threatens to interfere with school operations, including the effective operation of a classroom, an employee's office or duty station, a campus lobby, or school grounds, including sporting events, parking lots and car-pickup.**
- **Threatening to do bodily harm to a school employee, visitor, fellow parent/guardian, or student.**
- **Damaging or destruction of school property.**
- **Defamatory, offensive, or derogatory comments regarding the school or school staff made publicly to others.**

Any concerns that you may have regarding these matters must be made through the appropriate channels so they can be dealt with fairly, appropriately, and effectively for all.

Consequences

Depending upon the severity of the incident, parents/guardians or visitors may be ejected from or otherwise banned from campus and participation in school-sponsored events under the criminal trespass laws.

In situations involving lesser infractions or where remediation is viable, a warning will be provided, either verbal or in writing, prior to the filing of trespass and issuance of a formal ban. Should a parent/guardian or visitor fail to heed the direction issued in the warning, a ban or other restrictions designed to deter the conduct will follow.

No restriction, however, will prevent the parent/guardian from working collaboratively with the school to meet the child's educational needs, nor will a parent/guardian be excluded from a child's IEP meeting.

California Mathematics Placement Policy for Students Entering 9th Grade

Camino Nuevo Charter Academy is committed to providing a “fair, objective, and transparent” mathematics placement policy for all students entering 9th grade. In preparation for the 2022-2023 school year, we have developed criteria and protocols for accurately evaluating and placing students in appropriate mathematics courses that will best support our commitment and vision for ALL students to be college and career ready. We will consider the following multiple objective academic measures of pupil performance to inform student placement:

1. Standardized statewide mathematics assessment score based upon CAASPP achievement levels: standards exceeded, standards met, and standards nearly met from grades 6 and 8.
2. Results from a diagnostic assessment (administered EOY and within the first three weeks of school) to ensure accurate student placement and permit re-evaluation of individual student progress.
3. End of course exam, summative assessment grade measuring student mastery on state-adopted standards with a grade of C or above, and demonstrating sufficient preparation for the next in sequence mathematics course.
4. Final math grade on the end of the year official report card.
5. Teacher recommendation based upon classroom assessments, grades, and habits of mind.
6. For students receiving special education services, the final mathematics placement will be determined by the student’s IEP team.

If a parent/guardian would like for his/her child’s mathematics placement to be reconsidered, the following steps are in place:

1. Per parent/guardian’s formal request, site administration may make available the outcomes from the objective multiple performance measures listed above.
2. Per parent/guardian’s formal request, site administration will allow the student to take the end of course, final summative assessment. Based on the results of this assessment, site administration may reconsider the student's math placement.
3. Parent/guardian may also request a waiver requesting his/her child be placed in the next insequence course. However, such a request would be against the professional recommendation of the site administration. By signing the waiver, the parent/guardian will acknowledge and accept responsibility for requested placement.

Our Mathematics Placement Policy will be posted on our organization’s website and will be addressed by each Middle and High School site at the beginning and end of each school year.

Incomplete and Fail Policy (High School)

Grades of Incomplete will not be issued automatically. “Incomplete” (I) grades are issued under extreme circumstances that must have prior approval from the school site assistant principal, counselor and

respective course teacher. A student who receives an Incomplete must demonstrate evidence of standards proficiency for that course within 30 days of receiving the Incomplete. In rare circumstances, administrators may provide written approval of a time period of longer than 30 days. If the student does not complete coursework and does not successfully pass the class within 30 days of receiving the initial Incomplete, the grade will become an F.

Intervention Credit Recovery (High School)

Students with fails in A-G classes must retake those courses to meet minimum graduation requirements. Fails will stay on students' historical transcripts and be included in their GPA, along with the grade for the repeated credit. Students with a history of incompletes or fails will be carefully placed in classes that meet their current and historical credit needs. Students with current I's and F's are required to attend service learning, academic and college trips and may not stay back to get caught up on work.

Culmination Policy/Senior Contract (High School)

Families and senior students will be expected to sign a contract indicating that they understand that in order to graduate, senior students must:

- Meet all A-G requirements with grades of C or better with an equivalent of 165 A-G credits, 80 elective credits, 30 iGraduate Credits, 40 service hours, 1 internship, and have completed 4 college applications.
- Have a Dean's List of 600 or better (or behavior equivalent) as of the Monday before graduation.
- No incidents involving drugs, alcohol, theft, fighting, vandalism or harassment as a senior.
- The school site will outline specific culmination requirements in the senior contract. This contract will be available to all seniors at the beginning of the school year and/or when a senior enrolls. A copy of the contract is available in the main office.

A diploma will be issued for any student meeting the graduation requirement of 165 A-G credits, 80 elective credits, 30 iGraduate Credits, 40 service hours, 1 internship, and have completed 4 college applications. All requirements are necessary for a student to participate in the graduation ceremony or to attend Grad Night or any other senior event; participation in all culmination activities is at the discretion of the site principal. If a student believes they should be able to participate, they may appeal to school administration in order to potentially participate in the culmination ceremony only.

Senior Activity Academic Policy

Seniors who are not passing their current senior classes may not be eligible to participate in senior activities (i.e. field trips, fun days, etc.).

High School Retention Policy

Camino Nuevo High Schools track 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.

GRADUATION REQUIREMENTS

Below are the graduation requirements for the Class of 2021 and beyond.

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

PROCEDURES FOR ADDRESSING CONCERNS

Dispute Resolution/Filing A Formal Complaint

CNCA is committed to resolving concerns and complaints in a manner in which all parties feel respectfully heard and understood. If you have a concern regarding any aspect of the school's program including the performance of an employee, please speak with or write to the program supervisor. If an issue is not resolved, CNCA offers the following procedures and a Formal Complaint Form for all members of our community to use when filing a formal complaint. In all cases, CNCA prohibits retaliation against complainants. CNCA will attempt to keep information about complainants confidential, except where it is necessary or appropriate to disclose it or investigate a situation that has occurred.

CNCA has the discretion to not investigate anonymous complaints. If you believe you have a complaint that relates to sexual harassment, discrimination, or an unlawful situation is not addressed in a manner that you are satisfied with, direct the concern in the same manner to the Principal or Assistant Principal. You may leave a written message in the main office or complete a Formal Complaint Form which is available in the main office.

If the complaint involves a person, please contact that staff member to set up a mutually agreeable time to discuss the complaint in a productive, solution-oriented manner. If it is a general concern, not involving a specific person, please address your concern to the school's operations manager.

If your concern is still unresolved, please contact the principal or administrative designee to set up a mutually agreed upon time. Complaints resolved at this level do not need to proceed further in the process.

If after speaking with the principal, your concern remains unresolved, please use the Formal Complaint Form to detail your formal complaint in writing. For these written complaints, the principal or designee shall consider all the facts and arrive at a resolution of the complaint.

If the complainant is dissatisfied with the resolution arrived at by the principal or designee or if the complaint is with the principal, the complainant may direct their complaint in writing to the CEO. The CEO will determine if the matter can be handled at the CEO/Principal level – or – if the issue needs to be taken to the CNCA Board of Directors Grievance Committee.

In this case, the CEO will work with the Board Chair or a designated board committee to make determinations about how to resolve the matter. If needed, the CEO will meet with the complainant to discuss the facts and circumstances of which the complaint is based to help solve the problem. The determinations of the CNCA Board of Directors Grievance Committee are final.

Uniform Complaint Procedures

The Uniform Complaint Procedure (UCP) is only used for complaints or allegations of noncompliance involving nondiscrimination protections. These include a complaint regarding the violation of specific federal and state programs that use categorical funds such as After School Education and Safety, Child Care and Development, Consolidated Categorical Aid, Foster Youth Services, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, Nutrition Services – USDA Civil Rights, School Facilities, Special Education, Tobacco-Use Prevention Education, and Unlawful Pupil Fees. UCP complaints are filed with the district superintendent or their designee. A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or assignment and may be filed anonymously. Williams Complaints are filed with the principal, or their designee, of the school in which the complaint arises. Schools have complaint forms available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing.

Complaints must first be filed at the local level. Complainants who are not satisfied with a local UCP decision, may file an Appeal with the State Superintendent of Public Instruction (SSPI). (Education Code 32289 and 49013(e); 5 CCR 4600 et seq.)

Uniform Complaint Procedures (UCP) – Please see Section “Board Policies” for Policy BP 1312.3

Mandated Reporting

In California, certain professionals are considered “child care custodians,” and they are required to report suspected child abuse and/or neglect. California Penal Code Section 11166 requires any student care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse or neglect to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. Under this law, CNCA employees are mandated reporters who will follow appropriate steps to report any such possible neglect or abuse. Mandated reporters are required to follow the law, and the failure to do so can subject the reporter to liability. Suspected child abuse reports are confidential as to the identity of the employee making such a report. CNCA also has an obligation to cooperate and participate in any process that is triggered by the Department of Child and Family Services, law enforcement agency or peace officer to assure the safety of our children.

****Legal Disclaimer ****

The information contained in the CNCA Family Handbook is provided for informational purposes only. Information may be changed or updated without notice. This handbook is subject to all applicable laws and in all cases where there is a discrepancy between the handbook and the charter, the charter petition language supersedes the handbook.

CNCA expressly disclaims all liability with respect to actions taken based on any content in this handbook. CNCA assumes no responsibility for errors or omissions in this handbook or other documents that are referenced in this handbook. CNCA does not discriminate on the basis of race, color, national origin, gender, disability, religion, or sexual orientation.

CNCA BOARD POLICIES

Nondiscrimination in CNCA Programs and Activities (BP 0410)

Adopted by the CNCA Governing Board on June 13, 2017

CNCA is committed to equal opportunity for all individuals in education. CNCA programs and activities shall be free from discrimination based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, immigration status, or any other characteristics contained in the definition of hate crimes in Penal Code section 422.55 or the perception of one or more of such characteristics. The Board shall promote programs which ensure that discriminatory practices are eliminated in all CNCA activities.

Annually, the CEO or designee shall review its programs and activities to ensure the removal of any barriers that may unlawfully prevent an individual or group in any of the protected categories stated above from accessing CNCA programs and activities, including the use of facilities. He/she shall take prompt, reasonable actions to remove any identified barriers. The CEO or designee shall report his/her findings and recommendations to the Board after each review.

The CEO or designee shall notify students, parents/guardians, employees, employee organizations and applicants for admission and employment, and sources of referral for applicants about CNCA's policy on nondiscrimination and related complaint procedures. Such notifications shall be included in handbooks, job announcements, applications and other recruitment materials distributed to these groups.

CNCA's nondiscrimination policy and related informational materials shall be published in a format that parents/guardians can understand. In addition, when 15 percent or more of a school's students speak a single primary language other than English, those materials shall be translated into that other language. For a copy of the full policy please visit www.caminonuevo.org in the Board Policies section or request a copy at the school's main office.

Nondiscrimination-Harassment Policy (BP 5145.3)

Adopted by the CNCA Governing Board on June 13, 2017

The Governing Board desires to provide a safe school environment that allows all students equal access and opportunities in CNCA's academic and other educational support programs, services, and activities. The Board prohibits, at any CNCA school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual or perceived race or ethnicity, color, ancestry, national origin, immigration status, nationality, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, gender expression or the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics. The unlawful discrimination, harassment, intimidation, and bullying of any student applies to all acts related to school activity or school attendance within a school under the jurisdiction of the CEO of the Camino Nuevo Charter Academy. CNCA requires that school personnel take immediate steps to intervene when it is safe to do so and when he or she witnesses an act of discrimination, harassment, intimidation or bullying. For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Student Sexual Harassment (BP 5145.7)

Adopted by the CNCA Governing Board on June 13, 2017

The CNCA Board is committed to maintaining a school environment that is free from harassment. The Board prohibits sexual harassment of any student by another student, an employee or other person, at school or at a school-sponsored or school-related activity. The Board also prohibits retaliatory behavior or action against any person who complains, testifies, assists or otherwise participates in the complaint process established in accordance with this policy.

A student who engages in sexual harassment of anyone at school or at a school-sponsored or school-related activity is in violation of this policy and shall be subject to disciplinary action, including suspension and/or expulsion. The conduct must be based on sex and would be considered by a reasonable person of the same gender as the victim to be so severe or pervasive as to have a negative impact on the individual's academic performance or to create an intimidating, hostile, or offensive

educational environment. In imposing such discipline, the entire circumstances of the incident(s) shall be taken into account, including but are not limited to:

1. Age and maturity of the victim and the perpetrator. In evaluating the maturity of the victim and the perpetrator, their emotional, social and physical development shall be considered.
2. Severity of the harassing conduct.
3. Pervasiveness of the alleged harassing conduct (i.e., how many times the act(s) occurred, how many individuals were involved, etc.)
4. Prior complaints against the perpetrator.

The CEO or designee shall ensure that all CNCA students receive age-appropriate instruction and information on sexual harassment. For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Uniform Complaint Procedures (UCP) (BP 1312.3)

Adopted by the CNCA Governing Board on March 19, 2019

This document contains guidelines and instructions about how to file, investigate and resolve a Uniform Complaint Procedures (UCP) complaint regarding an alleged violation by Camino Nuevo Charter Academy (CNCA) of federal or state laws or regulations governing educational programs, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees and our Local Control and Accountability Plan (LCAP).

If staff is made aware of unlawful discrimination they are required to take immediate steps to intervene when safe to do so or when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

What is a Uniform Complaint?

This document presents information about how CNCA processes UCP complaints concerning particular programs or activities for which we receive state or federal funding. A UCP complaint is a written and signed statement by a complainant alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, bullying or charging pupil fees for participation in an educational activity or noncompliance with the requirements of our Local Control and Accountability Plan (LCAP). A complainant is any individual, including a person's duly authorized representative or an interested third party, public agency, or organization who files a written complaint alleging violation of federal or state laws or regulations, including allegations of unlawful discrimination, harassment, intimidation, bullying and noncompliance with laws relating to pupil fees or noncompliance with the requirements of our LCAP. If the complainant is unable to put the complaint in writing, due to a disability or illiteracy, we shall assist the complainant in the filing of the complaint.

CNCA will investigate all allegations of unlawful discrimination, harassment, intimidation, or bullying against any protected group as identified in Education Code §200 and 220 and Government Code §11135, including any actual or perceived characteristics set forth in Penal Code §422.55, to include actual or perceived sex, sexual orientation, gender, gender identity, gender expression, race or ethnicity, ethnic group identification, ancestry, nationality, national origin, religion, color, mental or physical disability, age, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, in any program or activity conducted by CNCA, which is directly funded by, or that receives benefits from any state financial assistance. For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Married / Parenting / Pregnant Students (BP 5146)

Adopted by the CNCA Governing Board on June 13, 2017

Married, pregnant and parenting students shall have the same educational opportunities as all students. For school-related purposes, married students under the age of 18 are emancipated minors and have all the rights and privileges of a student who is 18, even if the marriage has been dissolved.

The CNCA Board believes that pregnancy and parenting should not be a barrier to education or a reason for dropping out of school. Pregnancy and parenting increase the need to cope with adult responsibilities and to prepare for an economically self-sufficient future. CNCA does not deny any student any educational program or activity solely on the basis of pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom and treats these in the same manner and under the same policies as any other temporary disability.

The instructional program for pregnant students shall be determined on a case by case basis appropriate to the student's individual needs. The student may continue attending school in the regular classroom setting, may attend a separate program established for pregnant students, or may pursue a home instruction, independent study or alternative education program. CNCA shall coordinate scheduling so that students may attend their regular classes for part of the day and specialized classes for the remainder. When selecting the program, the student shall be encouraged to consult with her spouse or parent/guardian, her physician, and appropriate CNCA medical and educational advisors.

Pregnant/parenting students who voluntarily participate in alternate programs will receive educational programs, activities and courses equal to the regular program. For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Extracurricular and Co-curricular Activities (BP 6145)

Adopted by the CNCA Governing Board on June 13, 2017

The CNCA Board recognizes that extracurricular and co-curricular activities enrich the educational and social development and experiences of students. CNCA shall encourage and support student participation in extra/co-curricular activities without compromising the integrity and purpose of the educational program. Extracurricular activities have all of the following characteristics:

1. The program is supervised or financed by CNCA.
2. Students participating in the program represent CNCA.
3. Students exercise some degree of freedom in either the selection, planning, or control of the program.
4. The program includes both preparation for performance and performance before an audience or spectators.

Extracurricular activities are not part of the regular school curriculum, are not graded, do not offer credit, and do not take place during classroom time. Co-curricular activities are programs that may be associated with the curriculum in a regular classroom. For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Competitive Athletics (BP 6145.2)

Adopted by the CNCA Governing Board on September 12, 2017

The CNCA Board recognizes that athletic programs constitutes an integral component of the educational program and helps to build a positive school climate. The athletic program also promotes the physical, social, and emotional well-being and character development of participating students. The athletic program shall be designed to meet students' interests and abilities and shall be varied in scope to attract wide participation.

All athletic teams shall be supervised by qualified coaches to ensure that student athletes receive appropriate instruction and guidance related to safety, health, sports skills, and sportsmanship. Athletic events shall be officiated by qualified personnel.

The CNCA athletic programs shall be free from discrimination and discriminatory practices prohibited by state and federal law. Equipment, supplies, game and practice schedules, budgets, coaching travel allowances, facilities, publicity, support services and tutoring offered to teams are to be equivalent between male and female teams.

The CNCA Chief Executive Officer or designee shall ensure that equivalent athletic opportunities are provided for males and females be proportionate to their respective enrollments.

For a copy of the full policy please visit www.caminonuevo.org in the “Board Policies” section or request a copy at the school’s main office.

Student Organizations (BP 67145.5)

Adopted by the CNCA Governing Board on June 13, 2017

Student organizations have an important place in the educational program because, when properly organized and operated, they:

- Extend and reinforce the instructional program.
- Give students practice in democratic self-government.
- Build student morale and a spirit of positive support for the school.
- Honor outstanding student achievement.
- Provide wholesome social and recreational activities.

Student clubs may be recognized as authorized school organizations if they are organized at the school, sponsored by school personnel, composed completely of current student body members, hold the majority of their meetings at school and have a democratic plan for the selection of members.

Organizational activities shall not conflict with the authority and responsibilities of school officials.

Clubs shall not be sponsored by any political organization. Membership must be open to all students. All student clubs will have equal access to facilities and a fair opportunity to meet.

All clubs are directly under the control of school authorities. Each club must be approved by the principal and a faculty advisor must attend each meeting or activity.

Off campus clubs or organizations not directly under the control of school authorities may not conduct activities on campus without the advance written approval of the CEO, or designee, nor may the name of the school be used without such permission.

For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Suicide Prevention Policy

BP 5141.52 adopted by the CNCA Governing Board on June 13, 2017 and revised on March 9, 2021

Protecting the health and well-being of all our students is of utmost importance to CNCA. Suicide is the second leading cause of death among 10-24 year-olds (behind accidents) in the United States (CDC 2016). This alarming statistic leads us to create and implement a policy to help staff feel more confident in intervening with a student they believe to be at risk. Studies have also shown that LGBT youth are up to four times more likely to attempt suicide than their non-LGBTQ peers.

Assembly Bill 2246 requires the governing board or body of a local educational agency, as defined, that serves pupils in grades 7 to 12, inclusive, to, before the beginning of the 2017–18 school year, adopt a policy on pupil suicide prevention, as specified, that specifically addresses the needs of high-risk groups.

Assembly Bill 1767: Effective July 1, 2020, this bill requires the governing board or body of a local educational agency that serves pupils in kindergarten and grades 1 to 6, inclusive, to adopt, and update as prescribed, a policy on pupil suicide prevention that specifically addresses the needs of high-risk groups. The bill requires this policy to be age appropriate and delivered and discussed in a manner that is sensitive to the needs of young pupils.

In response to these needs, the CNCA Board has adopted a suicide prevention policy which will help to protect all students through the following steps:

1. Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes and/or during I-connect, community circles, council sessions, etc.
2. Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
3. When a student is identified as being at risk, they will be assessed by a school-employed mental health professional who will work with the student and help connect them to appropriate local resources.
4. Students will have access to national resources which they can contact for additional support, such as:
 - TeenLine: Teens helping teens 6 pm to 10 pm; Didi Hirsch Community Mental Health Center (310) 855-4673 or www.teenlineonline.org
 - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK) www.suicidepreventionlifeline.org
 - The Trevor Lifeline – 1.866.488.7386 www.thetrevorproject.org

All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or need help. Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis. For a more detailed review of this policy, please ask your Student & Family Services Coordinator for a copy of the full suicide prevention policy. A copy is also available on our website www.caminonuevo.org in the “Board Policies” section.

Response to Immigration Enforcement Policy

BP 5145.13 (a) adopted by the CNCA Governing Board on August 28, 2018

The Camino Nuevo Charter Academy Board of Directors is committed to the success of all students and believes that every school site should be a safe and welcoming place for all students and their families irrespective of their citizenship or immigration status.

CNCA staff shall not solicit or collect information or documents regarding the citizenship or immigration status of students or their family members or provide assistance with immigration enforcement at CNCA schools, except as may be required by state and federal law. (Education Code 234.7)

No student shall be denied equal rights and opportunities nor be subjected to unlawful discrimination, harassment, intimidation, or bullying in CNCA's programs and activities on the basis of his/her immigration status. (Education Code 200, 220, 234.1)

The CEO or designee shall notify parents/guardians regarding their children's right to a free public education regardless of immigration status or religious beliefs and their rights related to immigration enforcement. (Education Code 234.7)

Consistent with the requirements of the California Office of the Attorney General, the CEO or designee shall develop procedures for addressing any requests by a law enforcement officer for access to CNCA records, school sites, or students for the purpose of immigration enforcement.

For a copy of the full policy please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Board Policy: Parental Involvement Policy

Reference: BP 6020 Board Approved: April 17, 2020

The Camino Nuevo Charter Academy (CNCA) Governing Board recognizes that parents/guardians are CNCA's most important partners in student learning. Students will find greater levels of academic success when their home and school share similar values about learning and forge a genuine partnership. CNCA seeks to move beyond parent involvement and actively engage families as partners. Graduates will experience greater levels of success in college and career when their most important advocates develop a positive relationship and work together in the best interest of the student.

Various opportunities for parent involvement and support are provided at CNCA. Parents are welcomed to volunteer at times that best work for them. Opportunities for their involvement and participation can take place in the morning, during the school day, after school, school events, on a daily, weekly, or monthly basis and in the areas they feel comfortable in. All parents are welcome and encouraged to be part of our school community and if language is a barrier, we provide the necessary supports to make sure everyone is included.

For a copy of the full policy as well as the Administrative Regulation please visit www.caminonuevo.org in the "Board Policies" section or request a copy at the school's main office.

Board Policy 5030 Wellness Policy

BP 5030 adopted by the CNCA Governing Board on June 8, 2022

CNCA recognizes that good nutrition and optimal physical fitness correlate with learning readiness, academic achievement, decreased discipline problems and improved emotional wellbeing. CNCA has implemented a Wellness Policy to promote healthy habits for all of the CNCA community. A copy of the Wellness Policy is available on our website www.caminonuevo.org in the “Board Policies” section and is also available at any time in the school’s main office. The full wellness policy contains guidelines for what foods may be provided or sold at any CNCA campus according to the USDA’s guidelines.

Each CNCA school will convene a wellness committee that will meet annually to review the goals and oversee school health and safety policies and programs, including development, implementation and periodic review and update of the wellness policy . Since all CNCA schools are each a Local Education Agency (LEA) each school’s Wellness Committee will serve as both a “school” and a “district” committee. If you wish to participate in the School Wellness Committee, please contact the school main office.

Draft Policy on the Availability of Condoms to CNHS Students

The Camino Nuevo Charter Academy Board is committed to providing comprehensive and accessible information regarding sexuality education for students.

In supporting health and wellness for our students, Camino Nuevo Charter Academy (CNCA) strongly encourages students to abstain from sexual activity. However, CNCA also believes it has a responsibility to take steps to prevent pregnancy among minors, as well as Human Immunodeficiency Virus (HIV) and other sexually transmitted infections among students who do not abstain from sexual activity.

Condoms, when properly used, can reduce the incidence of pregnancy and transmission of HIV/ AIDS and other sexually transmitted diseases. CNCA therefore finds it appropriate for condoms to be made available to students enrolled in high school.

Condoms shall be available to individual high school students at locations designated by the Principal. Related information, including the location of health clinics, shall be provided at the same locations.

Condoms shall be provided in their original packaging, along with the manufacturer's instructions.

Students shall receive health education in accordance with the California Healthy Youth Act as appropriate and necessary regarding the proper use of condoms and their effectiveness.

Students shall receive information explaining that the legal age of consent in California is 18 years old.

High school students will be provided with information to promote their sexual and reproductive health and information regarding avoiding HIV, other sexually transmitted infections, and unintended pregnancy. Additionally, students will be taught that abstinence is the best way to prevent pregnancy because it is the only method that is 100% effective.

Legal References:

EDUCATION CODE

49422 Supervision of health and physical development of pupils

HEALTH AND SAFETY CODE 121255

151002

PENAL CODE

261.5

286

288

299a

PUPIL FEES

Camino Nuevo Charter Academy (CNCA) is committed to ensuring that books, materials, equipment, supplies, and other resources necessary for students' participation in the educational program are made available to them.

No pupil shall be required to pay any fees, deposits or any charges for his or her participation in an educational activity which constitutes an integral fundamental part of CNCA's educational program including curricular and extracurricular activities. (Education Code 49011)

Whenever a pupil or parent/guardian believes that an impermissible fee, deposit, or other charge is being required of the pupil for his/her participation in an educational activity, the pupil or his/her parent/guardian may file a complaint using CNCA's Board Policy 1312.3 Uniform Complaint Procedures. (Education Code 49013)

Parents/guardians may be charged for the repair or replacement cost for CNCA books, supplies, or equipment loaned to a pupil that the student failed to return upon demand or that is willfully cut, defaced or otherwise injured, up to an amount not to exceed \$10,000. (Education Code 48904)

When a minor pupil willfully cuts, defaces, or otherwise injures real or personal property of CNCA or does not return CNCA property that has been loaned to him/her, CNCA shall provide written notice to the parent/guardian of the student's alleged misconduct and the damages that may be due. The notice

shall state that CNCA may withhold the grades, diploma, and transcripts of the pupil responsible for the damage until the damages are paid in accordance with this Board Policy.

WITHHOLDING GRADES, DIPLOMA OR TRANSCRIPTS

Any withholding of pupil grades, diploma, or transcripts due to a parent/guardian's failure to pay damages for the repair or replacement of CNCA property must be conducted in accordance with Education Code section 48904:

If the damages are not paid to CNCA following written notice to the parent/guardian, CNCA shall afford the pupil his or her due process rights prior to withholding the student's grades, diploma or transcripts. The pupil's due process rights must be consistent with CNCA's expulsion procedures.

If the student and parent/guardian are unable to pay for the damages or return the property, CNCA shall provide a program of voluntary work for the student to do. When the voluntary work is completed, the student's grades, diploma, or transcripts shall be released.

ATTACHMENTS

School Calendars



2022-2023 TK-8th School Calendar

BOD approved 2/10/2022

July 2022							August 2022							September 2022							October 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2						6							3							1	
							SD	SD	SD	SD	SD	SD	4	H	X	X	L	X	10	2	X	X	X	L	PTF	8	
3	H	5	6	7	8	9	7	M	M	M	M	M	11	X	X	X	L	X	17	9	H	X	X	L	X	15	
10	11	12	13	14	15	16	14	X	X	X	L	X	20	18	X	X	X	L	X	24	16	SD	SD	SD	L	X	22
17	NT	NT	NT	NT	NT	23	21	X	X	X	L	X	27	25	X	X	X	L	X		23	X	X	M	L	M	29
24	25	26	27	28	29	30	28	X	X	X											30	X					
31																											

November 2022							December 2022							January 2023							February 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
							4	X	X	X	L	X	10	1	H	PTF	SD	SD	SD	7							
6	X	X	X	L	H	12	11	X	X	X	L	X	17	8	M	X	X	L	X	14	5	X	X	X	L	X	11
13	X	X	X	L	X	19	18	PTF	PTF	PTF	PTF	H	24	15	H	X	X	L	X	21	12	X	X	X	L	PTF	18
20	PTF	PTF	PTF	H	H	26	25	H	H	H	H	H	31	22	X	X	M	L	M	28	19	H	X	X	L	X	25
27	X	X	X											29	X	X					26	X	X				

March 2023							April 2023							May 2023							June 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
							2	H	H	H	H	H	8	1	X	X	X	L	X	6							
5	X	X	X	L	SD	11	9	SD	SD	X	L	X	15	7	X	X	X	L	X	13	4	X	X	X	L	X	10
12	X	X	X	L	X	18	16	X	X	M	L	M	22	14	X	X	X	L	X	20	11	X	X	X	L	SD	17
19	X	X	X	L	X	25	23	X	X	X	L	X	29	21	X	X	X	L	X	27	18	H	20	21	22	23	24
26	X	X	X	L	X		30	X	X	X	L	X		28	H	X	X				25	26	27	28	29	30	

TOTALS Q1: 8/8/22-10/7/2022 Q2: 10/10/2022-12/16/2022 Q3: 1/9/2023-3/31/2023 Q4: 4/10/2023-6/16/2023

X	Regular Instructional Day
L	Late Start Day
M	Minimum Day
H	Holiday
NT	New Teacher
SD	Staff Development (in-service, pupil free day)
BD	Buyback day
PTF	Pupil/Teacher Free Day (All 11- and 12-month school leader and HSO staff work this day)

Holidays:

- 7/4/2022 4th of July
- 9/5/2022 Labor Day
- 10/10/2022 Indigenous Peoples' Day
- 11/11/2022 Veteran's Day
- 11/24-25/2022 Thanksgiving Break
- 12/19-1/6/2023 Winter Break
- 1/1/2023 New Year's Day
- 1/16/2023 Martin Luther King Jr. Day
- 2/20/2023 Presidents Day
- 3/31/2023 César Chávez Day
- 4/3-7/2023 Spring Break
- 5/29/2023 Memorial Day
- 6/19/2023 Juneteenth

Other:

- 8/8/2022 First Day of School
- 6/15/2023 Last Day of School
- 3/10/2023 Success Conference
- 10/26-28/2022 Parent/Teacher Conferences
- 1/25-27/2023 Parent/Teacher Conferences
- 4/19-21/2023 Parent/Teacher Conferences



2022-2023 High School School Calendar

BOD approved 2/10/2022

July 2022							August 2022							September 2022							October 2022												
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa						
					1	2																											
							SD	SD	SD	SD	SD	SD	4	H	X	X	L	X	10	2	X	X	X	L	PTF	8							
3	H	5	6	7	8	9	7	M	M	M	M	M	11	X	X	X	L	X	17	9	H	X	X	L	X	15							
10	11	12	13	14	15	16	14	X	X	X	L	X	20	18	X	X	X	L	X	24	16	SD	SD	SD	L	X	22						
17	NT	NT	NT	NT	NT	23	21	X	X	X	L	X	27	25	X	X	X	L	X		23	X	X	M	L	M	29						
24	25	26	27	28	29	30	28	X	X	X											30	X											
31																																	

November 2022							December 2022							January 2023							February 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
							4	X	X	X	L	X	10	1	H	PTF	SD	SD	SD	7							
6	X	X	X	L	H	12	11	X	X	X	L	X	17	8	M	X	X	L	X	14	5	X	X	X	L	X	11
13	X	X	X	L	X	19	18	PTF	PTF	PTF	PTF	H	24	15	H	X	X	L	X	21	12	X	X	X	L	PTF	18
20	PTF	PTF	PTF	H	H	26	25	H	H	H	H	H	31	22	X	X	X	L	X	28	19	H	X	X	L	X	25
27	X	X	X											29	X	X					26	X	X				

March 2023							April 2023							May 2023							June 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
							2	H	H	H	H	H	8	1	X	X	X	L	X	6							
5	X	X	X	L	SD	11	9	SD	SD	X	L	X	15	7	X	X	X	L	X	13	4	X	X	X	L	X	10
12	X	X	X	L	X	18	16	X	X	M	L	M	22	14	X	X	X	L	X	20	11	X	X	X	L	SD	17
19	X	X	X	L	X	25	23	X	X	X	L	X	29	21	X	X	X	L	X	27	18	H	20	21	22	23	24
26	X	X	X	L	X		30	X	X	X	L	X		28	H	X	X				25	26	27	28	29	30	

TOTALS Q1: 8/8/22-10/7/2022 Q2: 10/10/2022-1/20/2023 Q3: 1/23/2023-3/31/2023 Q4: 4/10/2023-6/16/2023

X	Regular Instructional Day
M	Minimum Day
L	Late Start Day
H	Holiday
NT	New Teacher
SD	Staff Development (in-service, pupil free day)
BD	Buyback day
PTF	Pupil/Teacher Free Day (All 11- and 12-month school leader and HSO staff work this day)

Holidays:

- 7/4/2022 4th of July
- 9/5/2022 Labor Day
- 10/10/2022 Indigenous Peoples' Day
- 11/11/2022 Veteran's Day
- 11/24-25/2022 Thanksgiving Break
- 12/19-1/6/2023 Winter Break
- 1/1/2023 New Year's Day
- 1/16/2023 Martin Luther King Jr. Day
- 3/31/2023 César Chávez Day
- 2/20/2023 Presidents Day
- 4/3-7/2023 Spring Break
- 5/29/2023 Memorial Day
- 6/19/2023 Juneteenth

Other:

- 8/8/2022 First Day of School
- 6/15/2023 Last Day of School
- 3/10/2023 Success Conference
- 10/26-28/2022 Parent/Teacher Conferences
- 4/19-21/2023 Parent/Teacher Conferences

Non-discrimination Statement

Camino Nuevo Charter Academy (CNCA) prohibits discrimination, harassment, intimidation and bullying in educational programs, activities, or employment on the basis of actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sex, sexual orientation, parental, pregnancy, family or marital status, military status, immigration status, or association with a person or a group with one or more of these actual or perceived characteristics.

Camino Nuevo Charter Academy requires that school personnel take immediate steps to intervene when safe to do so when he or she witnesses an act of discrimination, harassment, intimidation, or bullying.

Questions or complaints of alleged discrimination, harassment, intimidation and bullying, equity or Title IX equity and compliance concerns should be directed to: Margarita Domingo, Vice President of Human Resources, 3435 W Temple St. Los Angeles, CA 90026 Phone: (213) 417-3410

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In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at [How to File a Program Discrimination Complaint](#) and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

CNCA Formal Complaint Form

Date/Fecha: _____ Site/Plantel: _____

From/De Parte de: _____

(parent or legal guardian name/nombre de padre/madre/encargado)

Student name(s)/Nombre del Estudiante/s: _____

Grade/Grado: _____

Telephone/Teléfono: _____

Please check the box that appropriately refers to your complaint:

Por favor marque la naturaleza de su queja:

Special Education Program
Programa de Educación Especial

Early Child Development Program
Programa de Educación Temprana

Volunteer/Parent Program
Programa de Voluntarios/Padres

Instruction/Classroom Issue
Situación en el salón de clase/instrucción

Administration Issue
Asunto Administrativo

After School Program
Programa de Después de la Escuela

Other/Otro asunto: _____

Briefly describe your concern (include date, times, places, type of complaint, and if there were any witnesses) /Describa brevemente su preocupación (incluya fechas, hora, lugar, tipo de queja, y si hubo testigos):

Signature/Firma _____ Date/Fecha _____

FAMILY/STUDENT ACKNOWLEDGEMENT FORM

Dear Parent/Guardian:

Education Code 48980 states that School Boards are required by law to notify parents/guardians of their rights to services and programs offered by their district school/schools. Parents/Guardians must sign a notification form and return it to their student’s schools acknowledging that they have been informed of their rights.

Please read the Family Handbook and return the signed form below to your school. Your signature does not constitute consent to take part in any particular program.

----- Tear-Off Below Line -----

Camino Nuevo Charter Academy

RECEIPT OF ANNUAL NOTIFICATION OF PARENT/GUARDIAN-STUDENT HANDBOOK 2021-2021 STUDENT & FAMILY HANDBOOK

I acknowledge, with my signature below, the receipt of the required annual notification of parent/guardian/student rights on behalf of my student(s).

STUDENT’S NAME(s): Please PRINT the name, birth date and grade of your student.

_____	_____	_____
Last Name/First Name	Birthdate	Grade
_____	_____	_____
Last Name/First Name	Birthdate	Grade
_____	_____	_____
Last Name/First Name	Birthdate	Grade

Signature of Parent/Guardian: _____

Signature of Student (Grades 9-12): _____

Signature of Student (Grades 9-12): _____

Signature of Student (Grades 9-12): _____



**Camino
Nuevo
Charter
Academy**



MANUAL PARA ESTUDIANTES Y FAMILIAS

K - 12 Grados

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MENSAJE DE LA DIRECTORA EJECUTIVA

¡Bienvenidos al año escolar 2022-2023!

Estimadas familias:

Estoy orgullosa y agradecida de ser la Directora Ejecutiva de Camino Nuevo Charter Academy. Gracias por confiarnos la educación de su hijo. Como madre, sé que elegir la escuela adecuada para un hijo es extremadamente importante. También sé que asociarse con la escuela de su hijo es una de las mejores formas de apoyar su aprendizaje y ayudarlo a alcanzar sus metas.



Todos en Camino Nuevo creemos que el trabajar junto con usted garantiza que los estudiantes puedan crecer, aprender y alcanzar su máximo potencial. Somos sus aliados en la educación de su hijo y necesitamos su cooperación y apoyo para que cada día sea lo más significativo y productivo posible.

Este manual contiene las políticas, procedimientos y prácticas para la educación de los estudiantes matriculados en Camino Nuevo, además de otra información útil. Es importante que usted y su hijo revisen el manual juntos y se familiaricen con su contenido para que todos los estudiantes puedan tener una experiencia de aprendizaje segura y positiva. Si tiene alguna pregunta, por favor, comuníquese con su escuela.

Si bien hacemos todo lo posible por mantener a su hijo en el camino hacia el éxito en la escuela, le pedimos que guíe y apoye el aprendizaje de su hijo en casa asegurándose de que su hijo:

- Venga a la escuela todos los días y llegue a tiempo, listo para aprender.
- Complete todas las tareas asignadas.
- Lea a diario para desarrollar el amor por la lectura y mejorar sus habilidades de alfabetización.
- Comparta experiencias escolares con usted para que usted se mantenga al tanto de su progreso.
- Le informe si necesitan apoyo adicional en cualquier área o tema.

Gracias por su colaboración y apoyo. Espero ansiosa conocerlo y poder trabajar juntos para ayudar a su hijo a alcanzar altos niveles de gozo y éxito en la escuela.

Atentamente,

A handwritten signature in black ink that reads "Adriana Abich". The signature is fluid and cursive.

Adriana Abich
Directora Ejecutiva

SOBRE CAMINO NUEVO CHARTER ACADEMY

Quiénes Somos

Camino Nuevo Charter Academy (CNCA) es una red de escuelas públicas autónomas de alto rendimiento de Los Ángeles, California. Nuestras escuelas educan a los estudiantes mediante un enfoque integral que los prepara para el éxito desde la primera infancia hasta la preparatoria, en la universidad y en su vida. Cada escuela de CNCA ofrece educación preparatoria para la universidad, enriquecida con una amplia gama de servicios de apoyo para estudiantes y familias. Ofrecemos atención continua vinculada a las necesidades y demandas específicas de los barrios donde prestamos nuestros servicios, incluso la opción de un programa de lenguaje dual.

Los estudiantes tienen acceso a clases preparatorias para la universidad, servicios de salud mental y oportunidades de enriquecimiento de alta calidad en arte y ciencias. Asimismo, los estudiantes de Camino Nuevo Charter Academy se benefician de nuestro programa de preparación para la universidad, como así también de becas para sustentar su educación universitaria, y reciben apoyo continuo de nuestra parte como Exalumnos.

Nuestra Misión

La misión de Camino Nuevo Charter Academy (CNCA) es educar a los estudiantes en un programa de preparación universitaria para que sean literatos, pensadores críticos y puedan resolver problemas independientemente, siendo agentes de justicia social con sensibilidad hacia el mundo que los rodea.

Nuestros Valores Fundamentales

Los Valores Fundamentales son una parte importante de nuestra comunidad. Los Valores Fundamentales son valores que guían nuestras decisiones, nuestras acciones y nuestras relaciones. Los Valores Fundamentales nos ayudan a crear una cultura de excelencia y pertenencia. En Camino Nuevo Charter Academy, practicamos los siguientes cinco Valores Fundamentales:

- **Excelencia:** Nosotros tomamos la responsabilidad de que nuestros estudiantes y personal logren resultados sobresalientes constantemente.
- **Equidad:** Nosotros reconocemos y valoramos la individualidad y experiencias de todos los estudiantes y respondemos a sus necesidades únicas académicas, emocionales, psicológicas y sociales.
- **Comunidad:** Nosotros estamos arraigados en la riqueza de nuestra comunidad y en el contexto cultural y ambiental de donde viven nuestros estudiantes y familias.
- **Innovación:** Nosotros aprendemos continuamente, sentimos curiosidad, implementamos nuevas ideas, perspectivas y métodos basados en evidencia dentro de nuestro trabajo.

- **Alegría:** Desarrollamos y mantenemos relaciones positivas que fomentan la felicidad y plenitud entre los estudiantes, el personal y las familias.

Nuestra Historia

En 1992, el Dr. Philip Lance comenzó a trabajar con los residentes de la comunidad de MacArthur Park a fin de encontrar formas de abordar las severas necesidades económicas y sociales de la región. El Dr. Philip Lance se conectó con los residentes albergando una misa al aire libre, un derecho simple de servicio religioso en MacArthur Park.

En 1993, los esfuerzos colectivos que surgieron a partir de estos encuentros llevaron a la formación de Pueblo Nuevo Development, una corporación de desarrollo comunitario sin fines de lucro, fundada por el Dr. Philip Lance en el barrio de MacArthur Park, al oeste del centro de Los Ángeles. Pueblo Nuevo Development era un vehículo para crear oportunidades económicas para los residentes del área de MacArthur Park. Varias organizaciones y negocios crecieron de este esfuerzo, incluyendo una tienda de segunda mano y una compañía de conserjería propiedad de los trabajadores.

En el 2000, el Dr. Philip Lance se asoció con Paul Cummins, el fundador de varias escuelas exitosas, para abrir Camino Nuevo Charter Academy con el apoyo de la comunidad. Juntos, construyeron una escuela que ofrecía a los niños un ambiente de aprendizaje seguro y enfatizaba la inmersión lingüística y las artes.

Hoy, Pueblo Nuevo Development —ahora llamada Pueblo Nuevo Education and Development Group (PNEDG)—apoya los siete planteles de Camino Nuevo que atienden a alrededor de 3200 estudiantes del kínder de Transición al grado 12. PNEDG proporciona recursos para enriquecer las experiencias y servicios ofrecidos a los estudiantes, exestudiantes y familias de Camino Nuevo Charter Academy.

La Manera de Ser de Camino Nuevo: Cuidado Continuo

En Camino Nuevo, nosotros nos enfocamos en atender las necesidades integrales de los estudiantes para asegurar que cada uno esté sano, reciba apoyo, esté comprometido y estimulado; un enfoque que sienta las pautas para el éxito de los estudiantes a largo plazo. Nuestro cuidado continuo apoya la educación en la primera infancia, la alta calidad del recorrido académico hacia la universidad del K al 12, la graduación universitaria y el compromiso auténtico con las familias. Este apoyo desarrolla el capital social-emocional y cultural de los estudiantes, construye habilidades de pensamiento crítico y empodera a los estudiantes para que tengan éxito en la Universidad y en sus profesiones. En un esfuerzo por apoyar las aspiraciones compartidas de la comunidad y el deseo de cada estudiante de prosperar y triunfar en la vida, Camino Nuevo provee apoyo a los estudiantes para asegurar que sus necesidades básicas de salud, humanas y sociales sean satisfechas. Los servicios integrales incluyen el manejo de casos, consejería de salud mental, desarrollo de liderazgo para padres, educación sobre la salud y referidos a servicios sociales.

Acceso a los Servicios de Salud Mental

El Programa de Salud Mental Jeri Weiss en Camino Nuevo Charter Academy ofrece una amplia gama de servicios gratuitos de salud mental para los niños sin seguro y sus familias, ayudándolos a superar los desafíos sociales y emocionales y recuperar el enfoque y la motivación para tener éxito en la escuela y en la vida. Durante el aprendizaje a distancia, nosotros brindamos servicios de telesalud a través de sesiones de video y telefónicas seguras y confidenciales. A través del programa, los estudiantes y sus familias pueden recibir terapia individual, familiar y grupal para una variedad de desafíos emocionales y de salud mental como la ansiedad, depresión y trauma. El personal también trabaja en estrecha colaboración con el personal de la escuela, proporcionándoles herramientas y estrategias para apoyar mejor a los estudiantes que tienen dificultades. Al incluir los servicios de salud mental en el día escolar, más estudiantes podrán obtener la ayuda que necesitan y alcanzar sus metas académicas. También nos asociamos y proveemos referidos a agencias comunitarias cuando la necesidad del estudiante requiere un mayor cuidado para así satisfacer las necesidades de salud mental de nuestros estudiantes y familias. Para acceder a los servicios de salud mental en su escuela, comuníquese con el Coordinador de Servicios de Familia en su escuela.

Compromiso de las Familias: Programa de Familias como Socios en la Educación

En Camino Nuevo, nosotros valoramos las fortalezas y los dones que aportan las diversas familias, y creemos que el aprendizaje debe ser relevante y contextual. Nuestro Programa de Familias como Socios involucra a toda la familia en el proceso de aprendizaje para apoyar el desarrollo social, emocional e intelectual de nuestros estudiantes. Nuestra meta es crear la asociación más fuerte posible entre el hogar y la escuela con el fin de aumentar el logro estudiantil y el éxito. Creemos firmemente que los estudiantes encontrarán mayores niveles de éxito académico cuando su hogar y la escuela comparten valores similares acerca del aprendizaje, desarrollan una relación positiva y trabajan juntos para construir una asociación fuerte.

Para asegurar el desarrollo de relaciones auténticas y productivas, Camino Nuevo ofrece una variedad de oportunidades para que las familias participen tanto en el salón de clase como a nivel escolar. Además, nosotros demostramos nuestro compromiso de forjar alianzas genuinas con todas las familias al ofrecer servicios de alta calidad para las familias, incluido un programa integral de talleres de capacitación para familias y un sistema de manejo de casos de salud para aquellas familias necesitadas.

Servicios de Apoyo a Estudiantes y Familias

Cada escuela de Camino Nuevo ofrece servicios de apoyo coordinados para estudiantes y familias, así como formas significativas para que los padres / encargados participen en la comunidad escolar. Se ofrecen talleres y sesiones de capacitación para desarrollar la capacidad de nuestras familias. Los padres / encargados participan en posiciones de liderazgo a través de su participación activa en el Consejo

basado en el sitio, el Comité asesor de aprendices de inglés (ELAC), el Comité de bienestar, el Comité de líderes de la comunidad de padres y / o el Comité de planificación de la cultura escolar. Estas oportunidades ofrecen a los padres capacitaciones dirigidas que los empoderan y motivan a buscar oportunidades de crecimiento personal y profesional para ellos mismos mientras abogan por una educación y una vida de calidad para sus estudiantes. Para más información, contáctese con el Coordinador de Servicios Familiares de su plantel.

INFORMACIÓN ESCOLAR Y PROCEDIMIENTOS

Horarios de las Escuelas

Por favor, tenga presente que cada plantel podría modificar sus horas escolares, especialmente mientras persista la pandemia del COVID-19 y esté en efecto el aprendizaje a distancia.

Plantel Burlington K-5 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina (L,M,X,V)	Horas de Oficina en Día Corto
7:55 am - 3:15 pm	9:55 am - 3:15 pm	7:55 am - 12:30 pm	Horario de salida - 6:15 pm	7:30 am - 3:00 pm	9:30 am - 3:00 pm
Plantel Burlington 6-8 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina (L,M,X,V)	Horas de Oficina en Día Corto
8:00 am - 3:25 pm	8:00 am - 3:25 pm	7:55 am - 12:40 pm	Horario de salida - 6:25 pm	7:00 am - 3:30 pm	9:30 am - 3:00 pm
Plantel Kayne Siart K-5 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina	Horas de Oficina en Día Corto
8:00 am - 3:15 pm	10:30 am - 2:58 pm	8:00 am - 12:30 pm	Horario de salida - 6:15 pm	7:30 am - 4:00 pm	7:30 am - 1:30 pm
Plantel Kayne Siart 6-8 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina	Horas de Oficina en Día Corto
8:00 am - 3:16 pm	10:30 am - 2:58 pm	8:00 am - 12:30 pm	Horario de salida - 6:16 pm	7:30 am - 4:00 pm	7:30 am - 1:30 pm
Plantel Cisneros K-5 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina	Horas de Oficina en Día Corto
8:00 am - 3:00 pm	10:30 am - 3:00 pm	8:00 am - 12:40 pm	Horario de salida - 6:05 pm	7:30 am - 4:00 pm	10:00 am - 4:00 pm
Plantel Cisneros 6-8 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina	Horas de Oficina en Día Corto
8:00 am - 3:19 pm	10:30 am - 3:15 pm	8:00 am - 12:30 pm	Horario de salida - 6:20 pm	7:30 am - 4:00 pm	10:00 am - 4:00 pm
Plantel Castellanos K-5 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina	Horas de Oficina en Día Corto
8:00 am - 3:10 pm	10:19 am - 3:10 pm	8:05 am - 1:00 pm	Horario de salida - 6:00 pm	7:00 am - 4:00 pm	7:00 am - 4:00 pm
Plantel Eisner 6-8 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina	Horas de Oficina en Día Corto
8:15 am - 3:27 pm	10:15 am - 2:57 pm	8:15 am - 12:30 pm	Horario de salida - 6:00 pm	7:45 am - 3:45 pm	7:45 am - 3:45 pm
Plantel Dalzell Lance 9-12 Día Normal	Día Corto	Día Mínimo	Programa Extraescolar	Horas de Oficina	Horas de Oficina en Día Corto
8:30 am - 3:45 pm	10:00 am - 3:25 pm	8:30 am - 1:55 pm	Horario de salida - 6:15 pm	8:00 am - 4:30 pm (4:15 vie.)	8:15 am - 4:15 pm

Calendario Escolar

El calendario académico está incluido en el Adjunto A. El calendario de CNCA incluye 185 días de instrucción para los grados de kínder de transición al grado 12. Por favor tómese un tiempo para revisar los días feriados y los días cortos/mínimos.

Reporte de Responsabilidad Escolar (SARC, por sus siglas en inglés)

Las escuelas públicas y no públicas, no sectarias del estado de California anualmente proveen información a la comunidad para permitir al público comparar escuelas en base al logro académico, entorno, recursos y estadísticas demográficas. Para ver el reporte SARC de cada plantel, por favor visite www.caminonuevo.org > Seleccione un plantel > Academics [Información académica] > School Accountability Report Card [Reporte de Responsabilidad Escolar]. Una copia también se puede pedir en la oficina de cada escuela.

Inscripción

Para la inscripción de nuevos estudiantes, se requiere completar los siguientes pasos y documentos. Las familias deben asistir a una orientación sobre la inscripción y proveer los siguientes documentos:

- Documento de verificación de edad del estudiante
- Identificación con foto del padre/madre/encargado (identificación emitida por el gobierno)
- Prueba de vacunación
- Plan Individualizado de Educación (si aplica)
- Reporte detallado del Estudiante/Carta de Transferencia (si está disponible)
- Prueba de la dirección de su residencia (si aplica)
- Restricciones de la corte (si aplica)

La escuela proveerá los siguientes documentos para que la familia los complete:

- Formulario de Inscripción de CNCA
- Petición para el acceso del padre/encargado al sistema de “PowerSchool”
- Política del Uso Responsable de la Red de Información de CNCA (Permiso de acceso al internet)
- Cuestionario sobre el Nivel de Educación de los Padres/Encargados legales
- Cuestionario sobre el Programa de Educación Migrante
- Permiso de aparición en los medios
- Evaluación de la salud oral
- Convenio de la Familia/Encargado (Compromiso de la Familia/Encargado – Estudiante)
- Tarjeta de Emergencia de CNCA
- Aplicación de Voluntario de CNCA
- Formulario de consentimiento para consejería de salud mental en caso de emergencia
- Formulario de autorización respecto del directorio de contacto
- Formulario de Ingreso Alternativo para el Programa de Comidas
- Formulario de autorización de la Ley de Derechos Educativos y Privacidad de la Familia (por sus siglas en inglés, “FERPA”)
- Tarjeta del examen físico

A los estudiantes que regresan se les requiere el cumplimiento de los siguientes pasos y documentos:

- Formulario de reinscripción de CNCA
- Tarjeta de emergencia de CNCA
- Formulario de reconocimiento de los padres/encargados legales
- Paquete de solicitud para el Programa de Alimentos Escolares (después del 1.º de julio)
- Prueba de vacunación (en los grados que aplica)

Registros Estudiantiles

CNCA reconoce la importancia de mantener registros estudiantiles precisos y completos, conforme a lo exigido por las leyes federales y estatales. CNCA notificará a los padres por escrito sobre sus derechos en virtud de este capítulo tras la fecha de inscripción inicial del alumno.

Ley de Derechos Educativos y Privacidad de la Familia (FERPA)

Esta ley exige que las escuelas obtengan consentimiento por escrito de los padres/encargados legales/titulares de derechos educativos (padres) antes de revelar información sobre el estudiante, salvo que la información sea en respuesta a una orden judicial o que la divulgación esté de otro modo autorizada por la ley. Asimismo, conforme al **art. 49063 del Código de Educación**, los padres/encargados tienen derecho a:

- Inspeccionar y revisar el expediente educativo del estudiante mantenido por la escuela;
- Solicitar que la escuela corrija los registros que consideren que son inexactos o erróneos;
- Tener cierto control sobre la divulgación de la información de los registros educativos.

Se debe tener un expediente acumulado, registrado ya sea en forma manuscrita, impresa, cinta de audio, video, microfilm u otro medio, sobre el historial de desarrollo y progreso educativo del alumno. Los registros estudiantiles se mantienen en el establecimiento de la escuela. Los registros de los centros de CNCA generalmente se guardan en la oficina principal, siendo el encargado del registro el guardián de los registros. Los registros, en general, se guardan como se indica a continuación:

- Los registros estudiantiles relativos a la salud del estudiante se guardan en la oficina sanitaria, siendo la enfermera de la escuela la guardiana directa.
- Los registros estudiantiles relativos al progreso del estudiante, la asesoría o la asistencia a la orientación se guardan en la oficina de asesoría, siendo el vicedirector de servicios de asesoría al estudiante su guardián directo.
- Los registros estudiantiles relativos a la asistencia se guardan en la oficina de asistencia, siendo el vicedirector de servicios de apoyo al estudiante su guardián directo.
- Los registros estudiantiles relativos a las actividades deportivas se guardan en la oficina de educación física, siendo el director de deportes su guardián directo.
- Los registros educativos relativos a las actividades del salón de clase se guardan en cada aula, siendo cada maestro su guardián directo.
- Los Programas de Educación Individualizada (“IEP”, por sus siglas en inglés) de Educación Especial se guardan en la carpeta de expediente acumulado del estudiante.

Algunos registros estudiantiles, como los registros sobre disciplina, educación especial o psicología, pueden mantenerse con personal de apoyo.

Los funcionarios y empleados de la escuela con intereses educativos legítimos pueden acceder a los registros estudiantiles sin consentimiento parental, siempre que el funcionario tenga que revisar los registros para poder desempeñar su función profesional. Ante la solicitud por parte de funcionarios de otra escuela en la cual desee inscribirse el estudiante, CNCA revelará los registros educativos sin consentimiento parental.

Los “Funcionarios y empleados de la escuela” son los funcionarios o los empleados cuyos deberes y responsabilidades frente a CNCA, ya sean de rutina o por circunstancias especiales, exijan que éstos tengan acceso a los registros estudiantiles. Los funcionarios y empleados de la escuela también incluyen a los contratistas o proveedores de CNCA que tengan un interés legítimo en los registros estudiantiles y a quienes se les informe sobre la prohibición correspondiente de volver a divulgar información de identificación personal no perteneciente al directorio.

Un “interés educativo legítimo” es el que poseen los funcionarios o los empleados cuyos deberes y responsabilidades frente a CNCA, ya sean de rutina o por circunstancias especiales, exigen que éstos tengan acceso a los registros estudiantiles.

Faltante: Política para eliminar registros estudiantiles

Conforme al art. 49070 del Código de Educación, cualquier objeción a los registros escolares debe presentarse por escrito a CNCA. Cualquier padre que objete un registro escolar deberá demostrar que los registros: (1) son inexactos; (2) son una conclusión o inferencia personal injustificada; (3) son una conclusión o inferencia fuera del área de competencia del observador; (4) no se basan en la observación personal de una persona designada, con registro de la hora y el lugar de la observación; (5) son erróneos; (6) violan la privacidad u otros derechos del estudiante. Los padres tienen derecho a presentar una denuncia ante el Departamento de Educación de los Estados Unidos con respecto a un supuesto incumplimiento por parte del Distrito con las disposiciones de FERPA, escribiendo a:

Family Policy Compliance Office [Oficina de Cumplimiento de Políticas Familiares]
U.S. Department of Education [Departamento de Educación de Estados Unidos]
400 Maryland Ave.,
SW Washington, D.C. 20202- 4605.

Cuando el registro de un alumno incluya información sobre una medida disciplinaria tomada por el personal de CNCA en relación con el alumno, el padre o encargado del alumno puede incluir una declaración por escrito o respuesta sobre la medida disciplinaria (art. 49072 del Código de Educación).

Transferencia del Expediente Académico

Tras la solicitud por escrito de parte de una escuela en la cual el estudiante desee inscribirse, los registros estudiantiles del estudiante se remitirán a esa escuela (art. 49068 del Código de Educación; Título 20 del Código de Estados Unidos, art. 1232h(c)).

Solicitudes de registros estudiantiles

Los padres tienen derecho a tener acceso a los registros escolares de sus estudiantes. Todas las solicitudes de registros estudiantiles (por ejemplo, expedientes académicos, libretas de calificaciones,

registros de vacunación, registros de educación especial, registros de disciplina, etc.) deben enviarse por escrito al encargado del registro de la escuela. La escuela tendrá diez (10) días hábiles desde la fecha de recepción de la solicitud para proporcionar acceso a los registros. Los registros deben ser recogidos, solo con cita previa, y exhibiendo una identificación válida con foto emitida por una entidad del gobierno.

La información o los registros mantenidos por cualquier funcionario de la escuela exclusivamente para referencia o uso personal y que no estén disponibles para otra persona, salvo su sustituto, no son registros estudiantiles disponibles para inspección, revisión u objeción por los padres o el alumno adulto.

Protección de los Derechos de los Estudiantes

CNCA no está obligada a recopilar información referente al estatus legal o migratorio de un estudiante, aparte del estatus de los estudiantes internacionales, no inmigrantes matriculados en un programa educacional bajo la visa F-1 o M-1. A las escuelas sólo se les permite recolectar información para satisfacer ciertos requisitos de admisión, tales como una prueba de residencia, sin ningún requisito que incluya el suministro de una prueba de su estatus migratorio legal o el número de seguro social (Código de Educación § 48204,1). Además, tras la inscripción del estudiante, el Departamento de Educación de California (por sus siglas en inglés, CDE) recopila información de los distritos escolares con respecto al país de nacimiento de sus estudiantes a los fines del informe en el Sistema Longitudinal de Datos de Desempeño de Alumnos de California (CALPADS, por sus siglas en inglés) con el propósito de calcular el número de estudiantes inmigrantes y que aprenden inglés en el estado y para asegurar el cumplimiento de las disposiciones del Título III de la Ley Federal Cada Estudiante tiene Éxito (Código de Educación § 60900).

Si se le pide información al personal de la escuela, sepa que FERPA reemplaza una solicitud de registro público (PRR) y que la escuela mantendrá la confidencialidad de toda la información personal identificable en los expedientes de educación relacionados con los estudiantes (20 USC § 1232g; 34 CFR § Parte 99). Cualquier y todos los archivos, incluyendo los correos electrónicos, los archivos de los estudiantes y la información del personal, generalmente están exentos de divulgación. Todos los registros estudiantiles, incluyendo correos electrónicos y expedientes acumulativos del estudiante, están generalmente exentos de divulgación o están sujetos a la supresión de información para prevenir la divulgación de información de identificación personal.

La excepción es la "información de directorio" que sólo se considera privada si se designa como tal. CNCA define esta información como el nombre del estudiante, la dirección, el teléfono, la fecha y el lugar de nacimiento, las actividades, la asistencia y la más reciente escuela anterior a la que asistió. CNCA distribuye un formulario de notificación informativa de FERPA como parte de la documentación de inscripción para informar a las familias de sus derechos de intercambio de datos sobre la información de contacto y directorio. Las familias pueden optar por darse de alta o de baja a través del formulario de inscripción en SchoolMint. Una carta preparada está disponible para las familias que desean actualizar sus permisos FERPA, una familia puede solicitar este formulario en la oficina de la escuela, indicar su

nueva preferencia, firmarlo y devolverlo. Si una familia no ha indicado que su información de directorio no debe compartirse por escrito, entonces CNCA está obligada a compartir información de directorio con funcionarios, funcionarios del gobierno o cualquier persona que lo solicite (Código de Educación § 49073).

Acceso a Registros por Personas sin Consentimiento Paterno Escrito o Bajo Orden Judicial

CNCA no autorizará el acceso a los registros de los estudiantes sin el consentimiento paterno por escrito, una orden judicial o citaciones emitidas legalmente, excepto según lo establecido en el Código de Educación § 49076, Educación § 49077 y FERPA según lo permitido por la Parte 99 (comenzando con la Sección 99.1) del Título 34 del Código de Regulaciones Federales. Se permitirá el acceso a los registros particulares que sean relevantes para los intereses educativos legítimos del solicitante a las siguientes personas:

- Los funcionarios escolares, empleados, miembros de la junta de revisión de asistencia escolar que son representantes autorizados de CNCA, o voluntarios designados. Un "funcionario de la escuela" es una persona empleada por la escuela como administrador, supervisor, instructor o miembro del personal de apoyo (incluyendo personal médico o de salud y personal de la unidad de aplicación de la ley); una persona que sirve en la Junta Escolar; una persona o empresa con la que la escuela ha contratado para realizar una tarea especial (como un abogado, auditor, consultor médico o terapeuta); o un padre o estudiante que sirve en un comité oficial, como un comité disciplinario o de quejas, o ayudando a otro funcionario de la escuela en el desempeño de sus tareas. Un funcionario de la escuela tiene un interés educativo legítimo si el funcionario necesita revisar un registro de educación para cumplir con su responsabilidad profesional." (Departamento de Educación de los Estados Unidos, Oficina de Cumplimiento de Políticas Familiares)
- Funcionarios o empleados de otras escuelas públicas o sistemas escolares, incluyendo centros correccionales.
- Representantes autorizados de la Contraloría General, Secretario de Educación, la Oficina de Derechos Civiles de los Estados Unidos o representantes para agencias educativas estatales y locales.
- Otros funcionarios estatales y locales en la medida en que se requiera específicamente que la información sea reportada de acuerdo con la ley estatal adoptada antes del 19 de noviembre de 1974.
- Padres de un estudiante de 18 años o más que sea dependiente de acuerdo con la sección 152 del Código de Impuestos Internos.
- Un estudiante que tiene al menos 16 años de edad y ha completado al menos el décimo grado.
- Un fiscal de distrito que participa o lleva a cabo un programa de mediación de ausentismo de acuerdo con la sección 48263.5 o 601.3 del Código de Bienestar e Instituciones, o que participa en la presentación de pruebas en una petición de ausentismo de acuerdo con la Sección 681 del Código de Bienestar e Instituciones.
- Una agencia de procesamiento para la consideración en contra de un padre o tutor por no cumplir con las leyes de educación obligatoria.

- Un oficial de libertad condicional, fiscal de distrito o abogado de registro para un menor con fines de llevar a cabo una investigación criminal, investigación con respecto a declarar a una persona bajo la tutela de la corte, o que involucre una violación de una condición de libertad condicional.
- Un juez u oficial de libertad condicional con el propósito de llevar a cabo un programa de mediación de ausentismo o presentar evidencia en una petición de ausentismo, de acuerdo con la Sección 681 del Código de Bienestar e Instituciones.
- Una agencia de colocación del condado cuando actúa como representante autorizado de una agencia educativa estatal o local de conformidad con la subsección (C) de la Sección 49076.
- Cuando lo permita la Ley de Derechos Educativos y Privacidad de la Familia (20 U.S.C. 1232g) y/o la ley estatal.

CNCA puede permitir el acceso a las siguientes personas:

- Personas apropiadas en relación con una emergencia si la información es necesaria para proteger la salud o la seguridad del estudiante u otras personas.
- Organizaciones de ayuda financiera.
- Funcionarios electorales del condado para fines del registro de votantes.
- Asociaciones de Acreditación
- Organizaciones que realizan estudios para agencias u organizaciones educativas.
- Funcionarios o empleados de escuelas privadas o sistemas escolares donde el estudiante está inscrito o planea asistir.

Las Escuelas de CNCA son Zonas Seguras para Estudiantes y Familias Inmigrantes

Camino Nuevo Charter Academy es una comunidad acogedora para todos los estudiantes, familias y miembros del equipo. Apoyamos a nuestros estudiantes inmigrantes y sus familias y creemos firmemente que el lugar más seguro y beneficioso para nuestros estudiantes es un salón de clases donde puedan aprender junto a sus compañeros y trabajar hacia un futuro brillante. Esto significa que:

- Los estudiantes y sus familias que tienen miedo de las deportaciones y están buscando ayuda pueden encontrar apoyo y recursos en los planteles de CNCA, incluyendo consejería en el plantel y referencias a agencias que ofrecen asistencia en asuntos de inmigración;
- De acuerdo con la decisión de *Plyler v. Doe*, CNCA continuará matriculando a los estudiantes sin importar su estatus migratorio; no se les pedirá a las familias que proporcionen prueba de su estatus migratorio legal;
- CNCA cooperará con las agencias apropiadas para asegurarse de que los esfuerzos de la aplicación de la ley de inmigración no se lleven a cabo en los planteles escolares o cerca de estos;

Para obtener más información, por favor, consulte la Respuesta a la Política de Cumplimiento de la Ley de Inmigración, BP 5145.13 (a) en este manual.

Política de Estudiantes Menores de Edad Identificados como sin Hogar y no Acompañados

Ref: BP 6173-6173.1 Junta de Educación para Jóvenes sin Hogar y Jóvenes en Hogares de Crianza
Aprobado por la Mesa Directiva el 17 de abril de 2020

La Ley de McKinney-Vento de Apoyo para los Niños y Jóvenes sin Hogar otorga a todos los niños sin hogar en edad escolar la misma educación pública apropiada y gratuita que se les provee a estudiantes que no están sin hogar. Un estudiante sin hogar se define como una persona entre las edades de 6 a 18 años que no tiene una residencia fija, regular y adecuada en la noche, y podría:

- Vivir en un refugio de emergencia o transicional; edificio abandonado, auto estacionado, u otro lugar no designado como una acomodación regular para dormir propia para un ser humano;
- Compartir la vivienda con otra familia, debido a la pérdida de la vivienda debido a problemas financieros (ejemplo, pérdida del trabajo, desalojo o desastre natural);
- Vivir en un hotel o motel;
- Vivir en un parque de viviendas portátiles o campamento con su familia;
- Haber sido abandonado en un hospital;
- Estar en espera de acomodación en un hogar con una familia de crianza en circunstancias limitadas;
- Residir en un hogar para madres solteras o en edad escolar, si no hubiera otra acomodación de vivienda;
- Ser un joven emigrante o abandonado, fugitivo o desalojado, que califica como persona sin hogar porque vive en las circunstancias descritas anteriormente.

Los estudiantes son identificados a través de la autoidentificación y lo reportan vía el formulario de inscripción durante el proceso de matriculación y por recomendación del personal de la escuela.

Un estudiante sin hogar tiene el derecho de asistir ya sea a la última escuela en la que se inscribió o en su escuela de residencia. La escuela asegurará que se provea transporte, a petición del padre, encargado o estudiante sin hogar, desde y hacia la escuela de origen, si es que el estudiante es elegible. A los estudiantes y familias elegibles se les proveerán monedas o un pase de la agencia de tránsito pública local. Los coordinadores de servicios familiares se consideran enlaces de jóvenes sin hogar.

La ley requiere la inscripción inmediata de los estudiantes sin hogar. Las escuelas no pueden retrasar o impedir la inscripción de un estudiante debido a la falta de registros escolares o de vacunación. Es responsabilidad de la escuela pedir todos los documentos necesarios a la escuela previa, y referir a los padres/encargados a todos los programas y servicios para los que el estudiante sea elegible. Los referidos podrían incluir, pero no se limitan a: nutrición gratuita, servicios de educación especial, tutoría, preescuela, servicios antes y después de escuela, y cualquier otro servicio que fuera necesario. Los jóvenes identificados sin compañía tienen estos mismos derechos. Si ocurriera una disputa sobre la selección o inscripción en la escuela, el padre/encargado tiene el derecho de contender la decisión de la escuela.

CNCA aceptará el trabajo de clase realizado satisfactoriamente por un alumno a cargo de una familia de crianza, un alumno que es un niño o joven sin hogar, un ex alumno de una escuela judicial juvenil, un alumno que es un niño de una familia militar, un alumno que es inmigrante o un alumno que participa en un programa de recién llegados mientras asiste a otra escuela pública, una escuela judicial juvenil, una escuela particular subvencionada, una escuela en otro país que no sea Estados Unidos, o una escuela no pública y no sectaria, incluso si el alumno no finalizó el curso completo, y deberá emitir a ese alumno el crédito total o parcial por el trabajo de curso realizado (Código de Educación § 51225.2).

Para obtener una copia de la política completa y la reglamentación administrativa, visite www.caminonuevo.org, ingresando a la pestaña de navegación "Community" [Comunidad], dentro de la página de "Parents" [Padres] o solicite una copia en la oficina principal de la escuela.

Prevención del Tráfico de Personas

La explotación sexual comercial de niños y jóvenes (CSECY, por sus siglas en inglés) se convirtió en una epidemia en el Condado de Los Ángeles y en todo Estados Unidos. CSECY se refiere a los niños que son objeto de tráfico sexual o que reciben comida, refugio, ropa, dinero, drogas a cambio de un acto sexual. Se venden alrededor de 100.000 niños por sexo cada año dentro de los Estados Unidos, y unos 300.000 niños en el país están en riesgo de convertirse en víctimas.

La legislación de California exige que Camino Nuevo Charter Academy informe al personal y a los padres sobre esta actividad delictiva y brinde recursos que puedan ayudar a mantener a salvo a los niños y los jóvenes. Creemos que cuanto más informado y educado esté, más podrá proteger a los jóvenes a su cargo y los de su comunidad. Para saber más sobre cómo prevenir la explotación sexual comercial de niños y jóvenes, visite el sitio web del Departamento de Salud Mental del Condado de Los Ángeles: <https://dmh.lacounty.gov/our-services/transition-age-youth/csecy/>

Para obtener información sobre cómo compartir esto con sus hijos y otros recursos sobre seguridad, visite el sitio web de KidSmartz del Centro Nacional de Niños Perdidos y Explotados: <https://www.kidsmartz.org/ParentTips>

Mayoría de Edad

CNCA exhorta a todos los estudiantes que tengan por lo menos 18 años de edad o más que tengan conocimiento de cualquier consecuencia legal que pueda ocurrir basándose en sus decisiones y acciones. Para más información sobre los cambios en el estatus legal y las obligaciones de un estudiante al llegar a los 18 años de edad, por favor descargue una copia de "Cuando Cumples 18, una Guía de Supervivencia para Adolescentes", que está disponible en https://drive.google.com/file/d/1CZyH3gz0PKtjgw_8rmcOSC3VcMq0V8PF/view?usp=sharing

Tarjeta de Emergencias

Cada familia debe firmar una nueva tarjeta de emergencia o confirmar la existente cada año escolar antes de que comiencen las clases. Esta debe ser entregada a la oficina principal. Por favor llene inmediatamente una nueva tarjeta de emergencia en cualquier momento del año escolar, si alguna de la siguiente información cambia:

- Dirección del hogar
- Números de teléfono del hogar, celular y trabajo
- Número de teléfono del médico
- Nombre de las personas autorizadas para contactar en caso de emergencia
- Números de teléfono de las personas a contactar en caso de emergencia

Procedimientos de Asistencia

La asistencia es un componente crítico para el éxito de su hijo en Camino Nuevo. La asistencia diaria y consistente asegura experiencias de aprendizaje primordiales y evita la pérdida de información. Sin embargo, si ocurre una ausencia por cualquier razón, la escuela debe ser notificada en el día de la ausencia, una nota de verificación de ausencia debe presentarse luego de la ausencia y todo el trabajo de clase y tareas perdidas debe ser completado para una fecha predeterminada con el maestro. Es responsabilidad del estudiante y la familia el preguntarles a los maestros (en un momento apropiado) por las tareas en el día de regreso. Las notas de verificación de ausencia deben ser entregadas a la escuela dentro de 10 días del calendario a partir del día de la ausencia y no se aceptará ninguna nota de verificación de ausencia después del último día del mes en que ocurrió la ausencia.

Hora de Entrada

Por favor asegúrese de que su niño entre a los predios de la escuela de manera segura. Recuérdele que no debe visitar los negocios vecinos en su camino a la escuela, que se mantengan en las áreas supervisadas y que no corran en los pasillos. Cuando entran al edificio de la escuela, los estudiantes están bajo la supervisión del personal de la escuela y por esta razón no deben salir del plantel a menos que estén acompañados por una persona autorizada de la escuela.

Hora de Salida

A la hora de salida, a los estudiantes los pueden venir a buscar un familiar u otra persona autorizada, se pueden quedar en el programa después de la escuela, o irse a su hogar independientemente. Se espera que los estudiantes salgan del plantel dentro de 15 minutos después de la hora de salida. Después de la hora de salida, los estudiantes pueden permanecer en el plantel solo durante el tiempo en que estén involucrados en una actividad autorizada/supervisada después de la escuela en la que están inscritos. Para obtener permiso para permanecer en el plantel por cualquier otra razón, los estudiantes y las familias deben ir a la oficina durante horas laborables.

El personal de CNCA tiene la autoridad para llamar al Departamento de Servicios de Protección Infantil si su hijo se queda después de la hora de salida por más de treinta (30) minutos sin previo aviso, o si su hijo no es recogido regularmente por más de quince (15) minutos después de la hora de salida. Si va a llegar tarde, por favor llame a la escuela inmediatamente

Salida Temprana de la Escuela

En caso de una emergencia durante el día escolar, su hijo sólo será liberado bajo la custodia de aquellas personas que usted haya identificado previamente en la tarjeta de emergencia. Podría requerirse una prueba de identidad. Aquellos NO identificados en la tarjeta de emergencia sólo podrán recoger a un estudiante si el padre o encargado ha proporcionado a la escuela una nota por escrito firmada notificando al plantel sobre la identidad de esa persona y provisto una prueba de identificación.

Salida de la Escuela Durante el Día Escolar

Los estudiantes no pueden dejar los predios de la escuela una vez que ya hayan entrado al plantel escolar, a menos que vayan a una práctica profesional o tengan el permiso escrito del padre/encargado. Si usted tiene que recoger a su hijo para una cita durante el día escolar, por favor envíe una nota a la oficina por adelantado. Al recoger al estudiante temprano, al padre/encargado o adulto autorizado se le pedirá que complete un formulario de salida temprana, y la oficina le notificará al maestro que envíe al estudiante a la oficina para su salida. Las familias/encargados no pueden entrar al salón de clase antes de que la clase haya sido despedida sin la aprobación previa del maestro o de la oficina.

Arreglos de Tenencia

La familia/encargados legales deben proveer información completa relacionada a convenios de tenencia y derechos de visitación. Si se requiere, el padre debe proveer al director de la escuela una copia de cualquier tipo de orden relevante de la corte para asegurar la seguridad y bienestar del respectivo estudiante. Los padres/encargados legales deben tener la tarea continua de informar a la escuela de cualquier cambio en la tenencia del estudiante, y de la emisión de cualquier orden de la corte que restrinja o prohíba el acceso de un padre u otra tercera persona al niño.

Días Cortos y Mínimos

Por diversos propósitos, se programan días cortos durante el año escolar. Por favor, refiérase al calendario académico actualizado para determinar qué días los estudiantes tendrán una salida más temprana de la escuela. Se pueden programar días acortados adicionales. Las familias serán notificadas de estos días a través de las juntas de padres/familia y los boletines mensuales. Un aviso o llamada de recordatorio será proporcionada la semana anterior a un día mínimo programado.

Uso de los Servicios de Viajes Compartidos

Los servicios de viajes compartidos populares como Uber o Lyft no permiten que los menores viajen a menos que estén acompañados por un adulto. Los miembros del personal de CNCA no organizarán, ni ayudarán a ningún estudiante a tomar tal servicio a menos que estén acompañados por sus padres, tutor o persona de contacto de emergencia designada.

Ausencias Excusadas

No obstante, el Código de Educación § 48200 y el Código de Educación § 48205 establecen que un estudiante será excusado de la escuela cuando la ausencia se deba a:

- Debido a una enfermedad del estudiante.
- Debido a la cuarentena bajo la dirección de un oficial de salud del condado o ciudad.
- Para recibir los servicios de un médico, dentista, optómetra o quiropráctico.
- Con el propósito de asistir a los servicios funerales de un miembro de la familia inmediata del estudiante, siempre y cuando la ausencia no sea más de un día si el servicio se lleva a cabo en California y no más de tres días si el servicio se lleva a cabo fuera de California.
- Para los efectos del deber de asistencia a un jurado de manera prevista por la ley.
- Debido a una enfermedad o cita médica durante el horario escolar de un niño del cual el estudiante es el padre con tenencia, incluyendo ausencias para cuidar a un niño enfermo para el cual la escuela no requerirá una nota de un médico.
- Por razones personales justificables, incluyendo, pero no limitado a, una comparecencia en la corte, asistencia a un servicio funerario, la celebración de un día festivo o ceremonia de la religión del estudiante, la asistencia a retiros religiosos, la asistencia a una conferencia de empleo, o la asistencia a una conferencia educativa sobre el proceso legislativo o judicial ofrecido por una organización sin fines de lucro cuando la ausencia del estudiante es solicitada por escrito por el padre o tutor y aprobada por el director o un representante designado de acuerdo con el normas establecidas por la junta directiva.

Las ausencias que entran en esta categoría incluyen, pero no se limitan a:

- Tratamiento por el Día de la Salud Mental
- Suspensión revocada mediante procedimiento de apelación
- Día de “Llevar a los hijos/hijas al Trabajo”
- Con el propósito de servir como miembro de una junta del precinto para una elección de acuerdo con la Sección 12302 del Código Electoral.
- Con el propósito de pasar tiempo con un miembro de la familia inmediata del estudiante que es un miembro en servicio activo de los servicios uniformados, tal como se define en el Código de Educación § 49701, y ha sido llamado a servicio, está de licencia, o ha regresado inmediatamente del despliegue a una zona de combate o posición de apoyo de combate. Las ausencias concedidas de conformidad con el presente párrafo se concederán por un período de tiempo que se determinará a discreción de CNCA.

- Con el propósito de asistir a la ceremonia de naturalización del estudiante para convertirse en ciudadano de los Estados Unidos.
- Autorizado a discreción de un administrador de la escuela, como se describe en el inciso (c) del Código de Educación § 48260.

A un estudiante ausente de la escuela se le permitirá completar todas las tareas y pruebas perdidas durante la ausencia que puedan ser razonablemente proporcionadas y, una vez completados satisfactoriamente dentro de un período de tiempo razonable, se le dará, por lo tanto, crédito completo por ello. El maestro de la clase en la que esté ausente un estudiante determinará qué pruebas y tareas serán razonablemente equivalentes, pero no necesariamente idénticas, a las pruebas y tareas que el estudiante no completó durante la ausencia.

Para efectos de esta sección, la asistencia a los retiros religiosos no excederá cuatro horas por semestre.

Las ausencias de acuerdo con esta sección se consideran ausencias a la hora de calcular la asistencia diaria promedio y no generarán pagos estatales.

"Familia inmediata", como se usa en esta sección, significa el padre o tutor, hermano o hermana, abuelo o abuela o cualquier otro pariente que viva en el hogar del estudiante.

Bajo el Código de Educación § 48980(i), ningún estudiante puede tener su calificación reducida o perder crédito académico debido a cualquier ausencia o ausencia justificada de acuerdo con el Código de Educación § 48205 si las asignaciones y pruebas perdidas que razonablemente se pueden proporcionar se completan satisfactoriamente dentro de un período de tiempo razonable.

Ausencias con fines religiosos

El Código de Educación § 46014 establece que los estudiantes, con el consentimiento por escrito de sus padres o tutores, pueden ser excusados de la escuela para participar en actividades religiosas o para recibir instrucción moral y religiosa en sus respectivos lugares de culto o en otros lugares o lugares adecuados fuera de la propiedad escolar designados por el grupo religioso, iglesia o denominación, que será adicional y complementaria a la instrucción en las formas y morales requeridas en otra parte de este código.

Adaptaciones para estudiantes embarazadas y en crianza

El Código de Educación § 46015 establece que las estudiantes embarazadas y los estudiantes que tengan hijos tienen derecho a adaptaciones que les brinden la oportunidad de tener éxito académico mientras protegen su salud y la de sus hijos. Las estudiantes embarazadas y los estudiantes que tienen hijos tienen derecho a ocho semanas de licencia parental, no se les exigirá que completen el trabajo académico u otros requisitos escolares durante la licencia, podrán regresar a la escuela y el curso de estudio en el que se matriculó antes de tomar el permiso parental, podrán compensar el trabajo perdido

durante su licencia y recibir programas educativos alternativos si el estudiante decide no regresar a la escuela. La persona que tiene el derecho de tomar decisiones educativas para el estudiante debe notificar a la escuela la intención del estudiante de ejercer este derecho. Una queja de incumplimiento puede ser presentada ante la agencia educativa local bajo el Procedimiento Uniforme de Quejas establecido en el Capítulo 5.1 (comenzando con la Sección 4600) de la División 1 del Título 5 del Código de Regulaciones de California. Por favor remítase a la Política de la Junta Directiva BP 5146 “Estudiantes casados / con hijos / embarazadas” para más información.

Notas del Padre / Encargado Legal

Una vez que el estudiante regresa a la escuela, una nota de su padre / encargado debe ser entregada a la oficina. Cualquier estudiante ausente por razones médicas, dentales u otros servicios profesionales debe, además, presentar una nota a la oficina de la escuela directamente de la oficina del respectivo proveedor de salud. Se requiere que la escuela mantenga en el archivo una nota firmada por un padre / encargado por cada ausencia del estudiante. La nota debe ser legible y escrita con bolígrafo. Una nota válida debe contener:

- Nombre completo del estudiante
- Fecha (s) o tiempo de ausencia
- Motivo específico de la ausencia
- Números de teléfono donde se puede comunicar con ambos padres / encargados (hogar y trabajo)
- Firma del padre o encargado

Ausencia Injustificada

Cualquier ausencia que no corresponda a una de las categorías de ausencia excusadas descritas anteriormente se considerará injustificada. Cualquier estudiante que haya estado ausente de la escuela será marcado con una ausencia injustificada hasta que se reciba la documentación requerida. El hecho de no proporcionar la documentación requerida dentro de los diez días escolares luego de regresar a la escuela resultará en una ausencia injustificada; por el contrario, si se proporciona la documentación requerida dentro de los diez días, entonces la ausencia injustificada será cambiada a una ausencia excusada.

Las ausencias injustificadas incluyen: vacaciones, servicios personales, eventos locales no escolares, programas o actividades deportivas.

Si el padre no entrega una nota válida para excusar la ausencia, entonces el personal de la oficina y los maestros podrían proveerles a los estudiantes que regresan de una ausencia un Formulario de Verificación de Ausencia y solicitar que sus padres lo completen, firmen y devuelvan a la escuela.

Procedimientos sobre las Ausencias

Si un estudiante está ausente:

- Los padres o encargados deben llamar a la escuela y dejar un mensaje. El no hacerlo puede considerarse absentismo escolar.
- Al regresar a la escuela, los padres / estudiantes deben proporcionar una nota de verificación de ausencia. Una nota de un médico, tribunal o dentista debe adjuntarse a la carta del padre / encargado para que la ausencia sea considerada excusada.
- La nota de padre /encargado debe contener:
 - Nombre completo y grado del estudiante
 - Fecha (s) de ausencia (s) y razón
 - Firma

Junta de Revisión de la Asistencia Escolar (SARB y SART, por sus siglas en inglés)

Los estudios de investigación indican que la asistencia regular a la escuela es imperativa para promover el éxito estudiantil. En cada plantel de CNCA, el Equipo de Revisión de la Asistencia Escolar (por sus siglas en inglés "SART") aborda el absentismo injustificado crónico. El SART se reúne con estudiantes y familias para identificar problemas de absentismo persistentes, y colaborar para desarrollar soluciones a estos problemas. El SART puede incluir los administradores, maestros, consejeros, y/o personal de servicios estudiantiles; estas juntas también pueden ser llamadas SST (por sus siglas en inglés) de asistencia. Si las juntas e intervenciones con el equipo de SART no mejoran el absentismo injustificado crónico, el estudiante y su familia podrían ser referidos a una junta SARB (Junta de Revisión de la Asistencia Escolar). SARB es un panel que puede incluir el coordinador de SARB, servicios mentales/sociales, oficial de policía de la escuela, representantes de organismos de la comunidad y el representante de la escuela que hizo la derivación.

Procedimientos sobre las Tardanzas

Los estudiantes deben estar presentes en la clase al comienzo del día escolar, y en el comienzo de cada período de clase. Los estudiantes que lleguen tarde serán considerados tardíos y deben reportarse a la oficina para recibir un pase de tardanza antes de entrar al salón de clases. Los estudiantes que lleven más de 30 minutos de retraso serán marcados como ausentes por ese período. Las consecuencias de las tardanzas incluyen la pérdida de puntos en el Cuadro de Honor (*Dean's List*), una reflexión durante el almuerzo o después de escuela y/o una derivación al Equipo de Revisión de Asistencia Estudiantil (SART).

Absentismo Injustificado

El Código de Educación § 48260 establece que cualquier estudiante sujeto a educación obligatoria a tiempo completo o educación obligatoria de continuación, que esté ausente de la escuela sin una excusa verificable tres días completos en un año escolar, o esté demorado o ausente durante más de 30 minutos durante el día escolar, sin una excusa verificable en tres ocasiones en un año escolar, o cualquier combinación de las mismas, es considerado como una ausencia injustificada y será referido al SART (Equipo de Revisión de Asistencia Estudiantil) y / o remitido a la Oficina Central de CNCA para proveer apoyo adicional.

Las ausencias no justificadas por el padre/encargado, llegadas a la escuela con más de 30 minutos de retraso a la clase o la escuela, y abandono del plantel sin permiso se considerarán ausencias injustificadas. Por favor vea la sección sobre Política de Asistencia. Las siguientes consecuencias podrían ocurrir como resultado de una ausencia injustificada:

- Notificación escrita / telefónica con padre/encargado] (Código de Educación 48260.5.)
- Asistencia del padre/encargado a un taller de capacitación sobre la asistencia y las tardanzas
- Asistencia del padre/encargado a una conferencia individual con maestros / administradores
- Derivación al Equipo de Revisión de Asistencia Estudiantil/Junta de Revisión de Asistencia Estudiantil
- Derivación a la policía u otras agencias locales de servicios

Ausencias Crónicas y Atroces

Si la escuela ha hecho intentos múltiples para contactar a los padres/encargados de un estudiante crónicamente ausente, la escuela podría dar de baja al estudiante y referirlo de vuelta a la escuela del Distrito Escolar Unificado de Los Ángeles (si aplica) más cercana a su hogar, después de 10 o más días consecutivos de ausencia.

Programa de Alimentos y Aplicaciones

Los padres y encargados deben estar conscientes de que CNCA participa en el Programa Nacional Escolar de Almuerzo (por sus siglas en inglés, “NSLP”). Todos los planteles de CNCA participan en la Provisión 2, un programa dentro del NSLP que permite que todos los estudiantes reciban el desayuno y el almuerzo gratis. Los estudiantes inscritos en el programa después de la escuela también reciben una merienda gratis. Si su hijo tiene restricciones dietéticas, como alergias a los alimentos, comuníquese esta información a la oficina, y el personal de la oficina puede proporcionarle los formularios adecuados para completar (Código de Educación § 49510-49520.)

Recomendamos a todas las familias de estudiantes recién inscritos que completen un formulario de ingreso alternativo después del 1 de julio de cada año escolar, sin importar el ingreso familiar para ayudar a mantener el programa de comidas al alcance de todos los estudiantes. Estos formularios están disponibles en la oficina. Los estudiantes actuales no necesitan llenar este formulario.

Programa de Adquisición de Idiomas

El Departamento de Educación de California (por sus siglas en inglés, CDE) exige que las escuelas proporcionen información a los padres o encargados sobre los idiomas disponibles y los programas de adquisición de idiomas en la escuela. Camino Nuevo Charter Academy ofrece los siguientes programas de adquisición de idiomas:

- Un Programa de Inmersión en Inglés Estructurado (por sus siglas en inglés, SEI): Esta opción está disponible en Castellanos en los grados TK-2.º, Cisneros y Kayne Siart en los grados TK-5.º y en

todas las escuelas de grados 6.^o-12.^o. Si elige esta opción, su hijo será colocado en un salón de clases que usa principalmente inglés para la instrucción.

- Programa de lenguaje dual: Esta opción está disponible en los grados TK-5.^o en Cisneros y TK-6.^o en Burlington y Castellanos-Eisner. Si elige esta opción, su hijo será colocado en un salón de clases que use inglés y español para la instrucción.

Descripción de las Opciones y Objetivos del Programa para los Estudiantes de Inglés

Ref: BP 6174 Educación para los Aprendices de Inglés Aprobado por la Mesa Directiva el 17 de abril del 2020

A continuación, se detalla una descripción de los programas de adquisición de idiomas que se ofrecen en Camino Nuevo Charter Academy. Seleccione el programa que mejor se adapte a su hijo.

- *Programa de Inmersión Estructurada en Inglés (SEI)*: un programa de adquisición de idiomas para estudiantes de inglés en el que casi toda la instrucción en el aula se brinda en inglés, pero con un plan de estudios y una presentación diseñada para alumnos que están aprendiendo inglés. Como mínimo, a los estudiantes se les ofrece desarrollo del idioma inglés y acceso al contenido de la materia académica de nivel de grado.
- *Programa de Idioma Dual*: Un programa de adquisición de idiomas que proporciona aprendizaje de idiomas e instrucción académica para parlantes nativos de inglés y parlantes nativos de otro idioma, con los objetivos de alto rendimiento académico, dominio del primer y segundo idioma, y comprensión intercultural. Este programa comienza en TK/K y continuará hasta el octavo grado.

Siempre que haya disponibilidad, cualquier familia interesada puede optar por inscribir a su estudiante en el Programa de Idioma Dual en los grados TK-1.^o. No obstante, a fin de asegurar el éxito estudiantil con las crecientes exigencias de idioma y estándares de nivel de grado, nos reservamos el derecho de inscribir a los estudiantes de 2.^o y 6.^o grado en el Programa de Inmersión Estructurada en Inglés si no cumplen con los siguientes requisitos:

- Inscripción previa en una clase de Idioma Dual, Bilingüe o de Español solamente; o
- Dominio oral del español, demostrado por la capacidad de mantener una conversación en español conforme a los estándares del nivel del grado o que se aproxime a esos estándares, y habilidades básicas de lectura en español.

Solicitud de un Programa de Adquisición de Idiomas

Los programas de adquisición de idiomas son programas educativos diseñados para garantizar que la adquisición del inglés se realice de la manera más rápida y efectiva posible, y brinda instrucción a los

alumnos de inglés según los estándares de contenido académico adoptados por el estado, incluidos los estándares de desarrollo del idioma inglés (por sus siglas en inglés, ELD) (Código de Educación § 306 [c]).

Camino Nuevo Charter Academy se compromete a asegurar que los estudiantes de inglés desarrollen el dominio del inglés y logren la paridad con sus compañeros monolingües. CNCA también se compromete a ayudar a nuestros estudiantes a desarrollar el ser bilingüe y la biliteracidad, como lo demuestra la implementación de nuestros programas de Lenguaje Dual. Los padres / encargados pueden elegir el programa de adquisición de idiomas que mejor se adapte a sus hijos. Las escuelas en las que los padres o encargados de 30 estudiantes o más por escuela, o los padres o encargados de 20 estudiantes o más de cualquier grado soliciten un programa de adquisición de idioma que esté diseñado para brindar instrucción en idioma deberán ofrecer dicho programa en la medida de lo posible. (Código de Educación § 310 [a]).

CNCA investigará la viabilidad de implementar dicho programa. Dentro de los 10 días siguientes al alcance de este paso, CNCA notificará a la comunidad escolar por escrito sobre la solicitud de los padres para el programa de adquisición de idiomas. Dentro de los 60 días calendario siguientes a la consecución de este paso, CNCA determinará si es posible implementar el programa de adquisición de idioma solicitado y notificará, por escrito, a la comunidad escolar.

Las decisiones futuras sobre el inicio de los programas de adquisición de idiomas se tomarán basadas en una variedad de factores y a través de consultas con los maestros y administradores de CNCA, así como con otras partes interesadas de la comunidad. Tanto las consideraciones prácticas (por ejemplo, la disponibilidad de educadores bilingües) como las consideraciones ideológicas (por ejemplo, el deseo de la comunidad local de que los estudiantes participen en el programa) se examinarán a medida que se tomen decisiones en un proceso colaborativo y reflexivo. Este proceso también implicará la articulación vertical PreK-12, asegurando que la programación esté alineada y sea coherente en todos los niveles de grado. Los padres pueden proporcionar información sobre los programas de adquisición de idiomas durante el desarrollo del Plan de Responsabilidad de Control Local. Si está interesado en un programa diferente de los mencionados anteriormente, comuníquese con el administrador de su escuela para preguntar sobre el proceso.

Los padres de los estudiantes de inglés tienen el derecho de rechazar u optar por que sus hijos no participen en el programa de adquisición de idiomas de CNCA u optar por no recibir servicios particulares de estudiantes de inglés dentro de un programa de adquisición de idiomas (20 USC 6318 [c] [A] [vii]). Sin embargo, las escuelas siguen obligadas a proporcionar instrucción significativa al estudiante (5 CCR 11302) hasta que el estudiante sea reclasificado, mantener al padre informado si no hay progreso y ofrecer al padre programas y servicios para considerar en ese momento.

Para obtener una copia de la política completa y el reglamento administrativo, por favor, visite www.caminonuevo.org en la sección "Board Policies" [Políticas de la Junta Directiva] o solicite una copia en la oficina de la escuela.

Visitas a la Escuela

Alentamos a las familias a que visiten regularmente y sean voluntarios en CNCA. Para poder monitorear la entrada a la escuela y promover una escuela segura, es necesario que todos los visitantes, incluyendo las familias, firmen en la oficina cuando entran a la escuela y usen un gafete en todo momento, el cual es entregado en la oficina o facilitado por una persona designada. Los visitantes menores de 18 años deben estar acompañados por un adulto o deben tener un documento escrito por el padre/encargado o por un administrador del plantel para poder estar dentro de los predios de la escuela CNCA.

Los visitantes que no se registren en la oficina podrán ser identificados como invasores a la propiedad privada. Se espera que todos los visitantes se comporten y relacionen de una manera que promueva la colaboración y el respeto; a aquellos visitantes que interrumpen el ambiente escolar se les podrá pedir y requerir que salgan del plantel inmediatamente y/o podrán recibir un retiro de consentimiento por hasta 14 días tal como se indica en el Código Penal de California, Arts. 626.4, 626.7 y 626.8.

Para obtener información sobre cómo ser voluntario en CNCA, por favor vea la sección de la Política de Voluntarios.

Exámenes Estandarizados

En el semestre de primavera, CNCA administra la Evaluación del Rendimiento y el Progreso del Estudiante (por sus siglas en inglés, "CAASPP"). El sistema "CAASPP" fue establecido en enero del 2014 reemplazando al Programa de Reporte de Exámenes Estandarizados (por sus siglas en inglés, "STAR"). El propósito principal del sistema de evaluación "CAASPP" es asistir a maestros, administradores y estudiantes y sus familias a promover la enseñanza y el aprendizaje de alta calidad a través del uso de una variedad de enfoques de evaluación y tipos de elementos. <http://www.cde.ca.gov/ta/tg/ca>

CAASPP está compuesto de las siguientes evaluaciones:

- Evaluación sumativa informatizada de Smarter Balanced para las artes del idioma inglés (por sus siglas en inglés, "ELA") y matemáticas en los grados de 3-8 y el grado 11. Se pueden encontrar detalles adicionales sobre este examen visitando la página de Internet <http://www.smarterbalanced.org/>
- Las Evaluaciones Alternativas de California (por sus siglas en inglés, "CAA") para inglés y matemática en los grados 3-11 y ciencias, disponibles en los grados 5.º, 8.º y 12.º, son administradas a estudiantes que cumplen con los requisitos de las CAA.
- El Examen de Ciencia de California basado en los Estándares de Ciencia de la Nueva Generación de California (por sus siglas en inglés, CAST) es administrado a los estudiantes en los grados 5.º, 8.º y 12.º. <http://www.caaspp.org/administration/about/science/>

Usted puede ayudar a asegurar el éxito de su hijo en ambas evaluaciones tan importantes. Por favor, apoye a su niño en las siguientes maneras:

- Asegúrese de que llegue a tiempo y esté presente cada día que haya examen.
- Motive a su hijo a que dé lo mejor de sí, se tome su tiempo y trabaje cuidadosamente.
- Establezca un horario para ir a dormir temprano y así asegurar tiempo suficiente para descansar.
- Provea un desayuno nutritivo cada mañana.
- Limite el tiempo que pasa el estudiante viendo televisión, en la computadora, en el teléfono celular y en los videojuegos durante la temporada de exámenes.

Los padres serán notificados de la participación de sus estudiantes en el sistema de evaluación CAASPP. (Código de Educación § 60604). Se concederá la solicitud por escrito de un padre o tutor a los funcionarios de la escuela para excusar a su hijo de cualquiera o todas las partes de las evaluaciones administradas, de acuerdo con el Código de Educación § 60615.

Evaluaciones de la Escuela

Los estudiantes serán evaluados en todas las áreas de contenido en múltiples ocasiones a través del año. Los maestros recolectan regularmente datos para tener en cuenta las necesidades individuales de cada niño. Los resultados de estas evaluaciones, así como también las observaciones del maestro sobre el progreso del estudiante, son sintetizados en los reportes de progreso de mitad de semestre, que se distribuyen en noviembre y abril. La tarjeta de calificaciones final del semestre se distribuirá en febrero y junio.

Evaluaciones del Dominio del Idioma Inglés para California (por sus siglas en inglés ELPAC)

Las leyes estatales y federales requieren que las agencias educativas locales administren una prueba estatal sobre el dominio del idioma inglés (ELP) a los estudiantes elegibles en los grados de kínder de transición hasta el grado doce. El Departamento de Educación de California (CDE) administra la evaluación ELPAC como evaluación ELP del estado. La ELPAC está alineada con los Estándares de Desarrollo del Idioma Inglés de 2012 de California. Este examen consiste en dos evaluaciones ELP separadas: una para la identificación inicial de estudiantes como aprendices de inglés (EL, por sus siglas en inglés), y la segunda para la evaluación sumativa anual que mide el progreso del estudiante en el aprendizaje del inglés e identifica el nivel de ELP del estudiante. ELPAC será administrada con el propósito de identificación inicial solamente del 1 de julio al 30 de junio, y dentro de los primeros 30 días de la inscripción del estudiante en una escuela pública de California. La evaluación sumativa ELPAC será administrada del 1 de febrero al 31 de mayo.

Para más información sobre ELPAC, por favor comuníquese con el maestro de su niño o con la oficina del plantel. Puede encontrar información adicional visitando la página:

<https://www.cde.ca.gov/ta/tg/ep/>

Paseos/Excursiones

El aprendizaje es un proceso natural que trasciende las paredes de un salón de clase. Como parte del riguroso programa académico de CNCA, las actividades extracurriculares en el mundo real, y las experiencias prácticas fuera del salón de clase complementan los fundamentos teóricos establecidos en la clase. Las actividades de aprendizaje experiencial ayudan a los estudiantes a conectar el aprendizaje de la escuela con una variedad de experiencias sociales y culturales fuera de la escuela, así como también expandir su exploración sobre una profesión. El encontrar nuevas e innovadoras maneras de involucrar a los estudiantes que batallan en el tradicional salón de clase o no tienen acceso a estas oportunidades es clave para la misión de CNCA de educar a estudiantes en un programa de preparación universitaria para que sean literatos, pensadores críticos y puedan resolver sus problemas independientemente como agentes de justicia social con sensibilidad hacia el mundo que les rodea.

Las excursiones son una manera importante de mejorar el aprendizaje de un estudiante. Estas ofrecen la oportunidad de experimentar algo que puede ser nuevo y emocionante. Para participar en una excursión, todos los estudiantes deben tener una hoja de permiso completada con la firma de los padres/encargados legales en tres (3) espacios. La hoja de permiso sin las firmas requeridas no será válida. La hoja de permiso para excursiones será enviada a la casa antes del viaje y debe ser llenada por el padre o encargado legal. Algunos paseos recurrentes (es decir, el parque o la biblioteca) tendrán una hoja de permiso para todo el año escolar. Los acompañantes voluntarios deben ser aprobados por el maestro o administrador antes del viaje, asistir a un entrenamiento, tener 21 años de edad o más, y no pueden traer a otros niños en el viaje. Los acompañantes voluntarios deben seguir los procedimientos respectivos como se menciona en la Política de Voluntarios.

Los estudiantes actúan como embajadores de nuestra escuela. Un estudiante puede ser excluido de una excursión debido a un comportamiento problemático, incluyendo incidentes de disciplina y/o en virtud de una decisión discrecional del director de la escuela. Además, se le podrá requerir a cualquier estudiante que haya sido disciplinado por robo, drogas, armas o mala conducta durante una excursión pasada en el año anterior que un padre/encargado vaya como su acompañante en cada excursión hasta el final del año escolar actual.

Además, todo el personal y los voluntarios son responsables de asegurar que los estudiantes, el personal y los acompañantes cumplan con todas las políticas y procedimientos de la escuela, incluyendo el Código de Educación desde el principio hasta el final del viaje. Se requiere que el personal y los adultos acompañantes comuniquen inmediatamente cualquier violación de estas políticas al líder de la escuela y / o al administrador de la excursión.

Las expectativas para las excursiones de un día a otro son: todas las excursiones que incluyen noches requerirán que un administrador del plantel asista; los estudiantes y el personal serán responsables por violaciones de las políticas escolares y organizacionales, y del Código de Educación desde el comienzo del viaje hasta el final. Se le permitirá a los estudiantes utilizar instalaciones y alojamientos compatibles con su identidad de género, independientemente del género que figure en los registros del estudiante.

Los alojamientos para viajes nocturnos serán discutidos con los padres/encargados antes de la fecha de viaje.

Libros/Útiles Escolares

A los estudiantes se les proveerán libros y los materiales necesarios para la instrucción en el salón de clase. Estos libros son responsabilidad del estudiante al cual se le haya entregado. Los estudiantes deben forrar los libros de texto y escribir su nombre en las áreas designadas. Los libros dañados o perdidos, incluidos los libros de la biblioteca de la escuela, deben ser sustituidos por los estudiantes y las familias. Las cuotas de reemplazo de libros de texto no pagados podrían resultar en la pérdida de privilegios de un estudiante para participar en actividades extracurriculares y eventos patrocinados por la escuela. La escuela también puede retener los expedientes de un estudiante hasta que las cuotas hayan sido pagadas.

Currículo “LGBTQ” y Estudios Sociales

El Consejo de Educación de California aprobó unánimemente un currículo de historia y ciencias sociales para todos los estudiantes de escuelas públicas que incluye figuras y momentos prominentes de la comunidad Lesbiana-Homosexual-Bisexual-Transgénero-Cuestionando Identidad Sexual (por sus siglas en inglés, “LGBTQ”)—que va desde los Disturbios Stonewall de 1969 hasta la legalización de los matrimonios del mismo sexo en el 2015. El Código de Educación, artículo 60040, ordena a las estructuras gubernamentales que sólo adopten materiales de instrucción que “demuestran con precisión la diversidad cultural y racial de nuestra sociedad.” Este artículo ya incluía una serie de grupos y fue enmendado por la ley 48 del Senado, “La Ley de Historia LGBTQ”, para incluir a todos dentro de la Sección 51204.5: “un estudio del rol y las contribuciones de tanto los hombres como las mujeres, Nativo Americanos, Afro Americanos, México Americanos, Asiático Americanos, Nativos de las Islas del Pacífico, Euro Americanos, lesbianas, homosexuales, bisexuales y transgéneros Americanos, personas con discapacidades, y miembros de otros grupos étnicos y culturales, dentro de la economía, la política y el desarrollo social de California y los Estados Unidos de América, con particular énfasis en mostrar el rol de estos grupos en la sociedad contemporánea.”

Como recordatorio la Ley de Senado 48 prohíbe a las escuelas autónomas y alternativas ejercer algún tipo de discriminación conforme al artículo 235 del Código de Educación.

Proyecto de Educación Alternativa (Disección Animal)

Los proyectos de educación alternativa podrían ser asignados como reemplazo de la disección de animales, que ocurre más comúnmente en la clase de ciencia. Cualquier estudiante con una objeción moral a disecar o dañar o destruir a un animal, o cualquier parte de este, debe informar a su maestro de la objeción. Las objeciones deben ser justificadas por una nota del padre o tutor del estudiante.

Un estudiante que opte por abstenerse de participar en un proyecto educativo que implique el uso nocivo o destructivo de un animal puede recibir un proyecto de educación alternativa, si el maestro cree que es posible un proyecto de educación alternativa adecuado. El maestro puede trabajar con el estudiante para desarrollar y acordar un proyecto de educación alternativa para que el estudiante pueda obtener el conocimiento, la información o la experiencia requeridos por el curso de estudio en cuestión (Código de Educación § 32255 – 32255.6).

Tecnología

Todos los estudiantes con acceso a la red de Internet de CNCA tienen que cumplir con las reglas de la escuela sobre el uso del Internet. A todos los estudiantes que usen la red de CNCA y aparatos electrónicos o computadoras de CNCA se les requerirá que completen un acuerdo de tecnología, que deberá ser firmado por los padres/encargados. El acceso a la red de CNCA es un privilegio. Cualquier comportamiento que no sea aceptable podría resultar en la pérdida de este privilegio hasta el final del año escolar. Al usar la red de información de CNCA, los estudiantes:

- Deben ser respetuosos de los derechos, ideas, información y privacidad de los demás;
- No podrán enviar, ni recibir información que no esté relacionada con el trabajo de la escuela, o que pueda ser dañina o perjudicial para otros;
- Tendrán que reportar a los maestros cualquier página de Internet o personas que demuestren un uso inapropiado de los servicios de la red de información

Aplicaciones y programas informáticos utilizados por la escuela

Cuando se crean cuentas de estudiantes para estas aplicaciones de terceros, CNCA puede brindar al proveedor determinada información personal sobre el estudiante, incluso, por ejemplo, su nombre, dirección de correo electrónico y contraseña. Los proveedores también pueden recopilar información personal de los estudiantes directamente, como el número de teléfono para una cuenta de recuperación o una foto de perfil agregada a la cuenta de Google/Microsoft Education.

Cuando el estudiante usa aplicaciones en línea, estos pueden recopilar información a partir del uso de esos servicios. Esto incluye:

- Información sobre el dispositivo, como el modelo de hardware, la versión del sistema operativo, identificadores únicos de dispositivo e información de la red móvil, incluido el número de teléfono;
- Información de historial, incluidos los detalles de cómo utilizó los servicios el usuario, información sobre los eventos del dispositivo y la dirección del protocolo de Internet (IP) del usuario;
- Información de ubicación, determinada por distintas tecnologías, que incluyen la dirección IP, GPS y otros sensores;
- Números únicos de aplicación, como el número de versión de la aplicación; y

- Cookies o tecnologías similares que se utilizan para recopilar y almacenar información sobre un navegador o dispositivo, como el idioma de preferencia y otros ajustes.

Seguridad Cibernética Estudiantil

Posición respecto de la ciberseguridad de los estudiantes

La seguridad de nuestros estudiantes, exalumnos, familias y miembros del equipo es una prioridad de CNCA. El Internet y otros programas y recursos en línea deben ser utilizados por nuestros estudiantes, familias y miembros del equipo para apoyar programas de instrucción, y el aprendizaje y la mensajería virtual apropiados de estudiantes. Si bien el Internet puede ser una poderosa herramienta educativa, también es un espacio no regulado que contiene materiales, actividad en las redes sociales y mensajes negativos y abusivos no aptos para el entorno escolar. Por esta razón, CNCA hará todos los esfuerzos razonables para garantizar que los recursos y programas que proporcionamos sean monitoreados para asegurar que se utilicen de manera responsable. CNCA cumplirá con los requisitos de la Ley de Protección de Niños en Internet (por sus siglas en inglés, CIPA) y se compromete a garantizar la conducta y el bienestar seguro de los estudiantes mientras están en línea.

Los estudiantes y las familias han sido notificados sobre usos autorizados, obligaciones y responsabilidades para los usuarios de los Chromebooks de CNCA, otros dispositivos y tecnología, así como las consecuencias por el uso no autorizado y / o actividades ilegales de acuerdo con las regulaciones de CNCA.

CNCA se reserva el derecho de supervisar el uso de los recursos tecnológicos emitidos por CNCA, incluyendo el Internet y el correo electrónico, con fines de auditoría y revisión. Los usuarios no deben tener una expectativa de privacidad al utilizar los recursos tecnológicos de CNCA.

CNCA se asegurará de que todos los Chromebooks de CNCA y cualquier otro dispositivo con acceso a Internet tengan una medida de protección tecnológica a través de nuestro sistema de filtrado web que bloquea o filtra el acceso al Internet a representaciones visuales obscenas, pornografía infantil o dañinas para los menores y que aplique el funcionamiento de tales medidas (20 U.S.C. 6777, 47 U.S.C. 254). Los estudiantes no pueden acceder a materiales prohibidos en ningún momento, para ningún propósito. Esto incluye material obsceno, pornografía infantil o material que se considera dañino para los estudiantes, tal como se define en la Ley de Protección de Internet infantil, que tiene como objetivo proteger a los niños de contenidos obscenos o dañinos en Internet.

La Ley de Protección de Niños en Internet (CIPA) define que "dañina para los menores" significa: cualquier foto, imagen, archivo de imagen gráfica u otra representación visual que - (i) tomada en su conjunto y con respecto a los menores, apele a un interés lascivo en la desnudez, el sexo o la excreción; (ii) represente, describa o represente, de manera evidentemente ofensiva con respecto a lo que es adecuado para menores, un acto sexual o contacto sexual real o simulado, actos sexuales normales o pervertidos reales o simulados, o una exhibición lasciva de los genitales; y (iii) tomada en su conjunto,

carece de un valor literario, artístico, político o científico serio en cuanto a los menores (47 U.S.C. 254(h)(7)(G)).

Los estudiantes no deben divulgar información personal sobre sí mismos u otros en el Internet u otros recursos. Por ejemplo, los estudiantes no revelarán su nombre, dirección de casa, número de teléfono, ni mostrarán imágenes de sí mismos o de otros.

Directrices para los miembros del equipo de CNCA para las interacciones con los estudiantes y los exalumnos en línea y otros medios (como llamadas telefónicas, mensajes de texto, etc.)

Según el Manual de CNCA, se espera que todos los empleados "se comporten de una manera que refleje los estándares consistentes con la ley y las políticas de CNCA en todo momento". Esta política proporcionará orientación para que los empleados se dirijan a sí mismos de una manera que refleje altos estándares de profesionalismo al interactuar con nuestros estudiantes, exalumnos, familias y otros miembros del equipo.

Se espera que todos los miembros del equipo sigan siendo profesionales mientras se comunican con estudiantes y familias en línea y otros medios, como llamadas telefónicas, mensajes de texto, etc. Nuestro foco de preocupación siempre estará centrado en: la educación de los estudiantes, la salud y la seguridad.

Las siguientes son pautas para todas las comunicaciones:

- Se espera que todos los miembros del equipo se mantengan dentro de los límites profesionales con los estudiantes y exalumnos
 - Como se indica en el Manual del Empleado, se espera que todos los miembros del equipo se comporten de una "manera que refleje altos estándares de profesionalismo" requerida a los miembros del equipo.
 - Es obligación de cada miembro del equipo evitar situaciones que puedan suscitar sospechas por parte de familias, estudiantes, exalumnos, colegas o líderes escolares.
- Algunas actividades pueden parecer inocentes desde la perspectiva de un miembro del equipo, pero pueden ser percibidas como coqueteo, insinuaciones sexuales o no profesionales desde el punto de vista de un estudiante, exalumno o familia.
- Esto no es para restringir las relaciones inocentes y positivas entre los miembros del equipo y los estudiantes, sino para prevenir interacciones que podrían conducir a, o pueden ser percibidos como, no profesionales.
- Mantener la conversación relacionada con el proceso educativo
 - Exhortamos a los miembros del equipo a que se comuniquen con los estudiantes, exalumnos y familias para ver cómo están
- Si el estudiante y/o la familia solicitan ayuda con los recursos, por favor, hágale saber que estamos aquí para ayudar y le proporcionaremos asistencia tanto como podamos o proporcionaremos información sobre otros recursos que puedan estar disponibles.

- Por favor, trate de no sondear al estudiante / exalumnos y / o familia acerca de algo personal sobre lo que no se sienten cómodos hablando.
- Permita que la familia hable sobre estas cosas por su cuenta.
- Mantenga la conversación profesional en tono, palabras usadas y enfoque
 - Por favor, absténganse de conducir largas conversaciones en correos electrónicos y mensajes de texto
- Estas conversaciones deben hacerse por teléfono

- Mantener a las familias incluidas en las comunicaciones con los estudiantes
- Mantenga sus conversaciones con estudiantes/exalumnos y familias en medios de comunicación autorizados por CNCA
 - Utilice su teléfono emitido por CNCA, dirección de correo electrónico y cualquier otro recurso de comunicación virtual autorizado por CNCA, como Google Classroom, Class Dojo, etc.
 - Utilice Google Voice cuando realice llamadas directamente a estudiantes y familias para que no compartan sus números de teléfono personales.
- Abstenerse de usar cuentas personales de redes sociales para comunicarse con estudiantes/exalumnos y familias

Amenazas en línea para estudiantes/exalumnos

Además de las amenazas a las que se enfrentan todos los usuarios al conectarse al Internet, como virus informáticos y estafas por correo electrónico, los estudiantes/exalumnos están en riesgo por lo siguiente:

- Acoso Cibernético
 - El acoso que se lleva a cabo a través de dispositivos digitales como teléfonos celulares, computadoras y tabletas. El acoso cibernético puede ocurrir a través de SMS, texto y aplicaciones móviles (aplicaciones) o en línea en redes sociales, foros o juegos donde las personas pueden ver contenido, participar en este o compartir contenido. El acoso cibernético incluye enviar, publicar o compartir contenido negativo, dañino, falso o malo sobre otra persona. Puede incluir compartir información personal o privada sobre otra persona, que cause vergüenza o humillación. Algunos acosos cibernéticos cruzan la línea hacia un comportamiento ilegal o criminal.

- Contenido inapropiado
 - Los adolescentes y los niños pueden entrar involuntariamente en contacto con contenido inapropiado, como material sexualmente explícito. Los materiales obscenos no solicitados también se pueden recibir electrónicamente.

- Sexting

o Sexting es compartir y recibir mensajes sexualmente explícitos e imágenes de desnudez o desnudez parcial a través de mensajes de texto o aplicaciones. El sexting, aunque ocurre comúnmente fuera de los terrenos de la escuela, también ocurre en la propiedad de la escuela, con el contenido que se envía y se ve en los teléfonos celulares. Cabe destacar que la posesión de fotos sexualmente explícitas recibidas por sexting puede considerarse un tipo de posesión de pornografía infantil desde una perspectiva legal.

- Sexo-extorción/ransomware (cibersecuestro de datos)

o Los estudiantes también pueden ser víctimas de sexo-extorción, posiblemente a través de ransomware, si se involucran en el sexting. El sexo-extorción ocurre cuando alguien amenaza con distribuir material privado y sensible si no se proporcionan imágenes de naturaleza sexual, favores sexuales o dinero. El ransomware es una forma particular de malicia informática en el que los perpetradores atacan los archivos de los usuarios, a continuación, exigen el pago de un rescate a los usuarios para recuperar el acceso a sus datos. El ransomware también puede incluir un elemento de extorción, en el que el perpetrador amenaza con publicar datos (posiblemente sexualmente explícitos) o imágenes si la víctima no hace lo que el perpetrador quiere, como proporcionar fotos de desnudez.

- Compartir en exceso

o La información personal que a veces comparten los estudiantes incluye su nombre, edad, dirección, número de teléfono y número de Seguro Social.

- Depredación en línea.

o Los depredadores en línea someten a las víctimas a través del "proceso de acicalamiento", una serie de pasos por los cuales construyen la confianza de la víctima simpatizando con él o ella o fingiendo intereses comunes, después de lo cual proceden a establecer una reunión cara a cara con la víctima y luego proceden a la manipulación y la seducción.

Recursos adicionales para estudiantes, familias y miembros del equipo

Los estudiantes, los miembros del equipo y las familias pueden recibir orientación adicional sobre la seguridad en línea a través de lo siguiente:

Educación General sobre Seguridad en Línea

- La campaña Detenerse. Pensar. Conectarse (<https://www.dhs.gov/stothinkconnect>; Departamento de Seguridad Nacional de los Estados Unidos) es una campaña nacional de concientización que proporciona recursos como videos, herramientas y foros para ayudar a aumentar la conciencia sobre las amenazas cibernéticas y cómo estar más seguro en línea.
- El taller NetSmartz® (<https://www.netsmartz.org/>; Centro Nacional para Niños Desaparecidos y Explotados® [NCMEC]) proporciona recursos para padres y tutores, educadores y fuerzas del orden con el objetivo de educar, involucrar y capacitar a los niños para reconocer posibles amenazas en el Internet, hablar con adultos sobre los riesgos, evitar ser explotados y denunciar la victimización a los adultos. Los sitios web y recursos separados están disponibles para niños, preadolescentes y adolescentes.

- Departamento de Salud Mental del Condado de Los Angeles- Para aprender más sobre cómo prevenir la explotación sexual comercial de niños y jóvenes visite <https://dmh.lacounty.gov/our-services/transition-age-youth/csecy/>
- El programa OnGuard Online (<https://www.consumer.ftc.gov/features/feature-0038-onguardonline>; de la Comisión Federal de Comercio) proporciona material didáctico para maestros de primaria y secundaria, maestros de escuela secundaria y educadores comunitarios y recursos para los padres sobre cómo hablar con sus hijos acerca de estar en línea.
- Seminario Web sobre la Incorporación de la Prevención, Respuesta y Recuperación de la Sextorsión a los Planes de Operaciones de Emergencia Escolar (EOP, por sus siglas en inglés), REMS TA Center. Este seminario web proporcionó información general sobre la sextorsión y expuso cómo los estudiantes/exalumnos pueden ser víctimas y perpetradores. Los presentadores compartieron cómo los organismos de educación pueden desarrollar medidas para prevenir y proteger a los estudiantes/exalumnos de la sextorsión con el apoyo de las agencias locales y federales. <http://rems.ed.gov/Sextortion2016Webinar.aspx>
- Página Web de la Oficina de Tecnología Educativa (OET), Departamento de Educación de los Estados Unidos. La OET desarrolla la estrategia y la política nacional de tecnología educativa, sobre cómo la tecnología puede ser utilizada por K-12, la educación superior y los estudiantes en educación para adultos. <https://tech.ed.gov/>
- Centro de Asistencia Técnica de Privacidad, Departamento de Educación de los Estados Unidos. Este sitio web sirve como un recurso integral que las agencias educativas pueden usar para obtener información sobre privacidad, confidencialidad y prácticas de seguridad. El sitio proporciona información valiosa relacionada con las pautas de intercambio de información, como la Ley de Derechos Educativos y Privacidad de la Familia (FERPA, por sus siglas en inglés), y legislación, como la Ley de Protección de Niños en Internet). <http://tech.ed.gov/privacy>
- Sitio web de StopBullying.gov. Este sitio web (<http://www.stopbullying.gov/index.html>) sirve como un centro de información sobre la perspectiva federal relacionada al acoso escolar y contiene información y recursos para abordar el acoso escolar. En la sección de Cyberbullying, los usuarios pueden acceder a páginas web como:
 - o Tips for Teachers [Consejos para profesores], que describen algunas de las señales de advertencia de que un niño puede estar involucrado en acoso cibernético, y cómo prevenir y abordar el acoso cibernético; y
 - o Social Media and Gaming [Redes sociales y videojuegos], que enumera las aplicaciones de redes sociales y los sitios comúnmente utilizados por niños y adolescentes, y lo que los adultos pueden hacer para prevenir el acoso cibernético cuando los niños están usando videojuegos.

Después de que se haya producido un incidente en línea

Los estudiantes también deben ser conscientes de qué hacer si son víctimas de abuso en línea. Se les alienta a reportar amenazas a sus padres/tutores, un maestro, un consejero escolar, otro adulto de confianza y al proveedor de servicios en línea, si corresponde. Los estudiantes, maestros y otros miembros del público también pueden comunicarse con el Centro Nacional de Niños Desaparecidos y Explotados (NCMEC, por sus siglas en inglés) para reportar una preocupación enviando un informe en línea en <https://report.cybertip.org/> o llamando al 1-800-843-5678.

Si alguien está en peligro inminente o se pudo haber cometido un delito, los estudiantes, maestros y miembros del equipo deben comunicarse con los cuerpos policiales locales.

Uso de Aparatos Electrónicos y Correo Electrónico

Durante la inscripción, el estudiante y sus padres/encargados deben firmar y acatar el Acuerdo de Uso de Tecnología que se encuentra en la página de Internet de CNCA. Camino Nuevo compra computadoras y recursos electrónicos para todos los estudiantes que asisten a la escuela. Estos aparatos electrónicos son recursos costosos. Cualquier estudiante que maliciosamente dañe (marque/escriba, raspe, arranque teclas, robe o rompa) cualquier equipo será sujeto a acción disciplinaria incluyendo, pero sin limitarse a una suspensión, expulsión y pago por el recurso dañado.

Los usos inaceptables de los recursos electrónicos escolares incluyen, pero no se limitan a lo siguiente:

- Acceso o Comunicación de Material Inapropiado– los usuarios no pueden acceder, presentar, poner, publicar, reenviar, descargar, digitalizar o mostrar materiales o mensajes difamatorios, abusivos, obscenos, vulgares, de contenido sexual explícito o sugestivo, amenazantes, discriminatorios, acosadores y/o ilegales.
- Actividades Ilegales– los usuarios no podrán usar las computadoras, los aparatos electrónicos, las redes o los servicios de internet de la escuela para ninguna actividad ilegal o en violación de cualquier política/procedimiento de la Mesa Directiva o de las reglas de la escuela. CNCA y sus empleados y agentes no asumen responsabilidad por las actividades ilegales de los estudiantes mientras usan las computadoras de la escuela o los recursos electrónicos proporcionados por la escuela.
- Violación de los derechos de Autor o Licencias de Programas Informáticos– Está prohibido descargar, copiar, duplicar y distribuir programas, música, archivos de sonidos, películas, imágenes u otros materiales con licencias de autor sin el permiso escrito específico del dueño de los derechos de autor, excepto cuando el uso caiga dentro de la Doctrina del Uso Justo de la Ley de Derechos de Autor de los Estados Unidos (Título 17, USC) y el contenido se cite apropiadamente.
- Plagio– los usuarios no podrán declarar como su propio trabajo cualquier material obtenido en el Internet (como proyectos, artículos, música, etc.).
- Uso No Relacionado a la Escuela– Las computadoras, los aparatos electrónicos, las redes y el servicio de internet de CNCA son provistos para propósitos relacionados a los programas educativos. El uso personal incidental de los aparatos de la escuela se permite siempre y cuando el uso: 1) no interfiera con las responsabilidades y logros del usuario; 2) no interfiera con las operaciones del sistema u otros usuarios del sistema; y 3) no viole esta política y sus reglas vinculadas, ni ninguna otra política o procedimiento de la Mesa Directiva o las reglas de la escuela.
- Mal uso de las contraseñas/Acceso No autorizado– los usuarios no podrán compartir las contraseñas; usar la contraseña de otros usuarios; acceder o usar la cuenta de otro usuario; o intentar esquivar los sistemas de seguridad de la red.

- **Uso Malicioso/Vandalismo**– los usuarios no podrán participar en ningún uso malicioso, interrupción o daño a las computadoras, aparatos electrónicos, red y servicios de internet de CNCA, incluyendo, pero sin limitarse a actividades de piratería y creación/carga de virus informáticos.
- **Evitar Filtros de la Escuela** – los usuarios no podrán intentar el uso de ningún programa, utilidades u otros medios para acceder a los sitios de internet o contenido bloqueado por los filtros de la escuela.
- **Acceso No Autorizado a Charlas Cibernéticas/Sitios de Redes Sociales, etc.** – los usuarios no podrán tener acceso a sitios de charlas, redes sociales, etc. prohibidos por los administradores o por el departamento de Tecnología de CNCA. Los maestros y estudiantes que usen los sitios de redes sociales autorizados para proyectos o actividades educacionales deben seguir los requisitos de edad y legales que rigen el uso de sitios de redes sociales además de las guías establecidas en esta política.
- **Desperdicio de los recursos del sistema**– los usuarios no deben usar la red de ninguna manera que pueda desperdiciar los recursos del sistema o interrumpir el uso de la red para los demás. Esto incluye, pero no se limita a la impresión excesiva, acumulación excesiva de archivos, juegos cibernéticos y el pase de material en video/audio no relacionado directamente con proyectos educacionales determinados por el instructor encargado o el administrador del plantel.
- **Equipo No Autorizado**– los usuarios no podrán conectar equipos no autorizados, incluyendo computadoras personales portátiles, tabletas y dispositivos de mano, a la red del distrito sin el permiso del departamento de Tecnología de CNCA.

Uso del Teléfono

El teléfono de la oficina es sólo para uso en caso de emergencia. Haberse olvidado el almuerzo o el dinero en la casa, o hacer arreglos para el traslado no constituye una emergencia. Sin embargo, si hay alguna necesidad especial o problema, el permiso para usar el teléfono puede ser dado solamente por un administrador. A los estudiantes no se les hará salir del salón de clase para recibir una llamada telefónica. Los recados de emergencia serán llevados al salón de clase del estudiante.

Dispositivos Electrónicos Personales y Propiedad No Relacionada con la Escuela

Los dispositivos electrónicos personales, incluyendo, pero no limitados a: teléfonos celulares, reproductores MP3, tabletas, sistemas de videojuegos portátiles, y auriculares no pueden ser utilizados durante horas escolares sin permiso. Si los dispositivos electrónicos son mal utilizados, el/los dispositivo(s) podrá(n) ser confiscado(s) y bloqueado(s) hasta el final del día a discreción del maestro. No se pueden traer a la escuela bienes no relacionados con los programas de la escuela (p.ej. iPods, CDs, colecciones de tarjetas, sistemas de sonido portátiles, etc.). Si no está seguro, por favor pregunte. Los artículos que se mencionan aquí, sin limitarse a los mencionados, podrían ser confiscados. La escuela no asume ninguna responsabilidad por objetos perdidos o robados.

Simulacros de Preparación para Emergencias

La escuela ha desarrollado un plan de emergencia designado a garantizar la seguridad del estudiante(s) y de todo el personal. La escuela implementa regularmente simulacros de emergencia para asegurar que todos los miembros de la comunidad escolar conozcan el plan. Los maestros revisarán los procedimientos del plan de emergencia con los estudiantes durante el primer mes de clase. Una copia del plan de emergencia de la escuela está disponible en la página web de cada plantel.

En caso de emergencia durante el día escolar, un estudiante sólo podrá salir de la escuela bajo la custodia de aquellas personas que usted previamente haya identificado en la tarjeta de emergencia. La escuela podría requerir prueba de identificación. Aquellos NO identificados en la tarjeta de emergencia sólo podrán buscar al estudiante si el padre o encargado ha enviado una nota por escrito firmada a la escuela o a través de una verificación telefónica que notifique a la escuela sobre la identidad de la persona y ésta provea una prueba de identificación.

No Mascotas en el Plantel

Por razones de salud y seguridad, no se permiten mascotas aparte de los animales de servicio en el plantel (a menos que se hayan hecho arreglos previos con el maestro del salón de clase o con la administración y se haya concedido permiso). Las mascotas en el salón de clase serán permitidas bajo la supervisión directa del maestro del salón.

Perdido y Encontrado

Cualquier objeto desatendido o abandonado será considerado como un objeto perdido. Cualquier artículo que se encuentre en el plantel se llevará al área de Perdido y Encontrado. El área de Perdido y Encontrado se limpiará cada 2 semanas. Los artículos que no hayan sido reclamados serán donados o descartados. Todos los objetos traídos a la escuela deben estar claramente identificados con el nombre del estudiante.

Maestros Sustitutos

En caso de que un maestro esté ausente, se hará un esfuerzo para encontrar a un maestro sustituto para ese día. Si un maestro sustituto no está disponible, los estudiantes serán dispersados entre otros salones de clase por ese día.

Equipo de Éxito Estudiantil (por sus siglas en inglés, "SST")

El Equipo de Éxito Estudiantil (SST) desarrollará un plan de intervención para los estudiantes referidos con necesidades específicas identificadas relacionadas con lo académico o el comportamiento. Un equipo de personas, que como mínimo incluye al padre / encargado, el maestro y un administrador

(pero también puede incluir al estudiante, el Coordinador de Servicios Familiares, el intervencionista, el representante de una agencia de apoyo externo o el psicólogo escolar si corresponde), se reúne dentro de las tres semanas de la fecha de envío de la petición para discutir los antecedentes, las fortalezas y las áreas de necesidad del estudiante. Teniendo en cuenta la tasa de éxito de las intervenciones anteriores y la necesidad académica / de conducta, el equipo implementa al menos 2-3 intervenciones alineadas basadas en la investigación que tienen como objetivo el logro de la meta. También se determinan plazos claros y una delegación de responsabilidades. El administrador de la escuela supervisa para garantizar la fidelidad de la implementación.

Una junta de seguimiento del SST se lleva a cabo dentro de las seis semanas posteriores. Si hay un progreso gradual, el equipo celebra el progreso apoyado por la evidencia y se compromete a continuar observando el progreso, según sea necesario. Si hubiera un progreso limitado o no hubiera progreso alguno, el equipo vuelve a reunirse para analizar la evidencia y modificar el plan consecuentemente. Dentro de las cuatro semanas, se lleva a cabo una junta de seguimiento. Si continúa habiendo un progreso gradual, el equipo celebra el progreso apoyado por la evidencia y se compromete a continuar observando el progreso, según sea necesario. Si no hubiera ningún tipo de progreso, entonces el administrador del SST compila las recomendaciones de los apoyos relacionados a la instrucción basados en las recomendaciones del SST. El administrador del SST consulta con el Director Superior de Educación Especial para considerar una derivación para una evaluación formal del programa de educación especial.

Educación Especial y Artículo 504

CNCA se compromete a satisfacer las necesidades educativas de todos los estudiantes, y en tal sentido, busca identificar a los estudiantes que requieren servicios de educación especial, conforme a la Ley de Educación para Personas con Discapacidades (IDEA, por sus siglas en inglés). Los estudiantes con una discapacidad identificada de índole física, emocional, de aprendizaje o de desarrollo tienen el derecho de ser situados en el entorno menos restringido y podrían recibir adaptaciones conforme al artículo 504 o podrían recibir servicios de educación especial de acuerdo con un plan escrito dentro del Programa de Educación Individualizada (conocido como "IEP" por sus siglas en inglés). Todas las escuelas de Camino Nuevo implementan un modelo de educación especializada de inclusión plena, llamado Inclusión Mezclada Dinámica (por sus siglas en inglés, "DBI"). A través de DBI, los estudiantes están completamente incluidos con sus compañeros de educación general y reciben servicios de colaboración como la planificación conjunta y la enseñanza conjunta entre maestros de educación general y educación especial. Este modelo está basado en estudios, y ofrece un enfoque proactivo para identificar y manejar las fortalezas de aprendizaje y las necesidades de todos los estudiantes a través de la colaboración y la instrucción diferenciada de la mejor manera inclusiva posible.

Si usted tiene alguna preocupación relacionada con una discapacidad reciente o potencial de un estudiante, por favor, comuníquese con la oficina del plantel y pida una junta con un administrador. Si tiene una queja referente a la educación especial, por favor vea la sección "RESOLUCIÓN DE CONFLICTOS/PRESENTACIÓN FORMAL DE UNA QUEJA" en este manual. Cualquier otra pregunta

referente a los servicios de educación especial se pueden dirigir al Director de Educación Especial en la oficina central o al director del plantel.

Baños Transgéneros

Las leyes federales requieren que todas las escuelas públicas incluyendo las escuelas autónomas, permitan que los estudiantes usen baños y vestidores “consistentes con la identidad de su género.” El departamento de Educación enfatiza que el requerir que los estudiantes transgénero usen las mismas instalaciones de su mismo sexo viola el Título IX, la ley de 1972 que prohíbe la discriminación basada en el sexo. Es importante resaltar que, en el Estado de California, la ley AB 1266 establece: Derechos de Estudiantes: programas y actividades segregadas por sexo; prohibió la discriminación en las escuelas por ser transgénero desde el 2013.

POLÍTICAS DE LA ESCUELA

Reconocimientos y Premios

Los premios y reconocimientos individuales podrían ser otorgados a los estudiantes durante el año escolar por logros académicos y no académicos.

Cuadro de Honor e Informes de Comportamiento

Es importante que los estudiantes, familias y escuelas reciban regularmente indicadores sobre el progreso e interacciones del estudiante. Los maestros y el personal de las escuelas Camino Nuevo podrían utilizar sistemas como el Cuadro de Honor (*Dean's List*) u otras plataformas para registrar el comportamiento de los estudiantes y las expresiones sobre los valores de la escuela como la responsabilidad. Al principio del año escolar, busque la comunicación de su escuela referente a la frecuencia de este reporte y cómo usted puede tener acceso a esta información. El comportamiento podría estar ligado a recompensas en la escuela como lo son los días de vestimenta libre, privilegios especiales o reflexiones sobre comportamiento. Nosotros alentamos los elogios y las consecuencias en el hogar como respuesta a las interacciones del estudiante en la escuela. Estos datos se usan para mantenernos informados sobre cómo les va a los estudiantes individualmente, en grupos y en la escuela en general. El motivar y promover el buen comportamiento es vital para el éxito del estudiante. Usted puede preguntar en la oficina si no está recibiendo esta información o si tiene cualquier pregunta o preocupación.

Política de Admisión

Sistema de Lotería

- Si el número de estudiantes que solicitan la admisión excede las vacantes disponibles, la entrada será determinada por una lotería pública al azar. La lotería se llevará a cabo en una fecha designada cada año escolar. La fecha será ampliamente promocionada.
- Los estudiantes que viven dentro de los límites de asistencia del plantel de Sandra Cisneros o José Castellanos reciben preferencia para la admisión si hay espacios disponibles. De todos modos, las familias deben completar un Formulario de Interés de Inscripción para estos planteles escolares.
- Las familias de todos los estudiantes aceptados recibirán una notificación automática. Deben confirmar dentro de la fecha límite especificada en la notificación que tiene la intención de inscribir a su hijo para asegurar un espacio.
- Si envía una solicitud después de la fecha límite de la lotería anunciada y no hay espacios disponibles, el nombre de su hijo se agrega a la lista de espera. Admitiremos a los estudiantes de la lista de espera después de la lotería, a medida que los lugares estén disponibles y en el orden en que recibimos las solicitudes.

Política para Estudiantes Menores sin Hogar y no Acompañados

Por favor refiérase a la sección de Información Estudiantil en la página 18.

Política de Disciplina

En CNCA, nosotros creemos que al demostrar respeto el uno por el otro, estamos creando un ambiente seguro, atento y cooperativo que promueve el aprendizaje y celebra la individualidad de todas las personas. CNCA cree que todos los estudiantes tienen el derecho de aprender. Ningún estudiante tiene derecho a comportarse de manera tal que distorbe los derechos de los otros. Nosotros reconocemos el papel primordial de los padres/encargados legales y las familias como los primeros y mejores maestros de sus niños. Nosotros también reconocemos la colaboración que debe existir entre el hogar y la escuela. Nuestra política de disciplina está diseñada para motivar a los estudiantes a que adquieran y apliquen comportamientos aceptables porque el comportamiento de un estudiante es un componente primordial en la cultura de una escuela y establece la base para el logro académico.

Nosotros esperamos que todos los estudiantes se comporten de manera respetuosa hacia sus maestros/el personal, sus compañeros de clase y la propiedad ajena. Además, los estudiantes serán tratados y se les hablará con respeto y consideración. Centrados en el establecimiento de una comunidad, es nuestra meta que cada estudiante posea un entendimiento claro de cómo sus acciones afectan a los demás. Si bien nuestro mayor objetivo es desalentar el mal comportamiento de forma

preventiva, cuando esto ocurre, nosotros usamos los errores como oportunidades para aprender y reflexionar. Las escuelas han desarrollado expectativas de comportamiento, procedimientos, y políticas que son consistentes con un modelo positivo y restaurativo de disciplina que nosotros aplicamos con compasión y firmeza para cocrear relaciones que incluyan tanto el cuidado como la responsabilidad.

Los elogios positivos sistemáticos, el reforzamiento de comportamientos deseados y las estructuras de desarrollo comunitario son aplicados a la par de consecuencias justas y equitativas para los estudiantes que no siguen las expectativas generales de la escuela.

El enfoque disciplinario de CNCA incluye estrategias como la enseñanza de reglas escolares, el desarrollo de destrezas socio-emocionales, el reforzamiento apropiado del comportamiento escolar, el uso efectivo del manejo de la clase, la implementación de estrategias de apoyo conductual positivo, y el seguimiento de los datos sobre disciplina para asegurar que las reglas y consecuencias sean aplicadas justamente a todos los estudiantes.

De acuerdo con el Código de Educación, Arts. 35291 y 35291.5, la Mesa Directiva de CNCA dictará normas que sean congruentes con la ley o con las reglas prescritas por la Junta Estatal de Educación, para la dirección y la disciplina de sus escuelas.

Expectativas en el Salón de Clase

Los maestros de CNCA desarrollan un plan de conducción del salón de clase apropiado para la edad y el grado que enseñan para ayudar a los estudiantes a entender e integrar las reglas y los acuerdos de la escuela y del salón de clase en sus actividades diarias. Para establecer un salón de clase positivo y bien estructurado, existen tres tipos de lenguaje relacionado al manejo de comportamiento que nosotros les pedimos a todos los empleados que utilicen cuando responden a una situación de mal comportamiento: 1) reforzamiento positivo, 2) recordatorio a los estudiantes de las expectativas y los acuerdos comunitarios, 3) Redirección del mal comportamiento. El sistema de manejo del salón de clase y el plan de comportamiento se comunicará y se discutirá con los estudiantes y las familias en las primeras semanas de clase. Por favor, discuta las expectativas de comportamiento con su estudiante y siéntase libre de comunicarse con el maestro en cualquier momento.

Respuesta al Mal Comportamiento y Política de Disciplina Estudiantil

La prioridad máxima de CNCA es mantener la seguridad emocional y física de todos los miembros de la comunidad. Los maestros utilizan un enfoque proactivo: establecen claras expectativas, refuerzan el comportamiento positivo, redirigen el mal comportamiento, y enseñan destrezas de resolución de conflictos. En respuesta al mal comportamiento que amenaza la seguridad de nuestra comunidad, nosotros apuntamos a tener un sistema de disciplina enfocado a la reparación, en vez de las consecuencias punitivas.

Cuando un comportamiento es disruptivo, irrespetuoso y/o inseguro, los estudiantes deben esperar una consecuencia o respuesta de los maestros/administración. Las consecuencias de la escuela por mal comportamiento pueden incluir, pero no se limitan a: pérdida de privilegios, una reunión uno a uno con el estudiante, contacto con padres/encargados, informe de incidentes de comportamiento, conferencia con padres/encargados, suspensión dentro/fuera de la escuela, referido a servicios de intervención, restitución y/o facturación por el daño o pérdida de propiedad escolar, y/o una reunión de SST. En concordancia con el Código de Educación, art. 48904, las escuelas notificarán a las familias por escrito antes de retener registros o calificaciones por presunta mala conducta que resulte en daños o pérdidas. Las escuelas también pueden llevar a cabo círculos restauradores o conferencias para resolver problemas de disciplina. Estas conferencias pueden incluir a los administradores, maestros, estudiantes, padres/encargados, y otros que tengan un interés personal en la comunidad escolar. El objetivo de estas conferencias es identificar los daños, las necesidades y las obligaciones para reparar el daño hecho a las personas, la propiedad y la institución.

La mala conducta grave tiene consecuencias serias como la suspensión dentro o fuera de la escuela, y/o expulsión. A los padres/encargados se le notificará previamente a la suspensión y se les pedirá que vengan a la escuela a una conferencia informal de suspensión, que podría incluir al director y/o su representante, maestro(s) y el estudiante. En la conferencia de suspensión se podría desarrollar un plan individualizado de comportamiento para el estudiante (Código de Educación § 48911).

En todo momento, la ley guía en última instancia y ayuda a ordenar lo que las escuelas de CNCA deben hacer para asegurar un entorno seguro/ordenado para todos los miembros de la comunidad de CNCA. Por favor, tenga en cuenta que, en caso de cualquier discrepancia entre el Manual para Estudiantes y Familias de CNCA y el contrato como escuela autónoma, el lenguaje en la petición de autonomía de la escuela reemplaza y determina la política a seguir de la escuela. Una copia actualizada del Acuerdo Autorizado de Autonomía con el Distrito Escolar Unificado de Los Angeles (por sus siglas en inglés, LAUSD) de cada plantel se encuentra en la página web individual de la escuela en el internet o solicitando una copia en la oficina. Por favor, tómese tiempo para discutir la parte sobre disciplina del Manual para Estudiantes y Familias de CNCA con su estudiante y contacte a un administrador de su escuela si tiene alguna pregunta o preocupación.

Suspensión y Expulsión del Estudiante

Referencia: BP 5144(a)

CNCA ha desarrollado procedimientos de suspensión y expulsión de acuerdo con todas las leyes aplicables que protegen los derechos constitucionales y legales de los estudiantes en general (p. ej.: el derecho de un proceso debido), y de los estudiantes con necesidades excepcionales y otras clases protegidas de estudiantes. Las prácticas y consideraciones para la suspensión y expulsión de los estudiantes pueden encontrarse en la sección siguiente; en última instancia, el director del plantel y/o su designado tiene discreción sobre los procedimientos de disciplina del estudiante, incluyendo la suspensión del estudiante y las recomendaciones para la expulsión.

Los estudiantes que representen una amenaza real o presunta para la salud y la seguridad de otros, incluyendo, pero no limitados a conductas verbales o físicamente agresivas, pueden ser suspendidos inmediatamente y luego recomendados para la expulsión por el director y/o su designado. Un estudiante podría ser suspendido o expulsado por cualquiera de los actos enumerados en esta sección y relacionados a una actividad escolar o a la asistencia escolar que ocurran en cualquier momento, incluidos, entre otros, los siguientes:

- Mientras está en los predios de la escuela.
- Mientras va o viene de la escuela.
- Durante el periodo de almuerzo, ya sea que esté o no en el plantel.
- Mientras va o viene de una actividad auspiciada por la escuela.

La administración de la escuela podría implementar consecuencias alternativas a la suspensión, según fuera apropiado.

Recomendación Obligatoria de Expulsión

El director inmediatamente suspenderá y recomendará la expulsión de un estudiante si determina que ese estudiante cometió cualquiera de los siguientes actos (Código de Educación § 48915):

- Posesión, venta o suministro de un arma de fuego.
- Levantar un cuchillo a otra persona.
- Venta ilegal de una sustancia controlada comprendida en el Capítulo 2 (a partir del artículo 11053) de la División 10 del Código de Salud y Seguridad.
- Cometer o intentar cometer un abuso sexual o cometer una agresión sexual según se define en el inciso (n) del artículo 48900 del Código de Educación 48900 o cometer una agresión sexual como se define en la sección 243.4 del Código Penal.
- Posesión de un explosivo.

Todas las recomendaciones de expulsiones deben ser revisadas por la Directora Ejecutiva.

Ofensas Sujetas a la Facultad Discrecional Limitada del Director para Recomendar la Expulsión

Se recomienda la expulsión de un estudiante si el director determina que el estudiante cometió uno o más de los siguientes actos, a menos que el director o el director ejecutivo determinen que la expulsión no debe recomendarse dadas las circunstancias o que un medio correctivo alternativo abordaría la conducta:

- Causar lesiones físicas graves a otra persona, excepto en defensa propia.
- Posesión de un cuchillo u otro objeto peligroso que no sea de utilidad razonable para el alumno.
- Posesión ilegal de cualquier sustancia controlada enumerada en el Capítulo 2 (a partir del artículo 11053) de la División 10 del Código de Salud y Seguridad, excepto la posesión de

medicamentos de venta libre para uso del estudiante con fines médicos o medicamentos recetados para el estudiante por un médico.

- Robo o extorsión.
- Ataque o agresión a cualquier empleado de la escuela según se define en los artículos 240 y 242 del Código Penal.

Todas las recomendaciones de expulsión deben ser revisadas por la Directora Ejecutiva.

Ofensas Sujetas a la Facultad Discrecional Amplia del Director para Suspender o Recomendar la Expulsión

El director tiene máxima discreción para recomendar o no la suspensión (incluyendo la suspensión supervisada como se describe en el Código de Educación, art. 48911.1) y la expulsión cuando él o ella determine que un estudiante ha cometido cualquiera de los siguientes delitos especificados en el Código de Educación, art. 48900:

- (a) (1) Causó, intentó causar o amenazó con causar lesiones físicas a otra persona.
- (2) Utilizó fuerza o violencia intencionalmente sobre la persona de otro, excepto en defensa propia.
- (b) Tuvo posesión, vendió o suministró de otro modo un arma de fuego, cuchillo, explosivo u otro objeto peligroso, a menos que, en el caso de posesión de un objeto de este tipo, el estudiante haya obtenido permiso por escrito para poseer el artículo de parte de un empleado de la escuela certificado, con la aprobación del director o el designado del director.
- (c) Tuvo posesión, usó, vendió o suministró de otro modo, o estuvo bajo la influencia de cualquier sustancia controlada enumerada en el Capítulo 2 (a partir del artículo 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un estupefaciente de cualquier tipo.
- (d) Ofreció, arregló o negoció ilegalmente la venta de cualquier sustancia controlada enumerada en el Capítulo 2 (a partir del artículo 11053) de la División 10 del Código de Salud y Seguridad, una bebida alcohólica o un estupefaciente de cualquier tipo, y ya sea vendió, entregó o proporcionó de otra manera a otra persona otro líquido, sustancia o material como una sustancia controlada, bebida alcohólica o estupefaciente.
- (e) Cometió o intentó cometer robo o extorsión.
- (f) Causó o intentó causar daños a la propiedad de la escuela o propiedad privada.
- (g) Robó o intentó robar la propiedad escolar o propiedad privada.
- h) Tuvo posesión o consumió tabaco o productos que contienen tabaco, o productos con nicotina, incluidos, entre otros, cigarrillos, puros, cigarros en miniatura, cigarrillos de clavos de olor, tabaco sin humo, hojas de tabaco, tabaco, tabaco para masticar y betel. Sin embargo, esta sección no prohíbe el uso o la posesión por parte de un estudiante de sus propios productos por prescripción.
- (i) Cometió un acto obsceno o se involucró en blasfemias o vulgaridades habituales.
- (j) Tuvo posesión ilegal u ofreció de manera ilegal, arregló o negoció la venta de drogas, tal como se define en el artículo 11014.5 del Código de Salud y Seguridad.
- (k)

(1) Interrumpió actividades escolares o desafió de otro modo intencionalmente a la autoridad válida del personal escolar que se dedica al desempeño de sus funciones (aplicable solamente en los grados 9-12).

(2) Salvo lo dispuesto en el artículo 48910, un estudiante matriculado en el jardín de infantes o cualquiera de los grados del 1 a 3, inclusive, no será suspendido por ninguno de los actos enumerados en el párrafo (1), y esos actos no constituirán motivos para que un estudiante matriculado en el jardín de infantes o en cualquiera de los grados del 1 a 12, inclusive, sea recomendado para la expulsión. Este párrafo dejará de estar vigente el 1 de julio de 2020.

(3) Salvo lo dispuesto en el artículo 48910, a partir del 1 de julio de 2020, un estudiante matriculado en el jardín de infantes o en cualquiera de los grados de 1 a 5, inclusive, no se suspenderá por ninguno de los actos especificados en el párrafo 1), y dichos actos no constituirán motivos para que un estudiante matriculado en el jardín de infantes o cualquiera de los grados de 1 a 12, inclusive, sea recomendado para su expulsión.

(4) Salvo lo dispuesto en el artículo 48910, a partir del 1 de julio de 2020, un estudiante matriculado en cualquiera de los grados del 6 a 8, inclusive, no será suspendido por ninguno de los actos especificados en el párrafo 1). Este párrafo dejará de estar vigente el 1 de julio de 2025.

(l) Recibió a sabiendas propiedad escolar o propiedad privada robada.

(m) Tuvo posesión de una imitación de un arma de fuego. "Imitación de un arma de fuego" significa una réplica de un arma de fuego que es sustancialmente similar en sus propiedades físicas a un arma de fuego real que lleve a una persona razonable a concluir que la réplica es un arma de fuego.

(n) Cometió o intentó cometer un abuso sexual según se define en los artículos 261, 266c, 286, 287, 288 o 289 del Código Penal o en el antiguo artículo 288 bis, o cometió una agresión sexual tal como se define en el artículo 243.4 del Código Penal.

(o) Acosó, amenazó o intimidó a un estudiante que es testigo o testigo denunciante en un procedimiento disciplinario de la escuela con el propósito de impedir que ese estudiante sea testigo o se tomen represalias contra ese estudiante por ser testigo, o ambos.

(p) Ofreció ilegalmente, arregló vender, negoció vender o vendió el medicamento de venta bajo receta Soma.

(q) Participó o intentó participar en iniciaciones de novatos conocido en inglés como "hazing". "Hazing" es un método de iniciación o pre-iniciación en una organización o entidad estudiantil, ya sea que la organización o la entidad sea reconocida oficialmente por una institución educativa o no, que es probable que cause lesiones corporales graves o degradación personal o una desgracia que resulte en el daño físico o mental a otro estudiante, actual o prospectivo. "Hazing" no incluye eventos deportivos, ni eventos aprobados por la escuela.

(r) Participó en un acto de intimidación (*bullying*). A efectos de este inciso, los siguientes términos tienen los significados que se indican:

1) "Bullying" significa cualquier acto o conducta física o verbal grave o invasiva, que incluye comunicaciones hechas por escrito o por medio de un acto electrónico, y que incluye uno o más actos cometidos por un alumno o grupo de alumnos según se define en los artículos 48900.2, 48900.3 o 48900.4, dirigidos a uno o más alumnos, que tengan o se pueda predecir razonablemente que tendrán uno o más de los siguientes efectos:

(A) Causar temor a un alumno o alumnos razonables de sufrir daños a su persona o su propiedad.

(B) Causar que un estudiante razonable experimente un efecto sustancialmente perjudicial en la salud física o mental del estudiante.

(C) Causar que un estudiante razonable experimente una interferencia sustancial con el rendimiento académico del estudiante.

(D) Causar que un estudiante razonable experimente interferencias sustanciales con la capacidad del estudiante para participar o beneficiarse de los servicios, actividades o privilegios proporcionados por escuela.

(2)

(A) "Acto electrónico" significa la creación y transmisión originada dentro o fuera del plantel, por medio de un dispositivo electrónico, incluidos, entre otros, un teléfono, teléfono inalámbrico u otro dispositivo de comunicación inalámbrica, computadora o "pager" de comunicación, incluyendo, pero no limitado a, cualquiera de los siguientes:

(i) Un mensaje, texto, sonido, vídeo o imagen.

(ii) Una publicación en un sitio web de la red social que incluye, pero no se limita a:

(I) Publicar o crear una página para lastimar. "Página para lastimar" significa un sitio web de Internet creado con el fin de tener uno o más de los efectos enumerados en el párrafo 1).

(II) Crear una personificación creíble de otro estudiante real con el fin de tener uno o más de los efectos enumerados en el párrafo 1). "Personificación creíble" significa hacerse pasar por un estudiante, a sabiendas y sin consentimiento, con el propósito de intimidar al estudiante, y de tal manera que otro estudiante creería razonablemente, o ha creído razonablemente, que el estudiante era o es el estudiante que fue suplantado.

(III) Crear un perfil falso con el fin de tener uno o más de los efectos enumerados en el párrafo 1). "Perfil falso" significa un perfil de un estudiante ficticio o un perfil utilizando la semejanza o atributos de un estudiante real que no sea el estudiante que creó el perfil falso.

(iii)

(I) Un acto de acoso sexual cibernético.

(II) A los efectos de esta cláusula, "acoso sexual cibernético" significa la difusión, o la solicitud o incitación para difundir, una fotografía u otra grabación visual por un estudiante a otro estudiante o al personal de la escuela por medio de un acto electrónico que tiene o puede predecirse razonablemente que tendrá uno o más de los efectos descritos en los apartados (A) a (D), inclusive, del párrafo 1). Una fotografía u otra grabación visual, como se describe en este inciso, incluirá la representación de una fotografía de desnudez, desnudez parcial o sexualmente explícita u otra grabación visual de un menor cuando el menor sea identificable a partir de la fotografía, grabación visual u otro acto electrónico.

(III) A los efectos de esta cláusula, el "acoso sexual cibernético" no incluye las representaciones, retratos o imágenes que tengan un importante valor literario, artístico, educativo, político o científico o que impliquen eventos deportivos o actividades aprobadas por la escuela.

(B) No obstante lo dispuesto en el párrafo 1) y en el apartado A), un acto electrónico no constituirá una conducta invasiva únicamente sobre la base de que se ha transmitido en el Internet o que actualmente se publica en Internet.

3) Un "estudiante razonable" significa un estudiante, incluyendo, pero no limitado a, un estudiante con necesidades excepcionales, que ejerce el cuidado promedio, la habilidad y el juicio en su conducta para

una persona de esa edad, o para una persona de la edad del estudiante con las necesidades excepcionales del estudiante.

(s) Un estudiante no puede ser suspendido o expulsado por ninguno de los actos enumerados, a menos que ese acto esté relacionado con la actividad escolar o la asistencia a la escuela, que ocurra dentro de una escuela bajo la jurisdicción del superintendente o director o que ocurra dentro de cualquier otro distrito escolar. Un estudiante puede ser suspendido o expulsado por los actos enumerados en esta sección y relacionados con la actividad o asistencia escolar que ocurran en cualquier momento, incluyendo, pero no limitado a, cualquiera de los siguientes:

(1) Mientras esté en los terrenos de la escuela.

(2) Mientras va o viene de la escuela.

(3) Durante el período de almuerzo, ya sea dentro o fuera del plantel.

(4) Mientras va o viene de una actividad patrocinada por la escuela.

(t) Un estudiante que ayude o se alíe, tal como se define en el artículo 31 del Código Penal, para causar o intentar causar lesiones físicas a otra persona puede sufrir la suspensión, pero no la expulsión, de acuerdo con lo dispuesto en esta sección, excepto que un estudiante que haya sido declarado culpable por un tribunal de menores de haber cometido, como ayudante y cómplice, un delito de violencia física en el que la víctima haya sufrido grandes lesiones corporales, deba ser objeto de una medida disciplinaria conforme al inciso (a).

(u) Tal como se utiliza en esta sección, "propiedad escolar" incluye, pero no se limita a, archivos electrónicos y bases de datos.

(v) Para los estudiantes susceptibles de medidas disciplinarias conforme a esta sección, se alienta al superintendente o director a proporcionar alternativas a la suspensión o expulsión, utilizando un marco basado en la investigación con estrategias que mejoren los resultados conductuales y académicos, que sean apropiados para la edad y diseñados para abordar y corregir el mal comportamiento específico del estudiante como se especifica en el artículo 48900.5.

(w)

(1) La Intención de la Legislatura es que se impongan alternativas a las suspensiones o expulsiones contra cualquier estudiante que esté ausente, llegue tarde o se ausente de otro modo de las actividades escolares.

(2) Asimismo, es intención de la Legislatura que el Sistema de Apoyo Multidisciplinario, que incluye prácticas de justicia restaurativa, prácticas informadas sobre traumas, aprendizaje social y emocional, e intervenciones de comportamiento positivo en toda la escuela y apoyo, pueda utilizarse para ayudar a los estudiantes a adquirir habilidades sociales y emocionales críticas, recibir apoyo para ayudar a transformar las respuestas relacionadas con el trauma, comprender el impacto de sus acciones y desarrollar métodos significativos para reparar el daño a la comunidad escolar.

Otros motivos para la suspensión o expulsión

- Cometió acoso sexual (aplicable a los grados del 4.º a 12.º solamente) (Código de Educación § 48900.2).

- Causó, intentó causar, amenazó con causar o participó en un acto de violencia de odio (aplicable a los grados del 4.º a 12.º solamente) (Código de Educación § 48900.3).
- Participó intencionalmente en acoso, amenazas o intimidación dirigida contra el personal o los estudiantes de CNCA (aplicable a los grados del 4.º a 12.º solamente) (Código de Educación § 48900.4).
- Hizo amenazas terroristas contra funcionarios escolares, propiedad de la escuela o ambos (Código de Educación § 48900.7).

El maestro puede requerir que el padre/tutor asista a la clase

Conforme al Código de Educación, art. 48900.1, un maestro puede requerir que el padre/tutor del estudiante suspendido por el maestro asista a una parte de un día escolar en el salón de clases del niño. Corresponden las siguientes circunstancias:

- La suspensión debe ser por los delitos que se describen en el Código de Educación, art. 48900 (i) o (k)
- La asistencia de los padres se limita a la clase de la que el estudiante es suspendido
- La asistencia puede ser requerida el día en que el estudiante está programado para regresar a la clase o dentro de un período de tiempo razonable a partir de entonces.

Realización de las tareas y pruebas pérdidas durante la suspensión

El maestro de cualquier clase en la que un estudiante esté suspendido puede exigir al estudiante suspendido que complete las tareas y las pruebas pérdidas durante la suspensión. (Código de Educación § 48913).

Tarea para el hogar para estudiantes suspendidos

A petición de un padre, tutor legal u otra persona que tenga el derecho de tomar decisiones educativas para el estudiante, o el estudiante afectado, un maestro deberá proporcionar a un estudiante en cualquiera de los grados del 1 a 12, inclusive, que haya sido suspendido de la escuela durante dos o más días escolares la tarea que el estudiante de otra manera le habría sido asignada. Si una tarea que el estudiante solicita y entrega al maestro, ya sea al regreso del estudiante a la escuela desde la suspensión o dentro del plazo originalmente prescrito por el maestro, lo que sea más tarde, no se califica antes del final del período académico, esa tarea no se incluirá en el cálculo de la calificación general del estudiante en la clase. (Código de Educación § 48913.5).

Aviso de liberación de un estudiante a un oficial de paz

Los funcionarios de la escuela tomarán medidas inmediatas para notificar a un padre, tutor o pariente responsable del menor cuando un niño sea detenido por un oficial de paz con respecto al lugar a donde se llevará al niño, excepto cuando el niño sea detenido como víctima de presunto abuso infantil, tal como se define en el artículo 11165 del Código Penal y en el Código de Bienestar e Instituciones, artículo 305. En casos sospechosos de abuso infantil, las autoridades del orden asumirán toda la responsabilidad de notificación (Código de Educación § 48906).

Daños a la propiedad

Los padres de un estudiante pueden ser considerados financieramente responsables si su hijo daña intencionalmente la propiedad de la escuela o no devuelve la propiedad de la escuela prestada al niño. La escuela incluso puede retener las calificaciones, el diploma y el expediente académico del estudiante hasta que se pague la restitución (Código de Educación § 48904). Por favor, vea la Política de la Junta Directiva relacionada a los Costos Estudiantiles.

Retención de calificaciones, diploma o expediente académico

Al recibir la notificación de que CNCA ha retenido las calificaciones, el diploma o el expediente académico de cualquier estudiante de acuerdo con el Código de Educación § 48904, cualquier distrito escolar al que el estudiante se haya transferido también retendrá las calificaciones, el diploma o el expediente académico del estudiante hasta que la decisión haya sido rescindida. El distrito receptor notificará por escrito al padre o tutor del estudiante que se aplicará la decisión de retención (Código de Educación § 48904.3).

Procedimientos de Disciplina y Consejería para regir el Uso, la Posesión y el hecho de Estar Bajo la Influencia de Una Sustancia Controlada

Política de Sustancias Controladas

La posesión ilegal, el uso, la venta, el hecho de estar bajo la influencia, o de otra manera proveer a los demás una sustancia controlada o bebida alcohólica, o estupefaciente de cualquier tipo, en cualquier actividad escolar o en cualquier distrito escolar o adyacente a la propiedad, se considera una amenaza al proceso educacional. La escuela se reserva el derecho de pedir a los estudiantes que se sometan a una búsqueda si hay sospecha de intoxicación, o de posesión o de sustancias controladas/parafernalia con la intención de distribuir o vender.

Primera Ofensa:

Si el director o designado determina, en la presencia de evidencia, que el estudiante ilegalmente poseyó, uso, vendió, estuvo bajo la influencia o de otra manera suplió a otros una sustancia controlada o bebida alcohólica, o estupefaciente de cualquier tipo, se deben tomar los siguientes pasos:

1. El estudiante puede ser suspendido por un máximo de cinco días.
2. El departamento de Policía de Los Angeles podría ser notificado.
3. Los estudiantes deben ser puestos en un contrato por un periodo de 10 semanas. Los términos del contrato incluyen la pérdida de privilegios de participación en lo siguiente: todas las presentaciones de deportes, dramáticas, coristas o musicales, bailes, porristas, graduación y ceremonias de premiación.
4. Los estudiantes pueden ser derivados para realizar consejería por abuso de sustancias en un programa ofrecido por Camino Nuevo o en un programa aprobado con una agencia o terapeuta fuera del plantel.
5. Al estudiante se le puede requerir completar horas de servicio comunitario que serán verificadas por la escuela, o por una agencia u organización aprobada.

Si el estudiante no completa y provee documentación de las indicaciones mencionadas del 3-5, él/ella permanecerá en un contrato con la pérdida de privilegios hasta que todo haya sido completado. Si el estudiante no completa todo lo anteriormente establecido para el último día del semestre, cuando estaba programada la finalización del contrato de 10 semanas, el estudiante podría ser recomendado para una expulsión o para una oportunidad de transferencia luego de la revisión de sus esfuerzos de rehabilitación. Al final del semestre, al estudiante se le permitirá regresar a Camino Nuevo siempre y cuando cumpla con las disposiciones indicadas en la lista del 3-5.

Segunda Ofensa:

Si el director o designado determina que por segunda vez dentro de los grados de la preparatoria (9-12), el estudiante poseyó ilegalmente, usó, estuvo bajo la influencia o de otra manera suplió a otros una sustancia controlada o bebida alcohólica o intoxicante de cualquier tipo, se deben tomar los siguientes pasos:

1. El estudiante puede ser suspendido por un máximo de cinco días.
2. El director puede recomendar que el estudiante sea expulsado a menos que se determine que la expulsión es inapropiada bajo las circunstancias particulares del caso. Durante el periodo donde el estudiante está esperando la audición de expulsión se le proveerá trabajo, tarea, u otras asignaciones aplicables que podrá completar durante su suspensión de la escuela.
3. Se podría notificar al departamento de Policía de Los Ángeles.

Procedimientos de Disciplina para Proveedores de Sustancias Controladas o Bebidas Alcohólicas o Estupefacientes de Cualquier Tipo

En casos donde el director o el director ejecutivo general (por sus siglas en inglés CEO) de la organización determine que el estudiante vendió o proveyó una sustancia controlada o bebida alcohólica o estupefaciente de cualquier tipo a otros, los deben tomarse siguientes pasos:

1. El estudiante puede ser suspendido por un máximo de cinco días.
2. Se podría notificar al departamento de Policía de Los Ángeles.
3. El director deberá informar al director ejecutivo general o designado sobre el incidente y las acciones tomadas.
4. El director o designado podría recomendar que el estudiante sea expulsado de la escuela a menos que el director encuentre y así reporte al director ejecutivo general o designado por escrito, que la expulsión es inapropiada bajo las circunstancias particulares del caso.
5. Cada director se asegurará que los estudiantes de la preparatoria de CNCA estén informados explícitamente de las disposiciones de la política de sustancias controladas a través de asambleas, presentaciones, y/o la instrucción directa en clases apropiadas.

Referencia Legal:

Código de Educación § 44049. Conocimiento o sospecha de alcohol o abuso de sustancias controladas por parte de un estudiante [51262](#). Uso de esteroides anabólicos; declaración y hallazgo legislativo Constitución de California Artículo 9, Sección 5 Sistema escolar común.

Para obtener una copia de la política completa y la regulación administrativa, por favor visite www.caminonuevo.org en la sección "Board Policies" [Políticas de la Mesa Directiva] o solicite una copia en la oficina de su escuela.

Política de Acoso, Discriminación e Intimidación

CNCA está comprometida a la protección de sus estudiantes, empleados y solicitantes de la admisión de la intimidación, el acoso o la discriminación por cualquier razón y de cualquier tipo. CNCA cree que todos los estudiantes y empleados tienen el derecho a un entorno escolar seguro, equitativo y libre de acoso. Como escuela, nosotros tenemos la obligación de promover el respeto mutuo, la tolerancia y la aceptación. CNCA prohíbe cualquier acto de discriminación, acoso e intimidación en cualquier área del plantel escolar, en eventos y actividades auspiciadas por la escuela, sin importar el lugar, a través de la tecnología de propiedad de la escuela u otros medios electrónicos, de conformidad con esta política. No se tolerará la intimidación, el acoso o la discriminación y será motivo de acción disciplinaria (Código de Educación § 200, 5 CCR 4900, 20 USC 1681, 29 USC 794, 42 USC 2000 y 12101, Título IX, Ley de Enmienda Educativa de 1972, Título VI, Ley de Derechos Civiles de 1964).

¿Qué es la “intimidación” (*bullying*)?

La “Intimidación” se define como cualquier acto o conducta severa o invasiva, ya sea física o verbal, incluidas las comunicaciones realizadas por escrito o por medio de un acto electrónico, y que incluye uno o más actos cometidos por un estudiante o por un grupo de estudiantes que constituyen acoso sexual, odio violento o que generan un ambiente educacional intimidatorio u hostil, dirigido a uno o más estudiantes que tengan o se pueda predecir razonablemente que tendrán uno o más de los siguientes efectos (Código de Educación de CA artículo 48900):

- Causar temor a un estudiante o estudiantes razonable(s) de sufrir daño a su persona o propiedad.
- Causar que un estudiante razonable experimente un efecto sustancialmente perjudicial en su salud física o mental.
- Causar que un estudiante razonable experimente una interferencia sustancial en su desempeño académico.
- Causar que un estudiante razonable experimente una interferencia sustancial en su capacidad de participar o beneficiarse de los servicios, actividades o privilegios proporcionados por CNCA.

Intimidación Cibernética

La intimidación cibernética es un acto electrónico que incluye la transmisión de comunicación de acoso, amenaza directa u otros textos, sonidos o imágenes perjudiciales a través del Internet, redes de medios

sociales u otras tecnologías usando el teléfono, la computadora o cualquier medio de comunicación inalámbrica. La intimidación cibernética también incluye invadir la cuenta electrónica de otra persona y asumir la identidad de la persona para causar daño a la reputación de esta.

Denuncia de un Acto de Intimidación

CNCA espera que todos los estudiantes y/o empleados denuncien inmediatamente incidentes de intimidación al director. Se espera que los empleados inmediatamente intervengan cuando presencian un incidente de intimidación. Cada queja de intimidación debe ser investigada inmediatamente. Esta política aplica a los estudiantes en los predios de la escuela, mientras viajan hacia y desde la escuela o en una actividad patrocinada por la escuela, durante el período de almuerzo, ya sea dentro o fuera del plantel y durante las actividades patrocinadas por la escuela. Para asegurar que la intimidación no ocurra en los planteles escolares, CNCA proporcionará capacitación al personal en prevención de la intimidación, y cultivará aceptación y comprensión en todos los estudiantes y el personal con el fin de construir la capacidad de cada escuela para mantener un entorno de aprendizaje seguro y sano. Los maestros deben discutir esta política con sus estudiantes en maneras apropiadas para la edad y deben asegurarles que no deben tolerar ninguna forma de intimidación. Los estudiantes que intimidan están en violación de esta política y están sujetos a acciones disciplinarias, incluida, como última instancia, la expulsión.

Código de Conducta sobre la Intimidación Estudiantil

El Código de Conducta sobre la Intimidación estudiantil incluye, pero no se limita a:

- Cualquier estudiante que participe en actos de intimidación podría estar sujeto a acción disciplinaria, incluida, como última instancia, la expulsión.
- Se espera que los estudiantes denuncien inmediatamente incidentes de intimidación al director o personal designado.
- Los estudiantes pueden confiar en el personal para la realización de una pronta investigación de cada queja de intimidación de una manera minuciosa y confidencial.

Si el estudiante o el padre/encargado del estudiante piensan que la resolución apropiada a la investigación o queja no se ha alcanzado, el estudiante o padre/encargado del estudiante debe contactar al director. El sistema escolar prohíbe el comportamiento vengativo contra el denunciante o cualquier participante en el proceso de queja.

Intervención e Investigación

Los procedimientos para intervenir en un comportamiento de intimidación incluyen, pero no se limitan a lo siguiente:

- Todos los empleados, estudiantes y sus padres/encargados recibirán un resumen de esta política prohibiendo la intimidación.
- La escuela hará los esfuerzos razonables para mantener con carácter confidencial la denuncia de intimidación y los resultados de la investigación.

- Se espera que los empleados intervengan inmediatamente cuando vean ocurrir un incidente de intimidación.
- A las personas que hayan presenciado o experimentado la intimidación se les exhorta a que denuncien el incidente; esta denuncia no afectará de ninguna manera a la víctima o al testigo.
- Después de la investigación, la escuela implementará consecuencias basadas en la política de disciplina de CNCA.

Política de Comportamiento Motivado por el Odio

CNCA se compromete a proporcionar un entorno de aprendizaje seguro que proteja el derecho de todos los estudiantes a estar libres de comportamientos motivados por el odio. CNCA prohíbe el comportamiento discriminatorio, las declaraciones, el acoso, la intimidación, el acoso escolar y otros comportamientos motivados por la hostilidad de una persona que degrade a un individuo basado en su origen étnico, raza, color, origen nacional, estado de inmigrante, herencia, sexo, identidad o expresión de género, orientación sexual, edad, información genética, atributos físicos / mentales, discapacidad, creencias o prácticas religiosas, ya sean reales o percibidos, o asociación con una persona o grupo con una o más de estas características físicas o culturales reales o percibidas. Las escuelas de CNCA implementarán estrategias para promover relaciones armoniosas entre los estudiantes, prevenir incidentes de comportamiento motivado por el odio en la medida que sea posible, y abordar dichos incidentes si ocurren.

CNCA proporcionará instrucción apropiada para la edad para ayudar a promover la comprensión y el respeto de los derechos humanos, la diversidad y la inclusión en una sociedad multicultural y para brindar estrategias para manejar los conflictos de manera constructiva. Anualmente, CNCA se asegurará de que se proporcionen a los estudiantes y padres / encargados las reglas que prohíben el comportamiento motivado por el odio y los procedimientos para informar un incidente motivado por el odio.

CNCA se asegurará de que el personal reciba capacitación sobre cómo reconocer el comportamiento motivado por el odio y sobre estrategias para ayudar a responder adecuadamente a dicho comportamiento.

Procedimientos de quejas

Cualquier estudiante que crea que es víctima de un comportamiento motivado por el odio debe comunicarse de inmediato con el director. Al recibir dicha queja, el director investigará inmediatamente la queja de acuerdo con la Política de CNCA sobre Procedimientos Uniformes de Quejas. Un estudiante que ha demostrado un comportamiento motivado por el odio estará sujeto a medidas disciplinarias de acuerdo con la ley, la política de la Junta Directiva de CNCA y los reglamentos administrativos.

El personal que reciba notificación sobre un comportamiento motivado por el odio o que observe personalmente dicho comportamiento deberá notificar al director o a su designado según corresponda. Según sea necesario, CNCA proporcionará asesoramiento, orientación y apoyo a los estudiantes que se vean afectados por un comportamiento motivado por el odio y a los estudiantes que exhiban dicho comportamiento.

Acoso sexual

CNCA se compromete a mantener un ambiente escolar libre de acoso. La Mesa Directiva prohíbe el acoso sexual de cualquier estudiante por parte de otro estudiante, un empleado u otra persona, en la escuela o en una actividad patrocinada por la escuela o relacionada con la escuela. La Mesa Directiva también prohíbe el comportamiento o la acción de represalia contra cualquier persona que denuncie, testifique, asista o participe de otra manera en el proceso de denuncia establecido de acuerdo con esta política (Código de Educación §§ 200, 220, 221.5 y 231.5; 34 CFR 104.8 y 106.9).

Un estudiante que se involucra en el acoso sexual de cualquier persona en la escuela o en una actividad patrocinada por la escuela o relacionada con la escuela está en violación de esta política y estará sujeto a medidas disciplinarias, incluyendo suspensión y / o expulsión. La conducta debe basarse en el sexo y debe ser tal que una persona razonable del mismo género que la víctima la consideraría tan grave o invasiva como para causar impacto negativo en el rendimiento académico de la persona o crear un ambiente educativo intimidante, hostil u ofensivo. La política completa de acoso sexual de CNCA se incluye en este manual conforme a la Política 5145.7 de la Mesa Directiva, "Acoso Sexual Estudiantil".

Política de Libertad de Discurso y Libertad de Expresión de los Estudiantes

Los estudiantes tienen derecho a la libertad de expresión y pueden participar en actividades políticas o de libre discurso mientras están en el plantel escolar. Los estudiantes pueden distribuir literatura que refleje sus puntos de vista y opiniones. Los estudiantes pueden reunirse en el plantel durante el tiempo no instructivo para discutir sus puntos de vista y opiniones y pueden participar en manifestaciones pacíficas en el plantel durante períodos no instructivos. Los estudiantes pueden ejercer estos derechos siempre y cuando su habla, expresión o conducta no sea obscena, vulgar, calumniosa, difamatoria, que no incite a los estudiantes a destruir bienes o causar lesiones a ninguna persona, o causar una interrupción sustancial en la escuela. La ley de California permite a los administradores del plantel establecer parámetros razonables para aquellos estudiantes que desean ejercer sus derechos de libertad de expresión en el campus o durante el día escolar. Los administradores del sitio escolar pueden imponer restricciones en el tiempo, lugar y forma de discurso o actividades con el fin de mantener un plantel seguro y pacífico para todos los estudiantes y empleados de CNCA. Los estudiantes que no siguen la directiva de los administradores del plantel o la política de CNCA en relación con manifestaciones, asambleas, sentadas, etc., pueden ser susceptibles de sanción disciplinaria. Se les ordenará a los estudiantes que voluntariamente abandonen el plantel o el salón de clases durante una manifestación que regresen al plantel o al salón de clases. La negativa de un estudiante a adherirse a

esta directiva dará lugar al registro de una ausencia injustificada. Una vez que los estudiantes están fuera del plantel, los administradores del plantel no tienen la obligación legal de proteger la seguridad y el bienestar de los estudiantes. Si la manifestación o huelga de los estudiantes causa una perturbación para el público en general, las autoridades locales del orden pueden responder a la situación. CNCA no tiene control sobre cómo las autoridades locales del orden manejarán la situación. Si bien CNCA reconoce y respeta la libertad de expresión de los estudiantes, los empleados de CNCA no promoverán, respaldarán o alentarán a los estudiantes a participar en ninguna manifestación, distribución de materiales, asamblea, sentada o huelga durante las horas de trabajo o mientras cumplen funciones como agentes o representantes de CNCA. Para obtener más información, comuníquese con el director de la escuela de su estudiante.

POLÍTICAS ACADÉMICAS

Boleta de Calificaciones

El año escolar de CNCA está dividido en dos semestres. Las familias recibirán una boleta de calificaciones al final de cada semestre y reportes de progreso al final del primer y tercer cuarto del año. Las calificaciones podrían ser enviadas al hogar o dadas directamente a los estudiantes o familias/encargados durante las conferencias con las familias. Si necesita una copia del reporte de progreso o las calificaciones por favor visite la oficina de su plantel.

Política Académica de Estudiantes Atletas

Los estudiantes atletas deben mantener un Promedio General de Calificaciones (por sus siglas en inglés GPA) de 2.5 y todas las calificaciones de "C" o mejor. A los estudiantes con un Promedio General de Calificaciones más bajo que 2.5 o una "F" en cualquier clase no se le permitirá participar en prácticas o juegos hasta que cumplan los requisitos del GPA y los requisitos de calificaciones.

Calificaciones en Letras

Camino Nuevo utiliza un sistema de calificaciones llamado "calificaciones basadas en estándares", donde las calificaciones se dan basadas en el dominio del estudiante respecto de los estándares básicos de cada clase. Este sistema de calificaciones utiliza una escala de 4 puntos. Los estudiantes de escuela media y preparatoria recibirán una calificación en letras en sus boletas de calificaciones, mientras que los estudiantes de escuela primaria recibirán el equivalente numérico.

Escala de 4-Puntos	Equivalente Aproximado de Calificación en Letra
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4	A
3	B
2	C
1	F
0	Sin Calificación

Política de Integridad Académica

Como una comunidad de académicos y en apoyo al aprendizaje permanente, la expectativa de CNCA es que todos los estudiantes produzcan y proporcionen su propio trabajo académico. "Trabajo" se define como cualquier asignación, tarea, examen, evaluación estandarizada o proyecto presentado a través de una copia impresa, electrónicamente o de otra manera. La presunta deshonestidad académica de cualquier tipo será revisada y las consecuencias serán determinadas por el maestro (s) del curso y / o un administrador en la escuela.

A fin de evitar la mala conducta académica o la deshonestidad, los estudiantes deben abstenerse de las siguientes acciones y comportamientos: copiar el trabajo de otro estudiante, permitir que otros copien de su trabajo, plagiar (utilizando el trabajo de otro sin proporcionar una referencia o acreditación de trabajo a la parte de origen), bromear sobre hacer trampa, falsificar/adulterar la información, y/o tergiversar a las partes que realizaron el trabajo académico.

En los casos en que un estudiante ha sido encontrado responsable de mala conducta académica, las consecuencias podrían incluir (pero no se limitan a): una calificación reprobatoria en la asignación, una oportunidad supervisada para volver a hacer el trabajo académico, una calificación reprobatoria en el curso, proyectos educativos u otras consecuencias correctivas o restaurativas, según lo determine el maestro y la administración.

Requisitos Curriculares

CNCA busca educar a todos los estudiantes, para que estén preparados para asistir a una universidad de 4 años después de la preparatoria. Para la graduación, todos los estudiantes de Camino Nuevo habrán cumplido con los requisitos de admisión tanto para los 9 campus del sistema de la Universidad de California (como son UCLA, UC San Diego, UC Irvine, etc.), como para los 23 campus del sistema de la Universidad Estatal de California (como son Cal State Long Beach, Cal State LA, CSU, San Luis Obispo

etc.). En virtud de la misión y la visión de CNCA, todos los estudiantes de la preparatoria demostrarán su preparación universitaria solicitando el ingreso a un instituto superior o universidad durante su último año, aún si no planean asistir a una universidad después de la graduación.

Además, se espera que los estudiantes cumplan todos los requisitos del plantel, que incluyen, pero no se limitan a cuatro años de la clase de iConnect (nuestro programa de asesoramiento estudiantil) como también ejercicios y actividades extracurriculares como son las prácticas profesionales de trabajo y el aprendizaje por servicio. En el plan de graduación incluido en la preparatoria, algunos estudiantes podrían tomar clases en un grado diferente al identificado en la tabla. Camino Nuevo es consciente de que no hay dos estudiantes iguales y los verdaderos requisitos dependerán de las necesidades de cada uno.

Requisitos de Admisión a la Universidad e Información de Educación Superior

El Estado de California ofrece colegios comunitarios, las Universidades Estatales de California (CSU, por sus siglas en inglés) y las Universidades de California (UC) como opciones postsecundarias para los estudiantes que desean continuar su educación después de la escuela secundaria.

Para asistir a un colegio comunitario, un estudiante solo necesita estar graduado de la escuela preparatoria o tener 18 años de edad. Un estudiante también puede transferirse a una CSU o UC después de asistir a un colegio comunitario. Para asistir a una CSU, un estudiante debe haber tomado cursos específicos de bachillerato (denominados los cursos "A-G"), tener las calificaciones apropiadas y los puntajes de las pruebas, y haberse graduado de la escuela preparatoria. Se requiere la puntuación de los exámenes a menos que tenga un promedio general de puntos de calificación (GPA, por sus siglas en inglés) por encima de 3.00 y sea residente de California. La CSU utiliza un cálculo llamado índice de elegibilidad, que combina el promedio de calificaciones de la escuela preparatoria con la puntuación que se obtiene en las pruebas SAT o ACT. Para asistir a una UC, un estudiante debe cumplir con los requisitos para el trabajo del curso (cursos A-G), el promedio de puntos de calificación (GPA) y los puntajes de las pruebas.

Para obtener más información sobre los requisitos de admisión a la universidad, consulte las siguientes páginas web:

- www.cccco.edu - Este es el sitio web oficial del sistema de Colegios Comunitarios de California. Ofrece enlaces a todos los Colegios Comunitarios de California.
- www.assist.org - Este sitio interactivo proporciona información de transferencia de cursos para los estudiantes que planean transferirse de un Colegio Comunitario de California a una CSU o UC.
- <https://www2.calstate.edu/apply> - Este sitio web proporciona información a los estudiantes y sus familias sobre el sistema CSU, una solicitud en línea y enlaces a todos los campus de CSU.
- www.universityofcalifornia.edu - Este sitio web proporciona información sobre admisiones, una solicitud en línea y enlaces a todos los campus de la UC.
- <https://achieve.lausd.net/GPS> - Este sitio web proporciona recursos para ayudar a los estudiantes a planificar, prepararse y persistir para el éxito después de la preparatoria. Proporciona información para

estudiantes, familias, educadores y miembros de la comunidad. Está diseñado para apoyar la preparación universitaria y profesional en las escuelas intermedias y preparatorias, la persistencia para ingresar a la universidad y continuar la universidad, y desarrollar capacidad para la preparación postsecundaria.

Los estudiantes también pueden explorar opciones profesionales a través de la educación técnica profesional. Estos son programas y clases que se centran específicamente en la preparación profesional y / o preparación para el trabajo. Los programas y clases se integran con cursos académicos y apoyan el logro académico. Los estudiantes pueden aprender más sobre la educación técnica profesional refiriéndose a la siguiente página web: www.cde.ca.gov/ds/si/rp.

Los estudiantes pueden reunirse con un consejero escolar para elegir cursos en su escuela que cumplan con los requisitos de admisión a la universidad o inscribirse en cursos de educación técnica profesional, o ambos (Código de Educación § 51229).

Política de Promoción Basada en Estándares

CNCA ha desarrollado una política de promoción basada en estándares de acuerdo al Proyecto de Ley 1626 (AB 1626), Código de Educación, art. 48070.5 (1)(d). A los estudiantes en grados K-12 se les requiere que cumplan un criterio mínimo para poder ser promovidos al siguiente grado. Esta política requiere la retención para aquellos estudiantes que no hayan cumplido con los criterios identificados, a menos que el maestro regular de su salón de clases recomiende la promoción a través de la forma de Revisión de Candidato a Retención o que el maestro del programa de verano recomiende la promoción al final de la sesión de verano/receso escolar. La política también incluye los criterios para retención y los programas escolares obligatorios de verano/receso escolar/intervención.

Se deben utilizar múltiples medidas para determinar la promoción en todos los grados. Estas múltiples medidas incluyen los reportes de progreso del maestro, las calificaciones, las puntuaciones de asignaciones de rendimiento, la asistencia y el juicio del maestro. Además, esta política provee una notificación temprana y sistemática a los padres/encargados cuando el estudiante está en riesgo de no alcanzar los estándares de promoción. La política establece que el proceso de apelación debe ser implementado cuando los padres/encargados no están de acuerdo con la promoción determinada para el estudiante. Una copia completa de la política está disponible a su solicitud.

Política de Apelación de Retención/Promoción

El padre/encargado podría estar en desacuerdo con la determinación de retención o promoción. Si el padre/encargado no está de acuerdo, tiene el derecho a una reunión de apelación. Al hacer una petición de información, el director/designado deberá explicar el proceso de apelación y proporcionar a el (los) padre (s)/ encargado (s) un formulario para solicitar una apelación al plantel.

Política de Tareas

CNCA cree que el propósito de la tarea es ayudar a los estudiantes a profundizar su comprensión de los conceptos aprendidos en la escuela y/o pulir las habilidades que requieren la práctica repetida para su dominio. Los maestros tienen diferentes sistemas para darle seguimiento a la tarea, por lo que las familias/encargados deben sentirse libres de comunicarse con el maestro para obtener información adicional. Los maestros podrían proporcionar una copia de su política de tarea de clase para su información. Es de esperar que haya tarea asignada diariamente. Sin embargo, es importante notar que la tarea no siempre será calificada por el maestro del niño. La calificación de las tareas por su exactitud no concuerda con dos de los propósitos principales de dar tarea: proporcionar una práctica repetida e inculcar hábitos de estudio preparatorios para la Universidad. Por favor pregunte al maestro (s) de su estudiante para más información acerca de su política de calificaciones para la tarea.

Preocupaciones

- Si un padre/encargado se da cuenta que la tarea de su niño es constantemente muy difícil, por favor informe al maestro. La tarea debe ser un reto, pero no imposible de completar.
- Si el padre/encargado no puede asistir al niño con la tarea, entonces debe buscar apoyo alternativo para el niño ya sea en programas de después de la escuela o en clases de tutoría.
- Si existe un problema para que el estudiante tenga los materiales escolares apropiados en la casa, el padre/encargado debe contactar al maestro del niño. Toda la tarea debe completarse, estar prolija y entregarse a tiempo.

Cuotas de colocación avanzadas

Los estudiantes elegibles en la preparatoria pueden recibir asistencia financiera para cubrir los costos de las cuotas del examen de colocación avanzada (Código de Educación § 52242).

Política de Uniforme Escolar

¿Por qué Camino Nuevo Charter Academy tiene uniformes?

La misión de CNCA es educar a los estudiantes en un programa de preparación universitaria para que sean literatos, pensadores críticos y puedan resolver problemas independientemente siendo agentes de justicia social con sensibilidad hacia el mundo que los rodea. Parte de esta educación es enseñarle a todos los estudiantes a dar una buena impresión. Las razones principales para pedirles a nuestros estudiantes que usen el uniforme son:

- Existen muchas otras escuelas en el área en donde estamos localizados. Por razones de seguridad, nosotros queremos poder identificar a nuestros estudiantes de un vistazo.
- Nuestra vestimenta indica nuestro propósito. Cuando vamos a la playa, nosotros usamos traje de baño. Cuando vamos a una boda, nosotros nos vestimos con nuestras mejores galas. En CNCA, nosotros nos vestimos para aprender.

- Los uniformes escolares ponen el enfoque en el aprendizaje, no en la moda. También los uniformes reducen la intimidación y las bromas. Por favor apoye nuestra misión al tomar en serio nuestro uniforme, el cual debe ser llevado con orgullo.

Los componentes del uniforme no deben ser más grandes o más pequeños de una talla del tamaño de la ropa del estudiante.

Las consecuencias por no usar el uniforme podrían ser:

1. 1^{ra} ofensa – Advertencia verbal
2. 2^{da} ofensa – Llamada telefónica a los padres/encargados
3. 3^{ra} ofensa – Junta con los padres/encargados

A un estudiante también se le puede prestar un uniforme de la escuela si llegara a la escuela sin el uniforme. Todos los atuendos de uniformes de la escuela prestados deben ser lavados y devueltos al plantel. Tras la devolución de los uniformes emitidos por la escuela, se le dará de vuelta a los estudiantes sus artículos de vestimenta originales.

El Uniforme de la Escuela Preparatoria de CNCA es:

- Camisa de CNCA tipo polo color gris claro
- Negro para la parte inferior del cuerpo – pantalones, pantalones cortos, faldas, falda-pantalón o jumper (los pantalones/faldas deben ser de un largo apropiado, no más de 3 pulgadas por encima de la rodilla). No se permiten las mallas, los pantalones de chándal o los pantalones cortos de básquetbol.
- Solo calzado cerrado.

El Uniforme de CNCA de TK a 8.º Grado es:

- Camisa de CNCA tipo polo color gris oscuro
- Color caqui para la parte inferior del cuerpo – pantalones, pantalones cortos, faldas, falda-pantalón o jumper (los pantalones/faldas deben ser de un largo apropiado, no más de 3 pulgadas por encima de la rodilla).
- No se permiten las gorras de béisbol, ni los sombreros de ningún tipo. Los gorros de lana pueden ser permitidos durante el tiempo inclemente solamente.
- Sólo calzado de punta cerrada con suela de goma plana.
- Cualquier atuendo que pueda ser una distracción podría ser confiscado. La vestimenta que distrae puede incluir, pero no se limita a accesorios tales como cinturones que no están colocados en los bucles de la correa, piezas de ropa adicionales, y piezas de joyería excesivas o grandes. El personal del plantel de la escuela conserva la discreción para decidir lo que se considera vestimenta de distracción.

Para el Plantel de Cisneros Solamente:

- Los estudiantes en los grados del 6.º al 8.º pueden usar la camisa de CNCA tipo polo color gris claro.

Guía de referencia rápida del uniforme

			
Camisa	Camisa	Pantalones largos o cortos para educación física	Camisa para educación física
			

Días de Vestimenta Libre y Profesional

Como recompensa por un comportamiento y una asistencia positiva, las escuelas podrían identificar “días de vestimenta libre.” Antes de un día de vestimenta libre, los estudiantes y las familias serán notificados de su elegibilidad de participación. Si un estudiante viene a la escuela con vestimenta libre cuando no se suponía, entonces el estudiante tendrá que 1) llamar a su casa para que alguien le traiga el uniforme de la escuela 2) cambiarse a un uniforme prestado por la escuela. Para poder mantener un entorno seguro de aprendizaje, la vestimenta descrita a continuación no será aceptada en los días de vestimenta libre. Nosotros apoyamos a los estudiantes a que expresen su individualidad y estilo propio mientras siguen todas las políticas del código de vestimenta de CNCA en días de vestimenta libre y profesional.

Ejemplos de vestimenta profesional:

- Traje con pantalones o traje con falda larga
- Camisa de vestir o blusa
- Corbata a juego (opcional)



Vestimenta Prohibida en los Días de Vestimenta Libre

- Vestimenta que muestre un lenguaje, imágenes, humor u otras gráficas inapropiadas
- Prendas de ropa que sean muy ajustadas o sueltas (de más de una talla por encima del tamaño regular de la ropa del estudiante)
- Las medias de nylon/mallas (“leggings”) no pueden usarse como pantalones
- Cualquier atuendo que muestre una afiliación con una pandilla, ganga o grupo callejero (Código de Educación § 35183).
- Los hombros deben cubrirse con mangas, no se permiten las camisas sin mangas

Se prohíben los sombreros y las gorras a menos que sean designadas, por ejemplo, como en el día de usar sombreros. Si a un estudiante se le requiere usar un sombrero o gorra, debe entregar una nota del médico a la oficina de su plantel.

Preguntas Frecuentes

1. ¿Qué tipo de vestimenta adicional es adecuada?

El uniforme de CNCA sólo incluye la camisa y los pantalones/faldas. CNCA no requiere prendas adicionales. Cualquier suéter, abrigo o chaqueta sin ningún logotipo, escritura o diseño es aceptable. Hay disponible un suéter con capucha y un suéter con cierre con el logo de CNCA, pero no se les exige a los estudiantes que lo usen.

2. ¿La camisa tipo polo debe tener el logo de CNCA?

No. Las camisas tipo polo sin el logo de CNCA son aceptadas, siempre y cuando sean del color correcto. Cada plantel tiene disponibles muestras de los uniformes en la oficina para que pueda comparar el color.

3. ¿Dónde puedo comprar el uniforme de CNCA?

CNCA trabaja con dos vendedores autorizados de uniformes. Por favor tenga en cuenta que cada vendedor establece su propio precio por cada prenda y tiene su propia política de devolución e intercambios, y estos vendedores podrían aún vender el antiguo uniforme de CNCA (camisa polo amarilla y pantalones verdes) como también uniformes de otras escuelas vecinas. Asegúrese de utilizar solamente el uniforme de CNCA descrito en este documento. CNCA no puede garantizar los uniformes. Por favor, comuníquese con la oficina de su escuela si tiene dificultad para encontrar las piezas correctas del uniforme.

- Broadway Army Store - 217 W 4th St., Los Angeles, CA 90013 Tel: (213) 617-8495
- La Cigüeña 2042 W. Venice Blvd. Los Angeles, CA 90018 Tel: (213) 272-2469
- El Caminito - 1534 W. 7th St., Los Angeles, CA 90017 Tel: (213) 370 - 6687

4. ¿Cuál es la política de devolución o intercambios?

Cada vendedor autorizado por CNCA crea su propia política de devoluciones e intercambios. Por

favor confirme con el vendedor cuál es su política antes de hacer la compra de artículos. Las prendas de vestir no pueden ser intercambiadas entre vendedores. CNCA no interfiere con las políticas de los vendedores de uniformes.

5. **¿Qué sucede si por circunstancias económicas no puedo comprar el uniforme de CNCA?**
Si usted no puede comprar el uniforme de CNCA a su niño debido a dificultades económicas, por favor, diríjase a las oficinas de su plantel. Algunos planteles de CNCA ofrecen vales o tienen uniformes donados disponibles.
6. **¿Hay alguna excepción?**
- Días de temática de espíritu escolar, días festivos, u otro día escolar específico anunciado por el plantel con anticipación.
 - A las clases o estudiantes individuales, grupos o clubs se les podría permitir un día de vestimenta libre como recompensa.
 - Ceremonias de graduación de la preparatoria.
 - Eventos patrocinados por la escuela donde se requiere una vestimenta profesional.

Aprendizaje a Distancia

En el caso del cierre total o parcial de las escuelas, como los ocurridos debido a COVID-19, y bajo la dirección del Departamento de Educación de California, Camino Nuevo Charter Academy implementará un programa de educación a distancia. La visión del Aprendizaje a Distancia es la siguiente:

Camino Nuevo Charter Academy garantiza un compromiso académico continuo, las relaciones de colaboración con las familias y el apoyo comprensivo para los niños durante este período de respuesta a la pandemia. Nosotros innovamos y mantendremos altas expectativas de excelencia con el fin de cumplir nuestra misión de educar a los estudiantes en un programa preparatorio universitario para que sean literatos, pensadores críticos y solucionadores independientes de problemas siendo agentes de justicia social con sensibilidad hacia el mundo que los rodea.

Nosotros proporcionaremos a nuestros estudiantes:

- Un contenido de alta calidad, alineado con los estándares, que acelere el aprendizaje, haciendo que los estudiantes avancen a lo largo de una progresión establecida a nivel de grado de los estándares y habilidades que tienen la mayor prioridad.
- Salones de clase alegres, receptivos y apropiados para la edad, ya sea virtuales o en persona, que promueven el bienestar y el crecimiento
- Oportunidades significativas para la creación de relaciones entre sí y con sus maestros
- Una colaboración intencional con sus familias, ya que su asociación es esencial ahora más que nunca.

Nosotros lograremos esta visión a través de una combinación de aprendizaje en línea sincrónico (en vivo) y asincrónico (independiente). Por favor, vea la guía relevante de la escuela para obtener más información sobre los horarios exactos de aprendizaje a distancia según el contexto.

Nosotros podemos grabar sesiones de clase como escuela. Invitamos a los padres / encargados a observar las clases virtuales, pero desaconsejamos la grabación para proteger la privacidad de los estudiantes y el personal en el salón de clase y en la escuela.

Asistencia al Aprendizaje a Distancia

En caso de que Camino Nuevo deba hacer una transición al aprendizaje a distancia debido al cierre de los establecimientos, como ocurrió durante la pandemia de COVID 19, se aplicará el siguiente apartado.

La asistencia es un componente crítico del éxito de su hijo en Camino Nuevo durante el aprendizaje a distancia. La asistencia diaria y constante garantiza que no se pierda información y experiencias claves del aprendizaje. Sin embargo, si ocurre una ausencia por cualquier motivo, se debe notificar a la escuela el día de la ausencia, se debe enviar una nota de verificación de la ausencia después de la ausencia, y todo el trabajo perdido se debe recuperar en una fecha acordada con el maestro. Es responsabilidad del estudiante y la familia pedirles a los maestros (en el momento apropiado) las asignaciones el día del regreso del estudiante a la escuela. Las notas de ausencia deben entregarse dentro de los 10 días calendario posteriores a la ausencia. No se aceptarán notas después del último día del mes calendario en el que ocurrió la ausencia.

Se espera la asistencia regular si los estudiantes están en aprendizaje a distancia o en un programa híbrido que incluye instrucción en persona e instrucción virtual en vivo. Si un estudiante se desvincula, la escuela utilizará varios métodos de alcance para tratar de volver a involucrar al estudiante y la familia; esto puede incluir llamadas telefónicas, mensajes en Parent Square, mensajes de texto, correo electrónico y correo a través del Servicio Postal de los Estados Unidos (USPS) u otro proveedor. La escuela puede cancelar la inscripción de un estudiante y remitirlo a su escuela de origen del Distrito Escolar Unificado de Los Ángeles si un estudiante está ausente durante 10 o más días consecutivos.

PLAN DE APOYO GENERAL PARA EL ESTUDIANTE

¿POR QUÉ? La meta del plan de apoyo al estudiante es establecer una cultura positiva y crear apoyos de comportamiento individualizados necesarios para que todos los estudiantes alcancen tanto el éxito social como el académico.

Código de Conducta de Camino Nuevo

Por favor cumpla con el Código de Conducta en todo momento:

- Yo trataré a todo el mundo con cortesía y respeto.
- Yo trataré la propiedad personal y escolar con respeto.
- Yo ayudaré a crear y mantener un ambiente positivo y seguro.
- Yo vendré a la escuela preparado para aprender.
- Yo actuaré responsablemente y aceptaré consecuencias por mis acciones.
- Yo ayudaré a cualquier persona en la escuela a que se sienta capaz, conectada y valorada.
- Yo conectaré y contribuiré con la comunidad y el mundo a mí alrededor.
- Yo honraré los pilares de carácter y lucharé por hacer mi comunidad segura, y con un entorno de aprendizaje para todos.

Se exigirá el cumplimiento del Código de Educación de California. Las consecuencias por comportamientos negativos podrían incluir:

- Advertencia verbal
- Conferencia maestro-estudiante
- Reflexión
- Llamada/junta con los padres/encargado
- Contrato de Conducta
- Servicio comunitario
- Visita al hogar
- Suspensión dentro del salón/ Suspensión dentro de la escuela
- Suspensión
- Expulsión

Reflexión u Horas de Servicio

Un administrador o maestro puede asignar una reflexión durante la hora del almuerzo / después de la escuela u horas de servicio a los estudiantes que no cumplen con las expectativas de toda la escuela. La reflexión después de escuela y la asignación de servicio comunitario pueden variar dependiendo de la preocupación respecto de la disciplina. Se notificará a las familias por lo menos 24 horas antes de asignar a un estudiante al tiempo de reflexión después de escuela o el servicio comunitario.

Pérdida del Privilegio de Días de Eventos Especiales

El Cuadro de Honor (*Dean's List*) u otras plataformas se pueden utilizar para documentar y comunicar el comportamiento del estudiante en la escuela. Los administradores pueden usar los puntajes de los estudiantes para determinar los privilegios de días donde habrá eventos especiales. Por favor asegúrese de revisar el informe del Cuadro de Honor de su estudiante regularmente. El no cumplir y demostrar las expectativas generales de toda la escuela puede resultar en la pérdida de los privilegios especiales.

Política de Prohibición de Armas

La Ley Federal de Escuelas Seguras Libres de Armas y la Ley de California prohíben la posesión de armas de fuego en los planteles. Los estudiantes, familias y maestros tienen prohibido tener armas o artículos que parezcan armas en los planteles. La posesión de un arma de fuego, esté o no cargada (incluyendo el tipo de pistolas de perdigones) o cualquier otra arma como navajas/cuchillas de bolsillo, podría ser causa de una severa acción disciplinaria hasta la destitución permanente de CNCA. "Posesión" incluye, pero no se limita, al almacenaje en "lockers", bolsas, carteras, mochilas, y/o automóviles.

Política de Un Ambiente Libre de Humo

La venta o el uso de productos de tabaco en cualquier forma está prohibida en todos los edificios de la escuela durante todo el año. La venta o el uso de productos de tabaco en cualquier forma está prohibida en los terrenos de la escuela y dentro de 50 pies de los predios de la escuela en todo momento.

Código de conducta de los empleados con los estudiantes

El Código de Educación, art. 44050, establece que una escuela autónoma que ofrezca instrucción a nivel de primaria o preparatoria debe mantener una sección sobre las interacciones de los empleados con los estudiantes en su código de conducta de los empleados. Es la política de CNCA que todos los empleados de la escuela se comporten de una manera que refleje los estándares consistentes con la ley y las políticas de CNCA en todo momento. El propósito de esta política es asegurar que todos los empleados de CNCA entiendan y demuestren el juicio adecuado acatando las prohibiciones en el comportamiento que debe regir su conducta; y reconocer la responsabilidad de responder adecuadamente a un comportamiento inaceptable de los estudiantes y/o compañeros de trabajo. Además, esta política especificará límites relacionados con situaciones y conductas potencialmente sexuales que son contrarias al comportamiento aceptado y que son incompatibles con los deberes y las responsabilidades de los empleados de CNCA. Además, esta política alertará a todos los empleados de CNCA sobre asuntos problemáticos sensibles involucrados en las relaciones entre empleados y estudiantes, proporcionará orientación para que los empleados se dirijan a sí mismos de una manera que refleje altos estándares de profesionalismo; y da aviso de que una posible acción indebida puede tener consecuencias significativas. Es la intención y el propósito de esta política establecer pautas que deben ser seguidas por todos los empleados de CNCA al interactuar con todos los estudiantes.

1. La instrucción escolar, el asesoramiento y otras tareas administrativas relacionadas con los estudiantes, que requieren la presencia de los estudiantes, deben llevarse a cabo en las instalaciones de la escuela dentro del día escolar normal.
2. Siempre que sea necesario que un empleado de CNCA se reúna con un estudiante fuera del día escolar normal, o para llevar a cabo instrucción o participar en actividades extracurriculares relacionadas con la escuela fuera de las instalaciones de la escuela, tales actividades deben ir acompañadas de la aprobación previa por escrito del director de la Escuela y el padre/tutor del(los) estudiante(s).
3. Los empleados de CNCA sólo deben estar a solas con un solo estudiante según lo autorizado por el administrador de su plantel, si es educativamente necesario, o es un requisito del puesto de ese empleado.
4. En el caso de que una actividad escolar requiera viajar y el empleado de CNCA sea llamado a conducir o proporcionar transporte de otra manera, la actividad y el transporte deben ser aprobados por escrito por el director del plantel y el padre/encargado antes del viaje requerido.
5. Los empleados de CNCA solo pueden viajar a solas con un solo estudiante después de adquirir el permiso por escrito del director y del padre/encargado.
6. Cualquier comunicación escrita, verbal o electrónica con los estudiantes se limitará a las tareas y requisitos de instrucción solamente, y cumplirá con las normas de conducta aplicables de CNCA.

Ejemplos de comportamiento inapropiado

La política de CNCA prohíbe cualquier tipo de relación sexual, contacto sexual o comunicación o comportamiento con matices sexuales entre un empleado y estudiante de CNCA sin tener en cuenta la edad del estudiante. Esto incluye salas/foros de chat por Internet, Facebook, Instagram o sitios de redes sociales similares, teléfonos celulares y todas las demás formas de comunicación electrónica o de otros tipos de comunicación. Esta prohibición se aplica a los estudiantes del mismo sexo o sexo opuesto del empleado de CNCA. También se aplica independientemente de si el estudiante o el empleado de CNCA inició el comportamiento sexual, y si el estudiante da la bienvenida o no a la conducta sexual y / o devuelve la atención.

Mientras que CNCA fomenta el cultivo de relaciones positivas con los estudiantes, se espera que los empleados y todas las personas que trabajan con los estudiantes o tienen contacto con estos utilicen el buen juicio, y se les advierte para evitar situaciones incluyendo, pero no limitado a lo siguiente:

1. Hacer comentarios sexualmente inapropiados o participar en estos, incluyendo comentarios de doble sentido o insinuaciones sexuales.
 - o bromas sexuales, o bromas /comentarios con doble sentido sexual;
 - o Besos de cualquier tipo;
 - o Escuchar o contar historias que estén orientadas sexualmente;
 - o Contacto físico inapropiado.
2. Involucrarse con un estudiante para que una persona razonable pueda sospechar un comportamiento inapropiado.

- o Estar a solas intencionalmente con un estudiante en el plantel o fuera de este, independientemente del género;
- o Excepto en situaciones de emergencia extremadamente raras, dar/compartir con un estudiante transportación hacia / desde la escuela o actividades escolares sin la aprobación por escrito del director y el padre / encargado;
- o Dar regalos a un estudiante individual que sean de carácter personal y/o íntimo;
- o Solicitar fotografías o notas de un estudiante;
- o Buscar una implicación emocional (que puede incluir un apego íntimo) con un estudiante más allá de la atención normativa y la preocupación requerida por un educador;
- o Estar solo en una habitación con un estudiante en la propiedad de CNCA con la puerta cerrada a menos que lo autorice el administrador del empleado, sea educativamente necesario o sea un requisito del puesto de ese empleado;
- o Atención inapropiada o excesiva, no instructiva hacia un estudiante en particular;
- o Comentarios sobre la apariencia, los atributos físicos o el desarrollo fisiológico de cualquier persona;
- o Permitir a los estudiantes concurrir a su hogar o asistir a actividades no escolares con el estudiante sin la aprobación por escrito del director y padre/tutor y sin otro padre/tutor u otro adulto responsable presente;
- o Enviar a un estudiante correos electrónicos, mensajes de texto o respuestas desde los sitios web de redes sociales como Facebook, Instagram, etc. que no estén directamente relacionados y limitados a asuntos de instrucción.

POLÍTICAS RELACIONADAS CON EL BIENESTAR Y LA SALUD

Cuándo Mantener en la Casa a su Niño

Si su niño muestra alguno de los siguientes síntomas, por favor manténgalo en la casa.

- Fiebre de más de 101 grados
- Vómitos
- Diarrea
- Dolor
- Dificultad en respirar
- Mucosidad nasal espesa amarilla o verde
- Lesión abierta o que transpira
- Tos severa
- Erupción o urticaria en la piel
- Conjuntivitis
- Liendres/piojos, culebrilla o alguna otra afección contagiosa

La determinación de enviar a un niño de vuelta a la casa se hará tomando en consideración este criterio de “mantener en la casa”. Los padres/encargados serán notificados por teléfono sobre la naturaleza del padecimiento y se les pedirá que vengan a buscar al niño.

Si su niño se accidenta seriamente en la escuela usted será contactado y la escuela administrará primeros auxilios de emergencia y completará un reporte de accidente el cual usted debe compartir con el médico del niño. Otros acontecimientos menores le serán comunicados a través del envío de una copia del reporte de incidente/accidente que se enviará a la casa con el estudiante a final del día.

Además de estas pautas, puede que CNCA tenga que implementar otras medidas de precaución (como las que fueron necesarias durante la pandemia de Covid-19) indicadas por las autoridades estatales, federales o locales.

Higiene

Es muy importante que sus niños vengan limpios y sanos a la escuela. Esto significa que ellos se laven sus dientes todos los días y se bañen regularmente. Con los estudiantes más grandes y los cambios en sus cuerpos el olor corporal podría convertirse en un asunto de preocupación. Por favor instruya y recuérdales a los estudiantes más grandes sobre los hábitos de higiene positivos. Los estudiantes son muy activos y todos vivimos en un clima cálido. Por favor, no dude en proveerles desodorante/antiperspirante. Cuando los niños no vienen limpios a la escuela, los demás lo notan. Esto podría ocasionar bromas y evitación por parte de otros estudiantes. Por favor, haga todo lo que tenga a su alcance para que su niño tenga relaciones sociales positivas.

Horas de sueño

Es muy importante que su niño adquiera la cantidad apropiada de horas de sueño. Ellos están creciendo y necesitan estar bien descansados antes de venir a la escuela. Cuando los niños pasan por la edad del desarrollo, ellos requieren de más horas de sueño de lo normal. Los estudiantes de jardín de infantes hasta el grado 12 generalmente requieren de 8 a 12 horas de sueño cada noche. Los adultos jóvenes requieren por lo menos 8 horas de sueño. ¡Por favor ayude a su niño a obtener la cantidad correcta de horas de sueño para que llegue a la escuela cada día listo para ser la mejor versión de sí mismo!

Enfermedad

Si su niño está enfermo, por favor llame e informe a la oficina el día de la ausencia. Para la propia protección de su niño y la de los demás, por favor no lo envíe enfermo a la escuela. Si su niño se queja de sentirse enfermo en la escuela, dependiendo de la severidad, se le podría contactar para que lo venga a buscar. dentro de lo posible trate de conseguir una copia de la tarea mientras el niño se encuentre ausente.

Cumpleaños y Celebraciones

Los planteles pueden hacer arreglos especiales para tener eventos durante el año escolar como festividades o celebraciones. Si desea participar, por favor, haga arreglos con la oficina de la escuela para asegurarse de cumplir con la política de bienestar del plantel.

Si usted desea celebrar el cumpleaños de un estudiante durante la escuela, por favor comuníquese con la oficina de la escuela con anticipación para hacer los arreglos. CNCA recomienda traer artículos de celebración que no sean alimentos, pero en caso de querer traer algún alimento, le pedimos que se remita a la Política de Bienestar. política Si usted está planeando tener una fiesta de cumpleaños en casa, por favor haga los arreglos fuera de la escuela. Las copias de la política de bienestar están disponibles en la oficina de la escuela o en el sitio web de CNCA.

Vacunas

Los estudiantes deben ser vacunados contra ciertas enfermedades transmisibles. Los estudiantes tienen prohibido asistir a la escuela a menos que cumplan los requisitos de inmunización para la edad y el grado. CNCA cooperará con los funcionarios de salud locales en las medidas necesarias para la prevención y el control de las enfermedades transmisibles en los niños en edad escolar. CNCA puede utilizar fondos, propiedades o personal y puede permitir que cualquier persona con licencia como un médico o enfermero registrado administre un agente de inmunización a cualquier estudiante cuyos padres hayan dado su consentimiento por escrito. (Código de Educación §§ 48216, 49403).

La ley Escolar de California (AB 354) requiere que todos los niños estén al día con sus vacunas para asistir a la escuela. Los siguientes son los requisitos de vacunación organizados por edad:

Edad de 4 a 6 años (Estos requisitos de vacunación también aplican a niños que ingresan al Kínder de Transición)	Edad de 7 a 17 años
Vacuna contra la difteria, el tétanos y la tos ferina (DTaP, DTP o DT) —5 dosis (4 dosis cumplen con el requisito si una se aplicó al cumplir los 4 años de edad o después)	Vacuna contra la difteria, el tétanos y la tos ferina (DTaP, DTP, DT, Tdap o Td) —4 dosis (3 dosis cumplen con el requisito si la última se aplicó al cumplir los 2 años de edad o después)
Polio (OPV o IPV)—4 dosis (3 dosis cumplen con el requisito si una se aplicó al cumplir los 4 años de edad o después)	Polio (OPV o IPV)—4 dosis (3 dosis cumplen con el requisito si una se aplicó al cumplir los 2 años de edad o después)
Hepatitis B—3 dosis	Vacuna contra el sarampión, las paperas y la rubéola (MMR)—1 dosis (Se requieren 2 dosis para los estudiantes que ingresan a 7° grado)

Vacuna contra el sarampión, las paperas y la rubéola (MMR)—2 dosis (Ambas dosis deben haberse aplicado al cumplir el 1.º año o después)	Varicela (Los estudiantes de 7-12 años de edad necesitan 1 dosis; los estudiantes de 13-17 años de edad necesitan 2 dosis)
Varicela—1 dosis	Vacuna contra el tétanos, la difteria y la tos ferina (Tdap) —1 dosis para estudiantes de 7.º grado o aquellos estudiantes de 8.º hasta 12.º grado que se transfieren de una escuela fuera del estado. (Se requiere 1 dosis al cumplir los 7 años de edad o después).
VPH - Virus del papiloma humano (2019: recomendado para todos los niños a menos que su médico le indique que su hijo no puede recibir la vacuna de manera segura)	Todos los niños de 11 a 12 años deben recibir una serie de 2 vacunas de HPV (por sus siglas en inglés) con al menos 6 meses de diferencia. Se necesita una serie de 3 dosis para aquellos con sistemas inmunitarios debilitados y aquellos de 15 años o más.
Meningococo (2019: Recomendado)	Todos los niños de 11 a 12 años deben recibir una sola inyección de la vacuna conjugada meningocócica (MenACWY). Se recomienda una vacuna de refuerzo a los 16 años. Los adolescentes, de 16 a 18 años de edad, pueden ser vacunados con la vacuna meningocócica (MenB) del serogrupo B.

Todas las escuelas de California están obligadas a revisar los registros de vacunación para todas las nuevas admisiones de estudiantes en TK / Kindergarten hasta el 12.º grado y será confirmado para todos los estudiantes que avanzan al 7.º grado antes de ingresar. Los padres/encargados deben mostrar el Registro de Vacunación del estudiante como prueba de vacunación.

Si no tiene seguro médico o un médico de cabecera, visite <http://publichealth.lacounty.gov/ip/clinics.htm> o llame a la Línea de Información de Los Angeles al 2-1-1 para referidos gratuitos o a bajo costo a proveedores de vacunas.

Tenga en cuenta que estos requisitos aplican a TODAS las escuelas de California. Nuestra escuela requiere el comprobante de vacunación, cómo máximo, al 15 de junio de cada año.

Ley de Excepción de Inmunización (SB277)

A partir de julio del 2016, las excepciones por creencias religiosas u otras razones personales no se permitirán como una opción para no recibir las vacunas que actualmente se requieren para entrar a la escuela o participar en programas de cuidado de niños en California. No se les permitirá a los padres/encargados de los estudiantes de una escuela o un establecimiento de cuidado de niños, ya sea

de carácter público o privado, oponer una excepción a las actuales vacunas requeridas debido a creencias personales. Los estudiantes ya no estarán obligados a tener vacunas para entrar si asisten a una escuela privada en el hogar o cursan un programa de estudio independiente y no reciben instrucción basada en el salón de clase.

Los estudiantes que tengan un Plan de Educación Individualizada (por sus siglas en inglés, "IEP") deben continuar recibiendo todos los servicios necesarios identificados en su plan sin importar su estado de vacunación. Sin embargo, los padres/encargados deben continuar proveyendo sus archivos de vacunación a las escuelas, y las escuelas deben continuar manteniendo, revisando y reportando los archivos de vacunación que han recibido de estos estudiantes.

Un estudiante que está sin hogar o en cuidado de crianza, cuando se transfiere a una nueva escuela, puede ser admitido inmediatamente, aunque el estudiante llegue sin registros de vacunación.

El Proyecto de Ley (SB) 277 prevé una exención limitada para estudiantes que presentaron una declaración jurada de exención por creencias personales a la escuela antes del 1 de enero de 2016 para continuar asistiendo a la escuela pública o privada después del 1.º de julio de 2016 hasta que se inscriban en el siguiente "bloque de grados". Los tres bloques de grado se definen como: del nacimiento al preescolar, de kínder a sexto grado, y de los grados 7 al 12.

El SB 277 todavía permite una exención médica y define la exención médica de la siguiente manera: "Si el padre o encargado presenta ante la autoridad gobernante una declaración escrita por un médico licenciado en el sentido de que la condición física del niño es tal, o las circunstancias médicas relacionadas con el niño son tales, que la inmunización no se considera segura, indicando la naturaleza específica y la duración probable de la condición médica o las circunstancias, incluyendo, pero no limitado a, la historia médica de la familia, por lo cual el médico no recomienda la inmunización, ese niño estará exento de los requisitos del Capítulo 1 (a partir del artículo 120325, pero excluyendo el artículo 120380) y los artículos 120400, 120405, 120410 y 120415 en la medida indicada por la declaración del médico".

Examen Físico Deportivo

Cada estudiante en los grados del 9 al 12 que planea participar en las actividades deportivas escolares debe presentar un examen físico completo por un proveedor de salud con licencia. La prueba escrita de un examen físico proporcionado por un médico o el departamento de salud debe presentarse a la oficina de la escuela y/o al administrador designado de la escuela.

Conmoción

La conmoción es una lesión cerebral, y todas las lesiones cerebrales son graves. Son causadas por un impacto, un golpe o una sacudida en la cabeza, o un golpe en otra parte del cuerpo que transmite la fuerza a la cabeza. Pueden ser de leves a severas, y pueden alterar el funcionamiento normal del cerebro.

Si bien la mayoría de las conmociones son leves, todas las conmociones son potencialmente graves y pueden ocasionar complicaciones, entre las que se incluye el daño cerebral prolongado y la muerte si no se reconocen y tratan adecuadamente. En otras palabras, incluso un “golpecito” o un golpe en la cabeza puede ser serio. Las conmociones no pueden verse y la mayoría de las conmociones deportivas ocurren sin pérdida de la conciencia. Los signos y síntomas de una conmoción pueden aparecer inmediatamente después de la lesión o pueden tardar horas o días en aparecer por completo. Si su hijo refiere algún síntoma de conmoción, o si usted mismo advierte síntomas o signos de conmoción, busque asistencia médica de inmediato. Los signos de conmoción pueden ser observados por los padres/encargados, o bien informados por el estudiante.

Signos observados por los padres

- Parece aturdido • Se olvida las órdenes, está confundido sobre una tarea o puesto, o está inseguro del juego, puntaje u oponente • Se mueve torpemente • Responde a las preguntas con lentitud • Pierde la conciencia (aunque sea por períodos breves) • Muestra cambios en el estado de ánimo, el comportamiento o la personalidad • No puede recordar los eventos previos o posteriores a un golpe o caída.

Síntomas informados por adolescentes

- Dolor de cabeza o “presión” en la cabeza • Náuseas o vómitos • Problemas de equilibrio o mareos, o visión doble o borrosa • Molestia causada por la luz o el ruido • Debilidad, confusión, aturdimiento o atontamiento • Confusión o problemas para concentrarse o de memoria • Simplemente, no “sentirse bien” o “sentirse decaído”.

Todos los entrenadores deportivos de CNCA reciben capacitación anual sobre seguridad en relación con las conmociones. Todos los estudiantes que participan en deportes extracurriculares deben contar con un formulario de autorización firmado por el padre/encargado en los archivos de la escuela. Si se sospechara que un estudiante sufrió una conmoción, se lo sacará inmediatamente de la actividad y no se le permitirá regresar a la actividad salvo que lo autorice un profesional médico.

Exámenes de Salud en las Escuelas

Exámenes de Salud Requeridos: Audición, Escoliosis y Visión

Los estudiantes recibirán un examen de audición, escoliosis y visión según lo requiere la Ley Estatal de California en los grados kínder, 2.º, 5.º y 8.º. La prueba de escoliosis es requerida para las niñas en 7.º y los niños en 8.º. Estos exámenes se llevan a cabo en la escuela por profesionales de la salud contratados y se ofrecen sin costo alguno para las familias. Avisos y/o formas de consentimiento pasivo se enviarán a la casa previamente a los exámenes. Recomendamos y exhortamos vigorosamente que los padres/encargados coordinen un examen anual de habla para sus niños como parte del examen físico rutinario (Código de Educación, §§ 49452, 49452.5, 49455).

Visión y Otros Defectos

CNCA notificará a los padres de cualquier estudiante que refiera a un supervisor de salud por posibles defectos visuales o de otro tipo. La notificación les pide a los padres que tomen las medidas necesarias para curar o corregir la condición. (Código de Educación § 49456).

Retiro de Consentimiento de los Padres para el Examen Físico

Un padre o tutor que tenga el control o esté a cargo de cualquier niño inscrito en las escuelas públicas puede presentar anualmente, ante el director de la escuela en la que está inscrito, una declaración por escrito, firmada por el padre o tutor, indicando que no dará su consentimiento para el examen físico de su hijo. A continuación, el niño estará exento de cualquier examen físico, pero siempre que exista una buena razón para creer que el niño está sufriendo una enfermedad contagiosa o infecciosa reconocida, se le enviará a casa y no se le permitirá regresar hasta que las autoridades escolares estén convencidas de que no existe ninguna enfermedad contagiosa o infecciosa (Código de Educación § 49451).

Servicios Médicos u Hospitalarios para Alumnos

La Mesa Directiva puede proporcionar o poner a disposición servicios médicos u hospitalarios por lesiones a los estudiantes que surjan de programas o actividades escolares. A ningún estudiante se le obligará a aceptar dicho servicio sin consentimiento, o, si es menor de edad, sin el consentimiento de un padre o tutor (Código de Educación § 49472).

Servicios Médicos Confidenciales

El Código de Educación, art. 46010.1, establece que las autoridades escolares pueden excusar a cualquier estudiante de los grados 7-12 de la escuela con el propósito de obtener servicios médicos confidenciales sin el consentimiento del padre o tutor del estudiante.

Educación de Salud

Las escuelas deben proveer a los estudiantes en los grados 9 al 12 con educación de salud sobre prevención del VIH/SIDA al menos una vez en la escuela secundaria. La educación sobre la prevención del VIH/SIDA, ya sea enseñada por personal de CNCA o consultores externos, debe cumplir con los requisitos del artículo 51933 y debe reflejar con precisión la información y recomendaciones más recientes del cirujano general de los Estados Unidos, el Centro Federal para el Control y la Prevención de Enfermedades, y la Academia Nacional de Ciencias. A los estudiantes de 5.º grado se les exhorta a participar en la Presentación de Crecimiento y Desarrollo Humano (sesiones separadas para niños y niñas). Se requiere permiso de los padres/encargados para participar.

La Ley de Jóvenes Saludables de California

La Ley de Jóvenes Saludable de California, codificada en los artículos 51930-51939 del Código de Educación de California (CE), tiene cinco propósitos principales:

1. Proporcionar a los estudiantes los conocimientos y las habilidades necesarias para proteger su salud sexual y reproductiva del embarazo no deseado y las enfermedades de transmisión sexual (ETS);
2. Alentar a los estudiantes a desarrollar actitudes saludables con respecto al crecimiento y desarrollo de los adolescentes, la imagen corporal, los roles de género, la orientación sexual, las citas, el matrimonio y la familia.
3. Promover la comprensión de la sexualidad como parte normal del desarrollo humano.
4. Asegurar que los estudiantes reciban instrucción integrada, completa, precisa e imparcial sobre la salud sexual y prevención del VIH, y proporcione a los educadores herramientas y orientación claras para lograr ese fin.
5. Proporcionar a los estudiantes los conocimientos y habilidades necesarias para tener relaciones y comportamientos saludables, positivos y seguros.

Tendremos disponibles para ser revisados los materiales educativos escritos y audiovisuales utilizados en la educación integral en materia de salud sexual y en la educación sobre la prevención del VIH. Los padres pueden solicitar una copia de la Ley de Jóvenes Saludables de California. Un padre o tutor de un estudiante tiene el derecho de excusar a su hijo de la totalidad o de parte de la educación integral en salud sexual, la educación para la prevención del VIH y las evaluaciones relacionadas con esa educación a través de un proceso de consentimiento pasivo ("exclusión voluntaria"). Un padre o tutor tiene el derecho de excusar a su hijo de la educación integral relacionadas con la salud sexual y la educación para la prevención del VIH y, para poder excusar a su hijo, debe presentar su solicitud por escrito a la escuela.

Un estudiante no puede asistir a ninguna clase sobre educación integral de salud sexual o educación para la prevención del VIH, ni participar en ninguna prueba, cuestionario o encuesta anónima, voluntaria y confidencial sobre los comportamientos y riesgos de salud de los estudiantes, si la escuela ha recibido una solicitud por escrito del padre o tutor del estudiante que excluye al estudiante de participar (Código de Educación § 51240).

Un estudiante no puede estar sujeto a medidas disciplinarias, sanción académica u otra sanción si el padre o tutor del estudiante se niega a permitir que el estudiante reciba educación integral sobre salud sexual o educación para la prevención del VIH, para estudiantes de los grados 7-12, o que participe en pruebas, cuestionarios o encuestas anónimas, voluntarias y confidenciales sobre los comportamientos y riesgos de la salud de los estudiantes.

Mientras se administra la educación integral de salud sexual, educación para la prevención del VIH, o la prueba, el cuestionario o la encuesta anónima, voluntaria y confidencial sobre los comportamientos y riesgos de salud de los estudiantes, se pondrá a disposición de los estudiantes cuyas padres o tutores

hayan solicitado que no reciban la instrucción ni participen en la prueba, cuestionario o encuesta, una actividad educacional alternativa.

Se pueden administrar a los estudiantes herramientas de investigación y evaluación anónimas, voluntarias y confidenciales para medir los comportamientos y riesgos de salud de los estudiantes, incluyendo pruebas, cuestionarios y encuestas que contienen preguntas apropiadas para la edad sobre las actitudes del estudiante con respecto o prácticas relacionadas con el sexo. Un padre o tutor tiene el derecho de excusar a su hijo de la prueba, cuestionario o encuesta a través de un proceso de consentimiento pasivo ("exclusión voluntaria"). Las escuelas no requerirán el consentimiento activo de los padres ("exclusión voluntaria") para estas pruebas, cuestionarios o encuestas. Los padres o tutores serán notificados por escrito de que esta prueba, cuestionario o encuesta debe ser administrada, dando la oportunidad de revisar el examen, cuestionario o encuesta si lo desean, notificando de su derecho a excusar a su estudiante de la prueba, cuestionario o encuesta, e informando de que para excusar a un estudiante deben indicar su solicitud por escrito a la escuela (Código de Educación §§ 51513 y 51514).

Las escuelas de CNCA pueden usar consultores externos u oradores invitados con el fin de proporcionar a los estudiantes una educación consistente con la Ley de Jóvenes Saludables de California.

Las escuelas de CNCA no requerirán el consentimiento activo de los padres ("consentimiento para inclusión") para la educación integral de salud sexual y la educación para la prevención del VIH.

"Educación integral de salud sexual" significa educación con respecto al desarrollo humano y la sexualidad, que incluye la educación sobre el embarazo, la planificación familiar y las enfermedades de transmisión sexual (CE § 51931).

"Educación para la prevención del VIH/SIDA" significa la instrucción sobre la naturaleza del VIH/SIDA, los métodos de transmisión, las estrategias para reducir el riesgo de infección por el virus de la inmunodeficiencia humana (VIH), y las cuestiones sociales y públicas relacionadas con el VIH/SIDA (Código de Educación § 51931).

Otros Requisitos de Educación Sobre Salud:

Ley de Erin: Prevención del Abuso y la Molestia Sexual

La Ley de Erin recibió ese nombre por la sobreviviente de un abuso sexual en la infancia, autora, oradora y activista Erin Merryn.

"La Ley de Erin" requiere que todas las escuelas públicas de cada estado implementen un programa de orientación y prevención del abuso sexual infantil que enseñe:

- A los estudiantes en los grados de pre-kínder al 12.º, técnicas apropiadas para la edad para que reconozcan el abuso sexual infantil y lo comuniquen a un adulto de confianza
- A todo el personal de la escuela, sobre el abuso sexual infantil

- A los padres/encargados legales, sobre las señales de alerta del abuso sexual infantil, además de la ayuda necesaria, los referidos o la información de recursos para apoyar a los niños abusados sexualmente y a sus familias.

Por favor, comuníquese con su plantel para información específica sobre las fechas de las asambleas.

Conforme al Código de Bienestar e Instituciones, art. 18976.5, los padres pueden negarse a que sus hijos participen en un programa de prevención primaria.

Salud y Condiciones Médicas

La oficina de la escuela y el administrador designado deberán ser notificados si algún estudiante padece de alguna condición médica o de salud que requiera de acomodaciones en la escuela para poder participar en el programa educacional. El administrador de la escuela arreglará una cita con los padres/encargados legales y el personal necesario de la escuela para crear un plan de acomodación para la condición médica del estudiante. Los estudiantes que padezcan diabetes, asma severa, o alergias deberán tener un plan de acomodación en la escuela.

Alergias

Por favor infórmenos de cualquier tipo de alergia que su niño pueda tener y provea los medicamentos (si fuera necesario) para prevenir una reacción alérgica seria. Esto incluye alergias a las plantas, animales, alimentos, medicinas y otras sustancias.

Enfermedades Transmisibles

Se conducirán periódicamente inspecciones para determinar la presencia de posibles enfermedades transmisibles. Un estudiante con sospecha de tener alguna enfermedad transmisible será excluido de la escuela hasta que se cumplan los requisitos para readmisión.

Liendres

Las epidemias de liendres son muy comunes en Los Angeles. La escuela sigue rutinas de prevención. Estas rutinas incluyen las revisiones periódicas de la cabellera de los niños y el desinfectar las áreas necesarias de la escuela. Si usted descubre que alguien de su familia tiene liendres, por favor, notifique inmediatamente a la escuela. Si se descubre que su niño tiene huevos de liendres en su cabeza y/o tiene piojos en su cabello, nosotros lo enviaremos a la casa. Su niño sólo podrá regresar a clases si recibe el tratamiento adecuado efectivamente, las liendres desaparecen y la oficina lo inspecciona.

Tiña

La tiña es una enfermedad infecciosa caracterizada por la descamación y el quiebre de la piel. En casos severos aparecen lesiones vesiculares en varias partes del cuerpo. Los niños que tengan tiña serán

enviados a casa y se les requerirá una nota médica indicando que la tiña no es contagiosa para que así pueda ser readmitido.

Varicela

Se hará un esfuerzo para notificar a los padres/encargados sobre la exposición a la varicela. El padre/encargado de un estudiante para el cual la varicela es un posible riesgo, deberá contactarse con la escuela para comunicarlo. Los estudiantes de alto riesgo incluyen aquellos que tengan una condición que afecta su sistema inmunológico y aquellos que reciben ciertas drogas para el tratamiento de la leucemia o de un trasplante de órganos.

Otras Enfermedades

Un estudiante que regrese a la escuela con suturas, enyesado, con muletas, brazos de soporte, o en silla de ruedas deberá traer un permiso escrito del médico para asistir a la escuela y debe cumplir con todos los procedimientos de seguridad requeridos por la administración de la escuela. Un estudiante que regrese a la escuela después de una enfermedad seria o prolongada, herida, cirugía u hospitalización deberá traer un permiso escrito del médico para poder regresar a la escuela, incluyendo cualquier recomendación relacionada a la actividad física.

Se podrá eximir a un estudiante (por menos de 10 semanas) de la clase de educación física cuando este no pueda participar en el currículo regular o uno modificado por un periodo temporal debido a una enfermedad o lesión. Una nota por escrito de los padres/encargados legales pidiendo una excusa podría aceptarse por sólo un máximo de 5 días: luego de esto, una nota por escrito del médico del estudiante será necesaria. Una tarjeta de emergencia con información al día debe de estar en el archivo de la escuela para que los padres/encargados puedan ser notificados de inmediato en caso de un accidente o enfermedad que involucre a su niño.

Medicinas en la Escuela

Los estudiantes no pueden llevar consigo o usar medicamentos en la escuela sin un permiso por escrito. Un estudiante que necesite tomar medicamentos durante las horas escolares tiene que traer una declaración a este efecto a la escuela firmada y prescrita por un médico licenciado en California y por el padre/encargado. Los padres/encargados pueden pedir el formulario llamado "SOLICITUD DE MEDICAMENTOS A TOMAR DURANTE LAS HORAS DE LA ESCUELA" en la oficina de la escuela.

Cualquier estudiante con las siguientes preocupaciones de salud debe traer una nota de su médico: alergias a alimentos, asma, diabetes y convulsiones. La autoadministración de medicamentos se puede permitir a través de un arreglo especial con el administrador escolar. Los formularios necesarios están disponibles en la oficina de la escuela o con un administrador. El personal escolar no administra, prescribe, o da consejo acerca de cualquier tipo de medicamento. Si un estudiante está tomando medicamentos, lo mejor será arreglar un horario de antemano para que un padre/encargado le administre el medicamento.

Administración de Medicamentos Recetados

El Código de Educación, art. 49423, establece que cualquier estudiante que esté obligado a tomar, durante el día escolar regular, medicamentos prescritos para él/ella por un médico y cirujano, o indicados para él /ella por el asistente de un médico que ejerza la profesión de acuerdo con el Código de Negocios y Profesiones, puede ser asistido por la enfermera de la escuela u otro personal escolar designado o puede llevar consigo y autoadministrarse la epinefrina autoinyectable prescrita, si CNCA recibe las indicaciones escritas apropiadas.

Para que un estudiante sea asistido por una enfermera de la escuela u otro personal escolar designado, CNCA deberá obtener una declaración escrita del médico que detalle el nombre del medicamento, el método, la cantidad y el horario en el cual debe tomar el medicamento y una declaración escrita del padre, padre adoptivo o tutor del estudiante indicando el deseo de que CNCA ayude al estudiante en las circunstancias establecidas en la declaración del médico.

Para que un estudiante lleve y se autoadministre la epinefrina autoinyectable con receta, CNCA deberá obtener una declaración escrita del médico o cirujano que detalle el nombre del medicamento, el método, la cantidad y los horarios en los que debe tomar el medicamento, y confirmar que el estudiante es capaz de autoadministrarse la epinefrina autoinyectable, y una declaración escrita del padre, padre adoptivo o tutor del estudiante que consienta la autoadministración, proporcionando una autorización para que la enfermera de la escuela u otro personal escolar designado consulte con el proveedor de atención médica del estudiante con respecto a cualquier pregunta que pueda surgir con respecto a la medicación, y liberando a CNCA y al personal escolar de la responsabilidad civil si el estudiante que se autoadministra sufre una reacción adversa como resultado de la autoadministración del medicamento de acuerdo con este párrafo.

Las declaraciones escritas especificadas en este apartado se proporcionarán al menos anualmente y con mayor frecuencia si el medicamento, la dosis, la frecuencia de administración o el motivo de la administración cambian.

Un estudiante puede estar sujeto a medidas disciplinarias de acuerdo con el artículo 48900 si ese estudiante utiliza epinefrina autoinyectable de una manera distinta a la prescrita.

Conforme al Código de Educación, art. 49423.1, los estudiantes que deban tomar, durante la jornada escolar regular, una medicación que les haya prescrito un médico o cirujano, pueden recibir ayuda del personal de enfermería de la escuela u otro personal designado por la escuela, o pueden llevar consigo y autoadministrarse la medicación inhalada para el asma si CNCA recibe las declaraciones correspondientes por escrito.

Para que un estudiante pueda recibir ayuda del personal de enfermería de la escuela u otro personal designado por la escuela, CNCA debe obtener tanto una declaración por escrito del médico o cirujano que detalle el nombre de la medicación, el método, la cantidad y el horario en el que se debe tomar la medicación, como una declaración por escrito del padre, padre sustituto o tutor del estudiante solicitando que el distrito escolar asista al estudiante.

Para que un estudiante pueda llevar y autoadministrarse una medicación inhalada para el asma con prescripción médica, CNCA deberá obtener tanto una declaración por escrito del médico o cirujano, que detalle el nombre de la medicación, el método, la cantidad y el horario en el que se debe tomar la medicación y que confirme que el estudiante puede autoadministrarse la medicación inhalada para el asma, como así también una declaración por escrito del padre, padre sustituto o tutor del estudiante prestando consentimiento para la autoadministración y autorizando al personal de enfermería u otro personal designado por la escuela a consultar con el profesional médico del estudiante respecto de cualquier pregunta que pueda surgir en relación con la medicación y liberando a CNCA y su personal de toda responsabilidad civil si el estudiante que realiza la autoadministración sufre una reacción adversa al tomar la medicación.

CNCA aceptará la declaración por escrito del médico o cirujano, tal como se especifica en este párrafo, cuando sea emitida por un médico o cirujano contratado con un plan de salud autorizado conforme al artículo 1351.2 del Código de Salud y Seguridad. Las declaraciones por escrito que se especifican en este apartado se proporcionarán tanto en inglés como en español, e incluirán el nombre y la información de contacto del médico o cirujano.

El personal de enfermería de la escuela u otro personal de la escuela no serán objeto de revisión profesional, no serán responsables en una acción civil, ni serán objeto de acción penal por sus actos u omisiones en relación con la autoadministración por parte de un estudiante de medicación inhalada para el asma de conformidad con este apartado. CNCA no tendrá responsabilidad civil en caso de que un estudiante que se autoadministra medicación inhalada para el asma de acuerdo con este apartado sufra una reacción adversa.

Las declaraciones por escrito especificadas se proporcionarán al menos de forma anual y con más frecuencia si la medicación, la dosis, la frecuencia de administración o el motivo de su administración cambian.

Los estudiantes pueden ser pasibles de sanción disciplinaria conforme al artículo 48900 si el estudiante usa la medicación inhalada para el asma de una forma distinta a la prescrita.

Régimen de Medicamentos para una Condición No Episódica

El padre o tutor legal de cualquier estudiante de una escuela pública sobre un régimen de medicación continua para una condición no episódica, informará, a la enfermera de la escuela u otro empleado de la

escuela certificado designado, del medicamento que se está tomando, la dosis actual y el nombre del médico supervisor. Con el consentimiento del padre o tutor legal del estudiante, la enfermera de la escuela podrá comunicarse con el médico y puede asesorar al personal de la escuela con respecto a los posibles efectos del medicamento en el comportamiento físico, intelectual y social del niño, así como posibles signos y síntomas de conducta debido a efectos secundarios adversos, omisión o sobredosis (Código de Educación § 49480).

Tratamiento de Lesiones ocurridas en la Escuela

La política de la escuela es tratar lesiones menores (raspaduras, cortaduras hechas por papel, chichones, etc.) con una bolsa de hielo, compresas frías, y curitas, cuando sea necesario. Las familias serán notificadas sobre lesiones menores a discreción de la administración. Si llegara a ocurrir una lesión/enfermedad más seria, el personal de la escuela contactará a los padres/encargados, y si es requerido, se transportará al estudiante a la sala de emergencias del hospital más cercano o se llamará al 911. Es responsabilidad de los padres/encargados mantener al día la información médica y los contactos de emergencia. Por favor vea la Tarjeta de Emergencia de CNCA para más información sobre los tratamientos de emergencia para los estudiantes.

Estudiantes con Discapacidades

El Código de Educación, art. 48207, establece que una escuela autónoma puede continuar inscribiendo a un estudiante con una discapacidad temporal que está recibiendo instrucción individual en un hospital u otro centro de salud residencial con el fin de facilitar el reingreso oportuno del estudiante a su escuela anterior después de que la hospitalización ha terminado, o con el fin de proporcionar una semana parcial de instrucción a un estudiante que está recibiendo instrucción individual en un hospital u otro centro de salud residencial, por menos de cinco días de instrucción por semana, o el equivalente, como se describe en el inciso c) del artículo 48206.3.

Deber de Notificación del Padre

Será la responsabilidad primordial del padre o tutor de un estudiante con una discapacidad temporal notificar a CNCA de acuerdo con el artículo 48207 de la presencia del estudiante en un hospital calificado (Código de Educación § 48208).

Instrucción para Estudiantes con Discapacidades Temporales

Un estudiante con una discapacidad temporal que hace imposible o no aconsejable la asistencia a las clases diurnas regulares o al programa de educación alternativa en el que el estudiante está inscrito recibirá instrucción individual en el hogar proporcionada por CNCA, o instrucción individual en un hospital u en otro centro de salud residencial, excluyendo los hospitales estatales (Código de Educación § 48206.3).

Prueba de Aptitud Física

La Ley del Estado requiere que las escuelas administren anualmente la Prueba de Aptitud Física (por sus siglas en inglés, "PFT") a todos los estudiantes de 9.º grado. El examen "PTF" designado por el estado es el llamado "FITNESSGRAM". Consiste en un conjunto de pruebas designadas para evaluar la salud en términos de la condición física y para ayudar a los estudiantes a establecer hábitos regulares de por vida referentes a su salud física. Los maestros son responsables de preparar a los estudiantes para que den lo mejor de sí en la prueba, proporcionándoles la instrucción y la práctica adecuada de las destrezas y las habilidades que serán puestas a prueba. Los estudiantes se ponen a prueba durante los meses de febrero y mayo. Los padres/encargados deben exhortar a sus niños a que participen en un programa regular de actividad física y nutrición.

La prueba en su totalidad mide los logros del estudiante en las siguientes áreas:

- Capacidad aeróbica
- Composición corporal
- Fuerza muscular, resistencia y flexibilidad

Afecciones Crónicas

Por la seguridad de su hijo, la escuela debe estar al tanto de cualquier necesidad especial que su niño pueda tener, como asma, alergias, o cualquier otra condición médica persistente. Usted debe notificar a la oficina y al maestro de su hijo.

Respuesta a Emergencias

En caso de una emergencia, los padres/encargados deben recordar que las escuelas están entre los edificios más seguros de una comunidad. Por ley, las escuelas públicas de California están construidas bajo los estándares más elevados, llamados Ley de Campo (*Field Act*); por lo tanto, las escuelas generalmente no sufren los mismos daños que los edificios residenciales o comerciales. Las escuelas también tienen amplios Sistemas de Seguridad contra Incendios que incluyen alarmas de incendio y sistemas de riego designados para proteger a los estudiantes y el personal. En general, las escuelas responderán a las emergencias trasladando a los estudiantes al lugar más seguro posible. Durante incendios o terremotos, los estudiantes serán trasladados del salón de clase a un área segura de asamblea, usualmente en el patio o el estacionamiento. La escuela implementa regularmente simulacros de emergencia para asegurar que todos los miembros de la comunidad escolar conozcan el plan. Los maestros revisarán los procedimientos de preparación para emergencias con los estudiantes durante el primer mes de la escuela.

Durante una emergencia, se les pedirá a los padres/encargados que quieran venir a buscar a sus niños que vayan a un lugar diferente al área de salida habitual. Les pedimos que sigan las instrucciones del personal de la escuela. Por favor, recuerde que los estudiantes serán entregados solamente a las personas cuyos nombres se encuentren escritos en la Tarjeta de Contactos de Emergencia, a menos que

otra persona sea autorizada por el padre con tenencia/encargado y verificada por la escuela. Los padres/encargados deben asegurarse de que esta Tarjeta de Emergencia del estudiante contenga información actualizada y correcta. Por favor, notifique a la escuela en cualquier momento si su información de contacto de emergencia cambia.

Durante una amenaza de violencia, los estudiantes deben buscar refugio en un salón de clase donde puedan encerrarse alejados de todo lo que los pueda herir. Durante una emergencia donde el plantel deba protegerse, los padres/encargados no podrán venir a buscar a sus niños hasta que el plantel haya sido declarado seguro por la Policía, el departamento de los Alguaciles u otra agencia gubernamental oficial de la ciudad o el condado. Los padres/encargados deben entender que los estudiantes están siendo protegidos en un lugar seguro por su propio bienestar y se les permitirá salir sólo cuando sea seguro.

Cada plantel de CNCA tiene un Plan Integral de Seguridad Escolar (CSSP, por sus siglas en inglés) que describe todos los procedimientos de seguridad y políticas relacionadas con la seguridad de la escuela. Una copia del CSSP está disponible en la página web de la escuela o se puede solicitar una copia física en la oficina de la escuela.

Política Integrada de Manejo de Plagas (por sus siglas en inglés, IPM)

Esta política describe un enfoque ampliamente aceptado para el manejo de plagas, que tiene como resultado la supresión efectiva de las poblaciones de plagas, minimizando a su vez los peligros para la salud humana y el medioambiente. CNCA proporcionará una notificación por escrito con información específica sobre pesticidas a todo el personal escolar y a las familias si se aplicara alguno. Se enviará una notificación con 24 horas de anticipación a las familias antes de cualquier tratamiento de plagas (Código de Educación § 48980.3).

PACTO ESCUELA-FAMILIA

El Pacto Escuela-Familia es un conjunto de compromisos compartidos entre la escuela y la familia. El objetivo del pacto es crear la asociación más fuerte posible entre el hogar, la escuela y el estudiante con el fin de aumentar el rendimiento académico y el éxito.

CNCA distribuye a los padres de los estudiantes del Título I un pacto entre la escuela y los padres. El pacto, que ha sido desarrollado conjuntamente con los padres, describe cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes. Describe maneras específicas en que la escuela y las familias se asocian para ayudar a los estudiantes a alcanzar los altos estándares académicos del estado. Aborda los

siguientes elementos legalmente requeridos, así como otros artículos sugeridos por los padres de los estudiantes del Título I.

- La responsabilidad de la escuela de proporcionar un currículo e instrucción de alta calidad
- Las formas en que los padres serán responsables de apoyar el aprendizaje de sus hijos

La importancia de la comunicación continua entre los padres y los maestros a través, como mínimo, de conferencias anuales de padres y maestros; informes frecuentes sobre el progreso de los estudiantes; acceso al personal; oportunidades para que los padres se ofrezcan como voluntarios y participen en la clase de sus hijos; y oportunidades para observar las actividades en el aula.

Además, se alienta a los padres/tutores a completar 15 horas de servicio voluntario por familia, por plantel. La asistencia virtual o en persona a talleres, reuniones de padres y/o actividades escolares cuentan cómo horas de servicio voluntario. Sin embargo, las donaciones no son equivalentes a las horas de voluntariado. Otra forma de cumplir con el pacto de horas de servicio voluntario es asistir a un evento educativo de la comunidad (es decir, feria de libros, feria universitaria) y completar clases universitarias en un colegio comunitario, llevar al estudiante a la biblioteca pública o inscribirse en otros programas de educación comunitaria. Un máximo de seis horas de eventos educativos de la comunidad contará para el compromiso de servicio voluntario de 15 horas.

Para obtener una copia completa y detallada de la política de su escuela, por favor visite www.caminonuevo.org en la sección "Board Policies" [Políticas de la Junta Directiva], solicite una copia en la oficina de la escuela, comuníquese con su Coordinador de Servicios Familiares o designado, o visite el Centro de Recursos en Parent Square.

Cinco Maneras en las que Puede Hacer Una Diferencia

Como padre/encargado, usted es el primer maestro de su niño. Aun cuando su niño esté en la escuela y/o durante el aprendizaje virtual, usted siempre le está enseñando importantes lecciones cada día. Los estudios demuestran que cuando las familias y la escuela trabajan juntos, los estudiantes se desarrollan mejor.

Aquí le incluimos algunas sugerencias del Instituto de Padres/encargados sobre las maneras en las que usted puede hacer una diferencia en la educación de su hijo, especialmente en los primeros años. Estas actividades no cuestan dinero. No requieren entrenamiento. Todo lo que se necesita es de usted.

1. Léale a su niño cada día. Mucho antes de que los niños aprendan a leer por sí mismos, a ellos les gusta compartir ese tiempo especial con usted. A los niños que se les lee, son los niños a los que les gustará seguir leyendo por su cuenta.
2. Únase a los comités de liderazgo de padres/encargados en la escuela. Cuando las familias y la escuela trabajan juntos, la escuela mejora.
3. Sea voluntario. Mientras más ayuda le den los padres/encargados a los maestros, más tiempo tendrá el maestro de pasarlo con los estudiantes. ¿Y si trabaja tiempo completo? de todos

modos, hay maneras en que usted puede ayudar. Pregunte al maestro de su hijo o al Coordinador de Familias lo que puede hacer.

4. Hágale saber a su niño que la escuela es importante. Pregúntele sobre su tarea. Asista a los eventos de la escuela, las reuniones mensuales de padres y los talleres. Platiquen de cómo usted aplica lo que aprendió en la escuela a su vida diaria.
5. Reconozca las destrezas especiales de su niño. Cada niño tiene talentos especiales. Quizás lo más importante que puede hacer es ayudar a su niño a descubrir que tan especial es. Esto aumenta la confianza y sienta las bases para el aprendizaje.

Maneras de Participar

Sea Voluntario de Apoyo a la Instrucción Escolar

A lo largo del año escolar, surgirán oportunidades para que usted sea voluntario en el salón de clase de su niño, en la escuela y en eventos especiales. CNCA lo invita y le recomienda insistentemente que se involucre como padre/tutor para ser voluntario en la vida de la escuela, y su participación como voluntario es muy bienvenida.

Para convertirse en un voluntario instructivo, debe seguir estos procedimientos:

- Coordine con el maestro de la clase, las fechas y horas en las que estará en el salón de clase.
- Tenga archivada una solicitud reciente de servicio voluntario.
- Antes de entrar en el salón de clases, se debe registrar en la oficina, mostrar su gafete de identificación en todo momento y esperar hasta que el maestro del salón de clases le dé instrucciones.
- Tenga una prueba de tuberculosis actual en el archivo (de no más de dos años de antigüedad). Los voluntarios deben tener documentación escrita en los archivos de la escuela donde conste que no tiene tuberculosis antes de comenzar una asignación.
- El reporte de huellas dactilares por parte del Departamento de Justicia (DOJ, por sus siglas en inglés) es necesaria para mentores, tutores y entrenadores voluntarios no empleados.

Participación en el Gobierno de la Escuela o Comités Especiales

Cada plantel organiza diferentes comités de liderazgo para las familias que se reúnen en persona o de forma virtual. Algunos de estos comités son:

El Comité Asesor de Aprendices de Inglés (por sus siglas en inglés, ELAC):

Cada escuela con 21 estudiantes de inglés o más tienen este comité. El comité es responsable de asesorar al director y al personal sobre programas y servicios para los estudiantes de inglés. Además, ELAC ayuda a la escuela en el desarrollo de la evaluación de las necesidades de la escuela y aporta ideas sobre cómo hacer que los padres/encargados tomen conciencia de la importancia de la asistencia regular a la escuela.

Consejo Escolar (por sus siglas en inglés, SBC):

Funciona como un consejo asesor para los directores de la escuela. Las elecciones de los padres/encargados representantes y otros miembros de la comunidad se llevan a cabo cada año escolar en la tercera semana de septiembre. Los formularios de nominación para los padres/encargados y miembros de la comunidad se distribuyen en cada escuela y se envían a la casa con los estudiantes. Los nuevos miembros y suplentes son instalados durante la reunión de octubre. El comité es responsable de revisar las políticas y las metas del Plan del Control Local de Responsabilidad (por sus siglas en inglés, LCAP) (es decir, el Plan de Seguridad Escolar, el compartir recursos disponibles para apoyar a estudiantes y familias, la Política de Participación de Padres/encargados legales, las Aplicaciones Consolidadas de primavera e invierno, las metas de LCAP y la Política de Retención y Culminación).

Comité de Bienestar Escolar:

Este comité es básicamente un grupo de asesoría en materia de salud y bienestar de los estudiantes y el personal. Este grupo normalmente tiene 6-12 miembros y podría incluir personal de la escuela, estudiantes, miembros de familias y / o miembros de la comunidad. El Comité de Bienestar Escolar establece e implementa metas, programas y actividades para satisfacer las necesidades de salud y bienestar de la comunidad escolar.

Comité de Líderes de la Comunidad de Padres:

Este comité promueve la escuela en las comunidades circundantes. Los padres participantes se convierten en embajadores de la escuela para representar a la escuela en la comunidad. Los miembros de este equipo se encargan de promover la escuela (es decir, caminatas comunitarias, participación comunitaria, campañas con panfletos, etc.) y generar interés sobre la escuela, mientras que promueven la matriculación.

Comité de Planificación de la Cultura Escolar (SCPC, por sus siglas en inglés) - comité opcional:

Este comité es responsable de planificar las actividades de recaudación de fondos y eventos escolares para promover una cultura escolar positiva.

Participación en Talleres de Capacitación para Padres/Encargados (en persona o virtual)

Varios talleres de capacitación, eventos y actividades escolares especiales se llevarán a cabo durante el año escolar para padres/encargados. La asistencia a estos talleres y actividades escolares cuenta como horas de servicio voluntario.

Se exhorta a las familias a monitorear y registrar sus horas de voluntariado en su aplicación de Parent Square siguiendo estos pasos:

1. En la página de inicio, haga clic en "Más" en el menú inferior. A continuación, haga clic en "horas de voluntariado" en la parte inferior de la página.
2. Haga clic en el signo "+" en la esquina superior derecha para agregar sus horas de voluntariado.
3. Ingrese el mes que se ofreció como voluntario, la actividad que realizó y la cantidad de tiempo que se ofreció como voluntario. También puede agregar una descripción si lo desea (es decir, título del taller: "Abriendo Puertas #1).
4. Haga clic en "Guardar" en la esquina superior derecha cuando haya terminado y se registrarán sus horas de voluntariado.

Los coordinadores de servicios familiares o designados pueden responder a preguntas sobre oportunidades de voluntariado, cómo registrarse en Parent Square y cómo hacer un seguimiento de las horas de servicio voluntario.

Programa de Después de la Escuela

Camino Nuevo trabaja en conjunto con "Think Together") para proveer a los estudiantes una experiencia positiva después de la escuela incluyendo apoyo académico.

Requisitos Operacionales del Programa de después de la Escuela

A las organizaciones participantes en el programa después de la escuela (CNCA) se les requiere operar programas con un mínimo de 15 horas por semana y por lo menos hasta las 6 p.m., comenzando inmediatamente después de la conclusión del día escolar regular. Los programas deben planear funcionar cada día escolar regular dentro del año escolar regular. Según el departamento de Educación de California (por sus siglas en inglés, CDE), artículo 8483 (a) (1) sobre División de Aprendizaje Ampliado: Cada componente después de la escuela de un programa establecido de acuerdo con este artículo comenzará inmediatamente después de la conclusión del día escolar regular, y ofrecerá un mínimo de 15 horas por semana, y por lo menos hasta las 6 p.m. en cada día escolar regular. Cada componente después de la escuela del programa establecerá una política con respecto a la salida temprana diaria razonable de los estudiantes del programa.

El código de educación permite al programa desarrollar una política para la llegada tardía razonable y la salida temprana diaria de los estudiantes de los programas de cuidado de antes y después de la escuela en función de las necesidades locales. Sin embargo, el uso de las políticas de llegada tardía y de salida temprana deben ser la excepción y no la regla.

Asistencia en el Programa de después de Escuela

Es un requisito del contrato que los estudiantes de la escuela primaria participen en el programa de tiempo completo todos los días y que los estudiantes de la escuela secundaria asistan un mínimo de

nueve horas a la semana y tres días semanales para alcanzar las metas del programa. Se dará prioridad de inscripción a aquellos estudiantes de secundaria o preparatoria que asisten diariamente.

Oportunidades de Crecimiento Personal

Durante el año escolar, la escuela podría ofrecer oportunidades educativas únicamente para la educación continua de padres / encargados y familias. Tales oportunidades pueden incluir clases sobre la crianza de los hijos, temas de salud, comunicación, salud mental, capacitación laboral, violencia doméstica e inglés como segundo idioma.

Se exhorta a las familias a asistir a los siguientes eventos:

- Orientación de verano acorde al nivel de grado
- Juntas con los consejeros universitarios
- Taller de grupos pequeños con los maestros
- Excursión a una universidad
- Talleres de capacitación: Tecnología, Comunicación, Calificaciones, Exámenes Estandarizados, Salud Mental
- Serie de talleres para padres: Transición a la Universidad, Abriendo Puertas, etc.
- Conferencias exitosas entre Familias y Maestros
- “Cafecito” o Café con el Equipo de Liderazgo – reuniones mensuales de padres
- Comités de Liderazgo: Consejo Escolar, ELAC, Comité de Bienestar, Comité de Líderes de la Comunidad de Padres y/o Comité de Planificación de la Cultural Escolar
- Día de Puertas Abiertas
- Noche de Regreso a la Escuela
- Celebraciones de Matemática o Lectura
- Eventos de Agradecimiento a los Maestros

Voluntarios en la Escuela: Política de Participación de los Padres

En CNCA se ofrecen varias oportunidades de participación y apoyo de los padres. Los padres son bienvenidos a ser voluntarios en los momentos que mejor funcionen para ellos. Las oportunidades para su participación pueden tener lugar por la mañana, durante el día escolar, después de la escuela, en eventos escolares, diariamente, semanalmente o mensualmente y en las áreas en las que se sientan más cómodos. Todos los padres son bienvenidos y exhortados a ser parte de nuestra comunidad escolar y, si el idioma es una barrera, proporcionamos el apoyo necesario para asegurar que todos estén incluidos.

CNCA ha desarrollado una política de participación de los padres de Título I escrita con las aportaciones de los padres del Título I. En asociación con el Consejo de cada plantel de CNCA, CNCA desarrolló la política. Cada año, CNCA también recopila comentarios de los padres para informar cualquier modificación de la política que pueda ser necesaria. CNCA distribuyó la política a los padres de los estudiantes del Título I. La política se distribuye a las familias al comienzo del año escolar y está

disponible en línea a través del sitio web de CNCA. La política describe los medios para llevar a cabo los siguientes requisitos de participación de padres del Título I [20 USC 6318 Sección 1118(a)-f) inclusive].

Para obtener una copia de la política completa y detallada de su escuela, por favor, visite el sitio web de la escuela, solicite una copia en la oficina de la escuela o comuníquese con su Coordinador de Servicios Familiares.

Guía General de Voluntarios

El trabajo del salón de clase y del estudiante siempre son confidenciales. Por favor no discuta las preocupaciones de los estudiantes con nadie excepto el maestro o el director. Tenga en cuenta las siguientes expectativas cuando se ofrezca como voluntario en CNCA:

- Trate de no comparar a los estudiantes en el salón de clase.
- Ya que existen muchos sistemas, así como maestros, por favor, no compare métodos diferentes de enseñanza. No existe definitivamente la mejor manera de enseñar.
- Trabaje positivamente por el bien de la escuela en general. Las críticas constructivas se deben dirigir sólo al maestro que está supervisando o a un administrador de la escuela.
- Cuando esté de voluntario en el salón de clase, por favor recuerde, que está haciéndolo bajo la dirección del maestro.
- ¡Haga preguntas! Si algo no está claro, por favor solicite aclaraciones. Si tiene alguna pregunta acerca de las políticas y procedimientos voluntarios, por favor comuníquese con el encargado del programa de las familias. No haga comparaciones entre los estudiantes; piense en su niño como un ser independiente.

Sistema para Registrar las Horas de Voluntariado

Todas las horas de voluntariado deben registrarse en Parent Square. Se les solicita a los padres que registren sus propias horas voluntarias cada mes. Se alienta a los padres a que completen 15 horas de servicio voluntario. Las horas se pueden completar asistiendo a talleres de capacitación, Cafecitos, conferencias de padres y maestros, eventos escolares, reuniones de comités escolares y actividades en el salón de clase.

1. Desde la página de inicio, haga clic en "Más" en el menú inferior derecho. Luego, haga clic en "horas de voluntariado" en la parte inferior de la página.
2. Haga clic en el signo "+" en la esquina superior derecha para entrar sus horas.
3. Seleccione el mes en que hizo las horas, la actividad que realizó y la cantidad de tiempo que le tomó. También puede agregar una descripción, si lo desea.

4. Haga clic en "guardar" en la esquina superior derecha cuando haya terminado y se registrarán sus horas de voluntariado.

Los coordinadores de servicios familiares o su designado pueden responder preguntas sobre cómo registrar sus horas de voluntariado en Parent Square.

Conferencias entre Familias y Maestros

Las conferencias formales e informales son una manera de que usted como padres/encargados puedan mantenerse informados sobre el progreso de su niño en la escuela. Usted puede hacer una cita y reunirse con el maestro cuando usted lo sienta necesario. Las conferencias formales obligatorias se llevan a cabo por lo menos dos veces por año. Estas usualmente tienen lugar después del primer cuarto del año, en el final del primer semestre, y en el tercer cuarto del periodo de calificaciones.

Parent Square simplifica el proceso para programar conferencias de padres y maestros. Debe descargar la aplicación de Parent Square, y registrarse ingresando su correo electrónico o número de teléfono celular. El correo electrónico y / o el número de teléfono celular deben coincidir con la información proporcionada a su escuela durante el proceso de inscripción.

Todas las inscripciones a conferencias se programarán a través de Parent Square. Las familias reciben una notificación por correo electrónico, mensaje de texto o aplicación según la configuración de cada usuario con un enlace para entrar al programa de conferencias. Los padres que se inscribieron reciben un recordatorio antes del evento.

Las conferencias de padres/encargados con los maestros se llevan a cabo en los días cortos y/o mínimos. Si usted no puede asistir a una conferencia cuando tenga su cita, por favor, comuníquese con el maestro para cambiarla. Para aprovechar al máximo su conferencia formal, usted debe llegar a tiempo y le sugerimos que:

- Tenga preguntas preparadas.
- Se tome un momento para escribir las preguntas y las preocupaciones que desea discutir en la conferencia.
- Tome notas durante la junta.
- Comparta cualquier información relevante.
- Si hubiera algunos factores estresantes en la vida de su hijo, es posible que guste mencionarlos en la conferencia. Es importante que un maestro sepa lo que puede estar influyendo en la actitud, el comportamiento o el desempeño de un estudiante.

Comunicación Entre el Hogar y la Escuela

Camino Nuevo utiliza Parent Square como la principal forma de comunicación con las familias. Parent Square es una plataforma de comunicación diseñada para ayudar a agilizar toda la comunicación con las familias relacionadas con eventos escolares, conferencias, talleres para padres, recaudaciones de fondos, seguimiento de horas de voluntariado, calendario, boletín de padres, etc. Es importante que la comunicación sea un proceso continuo. Para mantenerse informado de todas las reuniones y eventos, por favor, revise el sitio web de la escuela, Parent Square y el calendario mensual / boletín regularmente. CNCA publica con frecuencia avisos, correspondencia y folletos importantes.

Descargar la aplicación móvil es la forma más fácil de recibir todas las publicaciones, eventos, solicitudes de registro, fotos y documentación. Los usuarios pueden activar las notificaciones de la aplicación cada vez que se publica un mensaje. Parent Square permite cambiar su configuración de idioma si desea recibir mensajes en un idioma diferente.

CNCA exhorta a todas las familias a que descarguen la aplicación Parent Square y se registren siguiendo estos pasos:

1. Descargue la aplicación GRATUITA de Parent Square en su teléfono celular ya sea para el sistema iOS o Android.
2. Abra la aplicación Parent Square.
3. Escriba su correo electrónico o número de teléfono celular. El correo electrónico y/o el número de teléfono celular deben coincidir con lo que está archivado en el sistema de información o la base de datos de su escuela.
4. A continuación, cree su contraseña y confirme su contraseña. Haga clic en Continuar.
5. Recibirá un código de registro por correo electrónico o texto. Escriba su código de registro y haga clic en 'Verificar'. ¡Esto le llevará a la página principal de su Parent Square!

Usted puede contactar a un maestro:

- Enviándole un mensaje directo a través de Parent Square.
- Llamando a la escuela y dejando un mensaje. El maestro le devolverá su llamada.
- Haciendo una cita.
- Escribiendo una nota.
- Haciendo una visita durante las "horas de oficina." Cuando estén disponibles, los maestros se reunirán con las familias según el orden de llegada.

Si necesita hablar con un administrador, por favor llame a la oficina de la escuela. Si alguien no está disponible para hablar con usted inmediatamente, por favor, envíe un mensaje directo a través de Parent Square, o deje un mensaje y alguien le devolverá su llamada. Si necesita hablar con alguien sobre un tema que puede tardar más de cinco minutos, por favor haga una cita con la persona apropiada. Esta es la mejor manera para que usted reciba atención plena.

Si no está recibiendo las comunicaciones de la escuela a través de Parent Square, por favor, comuníquese con la oficina o con el Coordinador de Servicios Familiares.

Si necesita comunicarse con su hijo durante la escuela, llame a la oficina y deje un mensaje. Ese mensaje será entregado al estudiante. Un estudiante será llamado de la clase para tomar su llamada solamente si es una emergencia. Por favor haga todos los arreglos de transportación compartida o arreglos para después de la escuela antes del comienzo del día escolar.

Procedimientos de Visitas y Retiro del Salón y la Escuela

Si bien CNCA incentiva a los padres/encargados y miembros interesados de la comunidad a que visiten nuestras escuelas y observen el programa educacional, conforme al Código de Educación, artículo 49091.10, CNCA también se esfuerza por crear un entorno seguro para los estudiantes y los empleados. Por consiguiente, los padres/encargados y otros visitantes deben acatar la siguiente política para poder maximizar la seguridad de los estudiantes y minimizar la interrupción del entorno educacional.

Los padres/encargados y otros visitantes, incluyendo a los niños que no son estudiantes de CNCA, no deben deambular en las instalaciones de la escuela, incluyendo el estacionamiento y fuera de los edificios escolares. El estacionamiento se usará para recoger y dejar a los estudiantes, y para conducir asuntos relacionados con la escuela. Se espera que los padres/encargados y otros visitantes abandonen las instalaciones del plantel al concluir cualquier asunto de la escuela o después de dejar al estudiante en la escuela.

Si un padre o encargado gusta visitar CNCA para observar el programa educacional, el visitante debe seguir el siguiente procedimiento que ha sido desarrollado para minimizar la interrupción del programa de instrucción y garantizar la seguridad de los estudiantes y empleados de acuerdo al artículo 627 et seq. del Código Penal de California.

1. Las visitas durante las horas de escuela deben coordinarse con el maestro y el director o la persona designada por lo menos con un día de anticipación ya sea por teléfono o por escrito. Si gusta tener una junta, debe hacer una cita con el maestro durante un tiempo que no sea de instrucción, por lo menos con tres días de anticipación. Los padres/encargados que buscan visitar el salón de clase durante horas de clase deben obtener primero aprobación del maestro y el director, o de la persona asignada.
2. Todos los visitantes deben anotarse primero en la oficina tan pronto entren al plantel o a los predios de la escuela durante horas regulares de clase. Cuando se anoten, al visitante se le requerirá que dé su nombre, propósito de la visita y muestre prueba de identificación. Con el propósito de garantizar la seguridad de la escuela, el director o su designado podrían crear un medio de identificación visual para los visitantes mientras estén en las instalaciones de la escuela.
3. El director o designado podría rehusar la entrada a una persona desconocida si tiene motivos razonables para concluir que la presencia o actuación del visitante interrumpe el

funcionamiento de la escuela, sus estudiantes, sus maestros o los demás empleados; podría ocasionar un daño a la propiedad, o tendría como consecuencia la distribución o uso de sustancias controladas o ilegales.

4. El director o designado podría retirar el consentimiento de permanecer en el plantel a un visitante que tenga el derecho de estar en el plantel, siempre y cuando existan motivos razonables para concluir que la presencia de ese visitante en el plantel pudiera interferir con la conducta pacífica de las actividades de la escuela o pudiera interrumpir u obstaculizar la escuela, sus estudiantes, sus maestros u otros empleados.
5. El director o designado podría pedirle a un visitante que no se haya registrado, o a quien se le haya negado o revocado el privilegio de registrarse, que prontamente abandone los predios de la escuela. Cuando a un visitante se le pide que abandone los predios de la escuela, el director o designado debe informarle al visitante que, si regresa a la escuela sin acatarse a los requisitos establecidos, el visitante será culpable de un delito menor.
6. Cualquier visitante al que se le niegue la entrada o al que se le haya revocado su entrada a la escuela, podría pedir una audiencia ante el director o un administrador de alto rango designado de CNCA para discutir si fue apropiada la negación o revocación. La petición debe hacerse por escrito, debe explicar por qué la negación o revocación fue inapropiada, debe incluir la dirección de donde se debe enviar la notificación de la audiencia, y debe entregarse al director o a un administrador de alto rango designado de CNCA dentro de cinco días después de la negación o revocación. El director o un administrador de alto rango designado de CNCA debe prontamente enviar por correo la notificación incluyendo la fecha, hora y lugar de la audiencia a la persona que la requirió. Una audiencia ante el director debe llevarse a cabo dentro de 7 días después que el director reciba la petición. Una audiencia ante un administrador de alto rango designado debe llevarse a cabo 30 días después de recibir la petición.
7. El director o designado debe solicitar la asistencia de la policía para lidiar con cualquier visitante en violación de esta política o para denunciarlo.

Sanciones:

1. De acuerdo con el Código Penal de California, si un visitante no se retira cuando se le pide o si el visitante regresa sin seguir los requisitos determinados después de que le hayan ordenado retirarse, él/ella será culpable de un delito, como está especificado, el cual es sancionado con una multa de hasta \$500,00 o prisión en una cárcel del Condado por un periodo de hasta de seis (6) meses o ambos.
2. La continua conducta de esta naturaleza por parte del visitante podría llevar a la escuela a solicitar una orden de restricción contra ese visitante, la cual podría prohibirle la entrada a los predios de la escuela o la asistencia a actividades escolares de cualquier tipo por un periodo de tres (3) años.

Código de conducta para padres, visitantes y el personal

El propósito del Código de Conducta para Padres y el Personal es brindar un entendimiento mutuo a todos los padres/encargados y visitantes de nuestra escuela sobre las expectativas de conducta mientras se encuentran en las instalaciones de la escuela, en los eventos escolares y cuando interactúan con los empleados y/o estudiantes. A fin de generar un entorno óptimo para el aprendizaje de los estudiantes, Camino Nuevo solicita a todos los miembros de nuestra comunidad que adhieran a estas pautas.

- Los maestros, administradores, miembros del personal y padres/encargados deben trabajar juntos para el beneficio de todos los estudiantes.
- Todos los padres/encargados y visitantes, como así también todos los miembros de la comunidad escolar, merecen ser tratados con respeto.

Comportamientos prohibidos

A fin de brindar un ambiente escolar pacífico y seguro, Camino Nuevo prohíbe los siguientes comportamientos por parte de padres/encargados y visitantes:

- Comunicación abusiva, amenazadora, profana o acosadora, ya sea en persona, por correo electrónico o mensaje de texto/mensaje de voz/llamada telefónica u otra comunicación escrita u oral.
- Comportamiento disruptivo que interfiera o amenace con interferir con el funcionamiento escolar, incluso con el funcionamiento eficaz de una clase, la oficina o el lugar de trabajo de un empleado, el recibidor de un plantel o el terreno de la escuela, incluidos los eventos deportivos, los estacionamientos y el retiro de vehículos.
- Amenazas de daño físico a un empleado de la escuela, visitante, otros padres/encargados o estudiantes.
- Daño o destrucción de la propiedad escolar.
- Comentarios difamatorios, ofensivos o despectivos respecto de la escuela o el personal de la escuela, realizados a otras personas de manera pública.

Cualquier inquietud que tenga con respecto a estos temas se debe plantear mediante los canales correspondientes para que se la pueda abordar de manera justa, adecuada y eficaz para todos.

Consecuencias

Dependiendo de la gravedad del incidente, se podrá expulsar a los padres/encargados o visitantes del plantel y de la participación de los eventos patrocinados por la escuela, o se les podrá prohibir de otro modo el ingreso y la participación, conforme a las leyes penales de violación de la propiedad.

En las situaciones que involucren infracciones menores o que sean susceptibles de ser subsanadas, se dará una advertencia, ya sea oral o por escrito, antes de presentar una acción por violación de la propiedad y emitir una prohibición formal. En caso de que el padre/encargado no acate la orden emitida en la advertencia, se procederá a la prohibición u otras restricciones diseñadas para disuadir la conducta.

No obstante, ninguna restricción impedirá al padre/encargado trabajar de forma colaborativa con la escuela para satisfacer las necesidades educativas del niño, y ningún padre/encargado será excluido de una reunión del Programa de Educación Individualizada (IEP, por sus siglas en inglés) del niño.

1.

Política de Colocación en Matemáticas de California para Estudiantes que Ingresan al 9.º Grado

Camino Nuevo Charter Academy se compromete a proporcionar una política de colocación en matemáticas "justa, objetiva y transparente" para todos los estudiantes que ingresan al noveno grado. En preparación para el año escolar 2022-2023, nosotros hemos desarrollado criterios y protocolos para evaluar con precisión, y colocar a los estudiantes en cursos de matemáticas apropiados que respaldarán mejor nuestro compromiso y visión de que TODOS los estudiantes estén preparados para la universidad y una carrera profesional. Nosotros consideraremos las siguientes medidas académicas objetivas múltiples del rendimiento del estudiante para informar su colocación:

1. Puntaje de evaluación de matemáticas estandarizado en todo el estado basado en los niveles de logro del examen CAASPP: estándares excedidos, estándares cumplidos y estándares casi cumplidos en los grados 6 y 8.
2. Resultados de una evaluación de diagnóstico (administrada al final del año escolar y dentro de las primeras tres semanas de clases) para asegurar la colocación precisa del estudiante y permitir la reevaluación del progreso individual del estudiante.
3. Un examen de fin de año, una calificación de evaluación sumativa que mide el dominio del estudiante en los estándares adoptados por el estado con una calificación de C o superior, y demuestra la preparación suficiente para el siguiente curso de matemáticas en secuencia.
4. Calificación final de matemáticas en la boleta oficial de calificaciones de fin de año.
5. Recomendación del maestro basada en evaluaciones, calificaciones y hábitos mentales en el salón de clase.
6. Para los estudiantes que reciben servicios de educación especial, la ubicación final en matemáticas será determinada por el equipo de IEP del estudiante.

Si un padre / encargado desea que se reconsidere la asignación de matemáticas de su hijo, se siguen los siguientes pasos:

1. Según la solicitud formal de los padres / encargados, la administración del plantel puede poner a disposición los resultados de las múltiples medidas objetivas de desempeño enumeradas anteriormente.
2. De acuerdo con la solicitud formal del padre / encargado, la administración del plantel permitirá que el estudiante tome la evaluación sumativa final de fin de curso. Basado en los resultados de esta evaluación, la administración del plantel puede reconsiderar la ubicación del estudiante en matemáticas.
3. Los padres / encargados también pueden solicitar una exención solicitando que su hijo sea colocado en el próximo curso en secuencia. Sin embargo, tal solicitud iría en contra de la recomendación profesional de la administración del plantel. Al firmar la renuncia, el padre / tutor reconocerá y aceptará la responsabilidad de la ubicación solicitada.

Nuestra Política de Colocación en Matemáticas se publicará en la página web de nuestra organización y será abordada por cada escuela secundaria y preparatoria al principio y al final de cada año escolar.

Política sobre las Calificaciones “Incompleto” y “Reprobado” (escuela preparatoria)

La calificación de Incompleto no se otorga automáticamente. La calificación “Incompleto” (I) solo se otorga bajo circunstancias extremas que deben ser previamente aprobadas por el subdirector, consejero y el respectivo maestro. Un estudiante que recibe un Incompleto debe dar pruebas de su dominio en los estándares de ese curso dentro de 30 días de haber recibido el Incompleto. En circunstancias excepcionales, los administradores pueden proporcionar aprobación por escrito de un periodo de tiempo mayor a 30 días. Si el estudiante no completa el curso y no aprueba la clase dentro de los 30 días de haber recibido el Incompleto inicial, la calificación se volverá una F [reprobado].

Intervención y Recuperación de Crédito (escuela preparatoria)

Los estudiantes que no pasen las clases de A-G deben volver a tomar esos cursos para cumplir con los requisitos mínimos de graduación. La calificación de reprobado se incluirá en la transcripción histórica del estudiante y será incluida en su Promedio General de Calificaciones (por sus siglas en inglés, “GPA”), junto a la calificación del curso repetido. Los estudiantes con un historial de incompletos o reprobados serán cuidadosamente colocados en clases que cumplan sus necesidades actuales e históricas. A los estudiantes que actualmente tienen como calificaciones I y F, se les requiere que asistan a servicios de aprendizaje, viajes académicos y a universidades, y no podrán quedarse para recuperar el trabajo perdido.

Política de Culminación/Contrato del Último Año (escuela preparatoria)

A los padres/encargados y los estudiantes del grado 12 se les pedirá que firmen un contrato indicando que ellos entienden que, para poder graduarse, los estudiantes deben:

- Cumplir todos los requisitos A-G con calificaciones de C o más, con un equivalente de 165 créditos A-G, 30 créditos iGraduate, 40 horas de servicio, 1 práctica profesional de trabajo y deben haber completado 4 solicitudes de ingreso a la universidad.
- Tener un puntaje en el Cuadro de Honor de 600 o más (o comportamiento equivalente) hasta el lunes antes de la graduación.
- No tener incidentes que involucren drogas, alcohol, robo, peleas, vandalismo o acoso en el grado 12.
- La escuela describirá los requisitos específicos de culminación en el contrato del último año. Este contrato estará disponible para todos los estudiantes del duodécimo grado al principio del año escolar y/o cuando el estudiante se inscriba. Una copia del contrato está disponible en la oficina principal.

Se emitirá un diploma para cualquier estudiante que cumpla con el requisito de graduación de 165 créditos A-G, 80 créditos optativos, 30 créditos iGraduate, 40 horas de servicio, 1 práctica profesional de trabajo y haber completado 4 solicitudes de ingreso a una universidad. Todos los requisitos son necesarios para que un estudiante participe en la ceremonia de graduación o para asistir a la Noche de Graduados o cualquier otro evento del grado 12; la participación en todas las actividades de culminación es a discreción del director del plantel. Si un estudiante considera que debería poder participar, pueden apelar ante la administración de la escuela a fin de poder participar de la ceremonia de culminación solamente.

Política Académica para Actividades en el Grado 12

Los estudiantes del grado 12 que no están pasando sus clases podrían no ser elegibles para participar en actividades del grado 12 (p.ej. excursiones, días de diversión, etc.).

Política de Retención de la Preparatoria

Las preparatorias de Camino Nuevo hacen un seguimiento minucioso del progreso hacia los requisitos de graduación. Si un estudiante no está adecuadamente encaminado hacia la graduación al final de un determinado año de la preparatoria, y no es posible, desde el punto de vista matemático, que compense los créditos requeridos para la graduación a tiempo, dicho estudiante será retenido.

REQUISITOS DE GRADUACIÓN

Los siguientes requisitos de graduación corresponden a la clase del 2021 y subsiguientes:

Cursos mínimos requeridos para graduarse de Camino Nuevo Charter Academy			
Cursos	Tipo de Calificación	Número de Cursos	Créditos****
Clases A-G	C o más alto	33 semestres	165
		(clases de 16,5 años de duración)	
Clases de I-grad y Seminario para estudiantes del último año	C o más alto	3	30
Optativas*	C o más alto	15 semestres	75
Práctica Profesional**	Completar 1	1	5
Horas de Servicios***	40 horas		5
Completar la Solicitud para la Universidad	Se deben presentar al menos cuatro solicitudes universitarias		
			280
*Para los estudiantes transferidos, el requisito mínimo de calificación para los créditos optativos transferibles será determinado caso por caso.			
** Todos los estudiantes de las preparatorias de CNCA que hayan asistido a las preparatorias de CNCA desde el noveno grado deben completar una práctica profesional.			
*** 10 horas por cada año inscrito en la preparatoria de CNCA			
**** En circunstancias excepcionales, como los recién llegados que comienzan en el grado 11, el número mínimo de créditos requeridos para graduarse podría ser reconsiderado, sujeto a la aprobación de la Directora Ejecutiva.			

PROCEDIMIENTOS PARA ABORDAR PREOCUPACIONES

Resolución de Conflictos/Presentación de una Denuncia Formal

CNCA está comprometida a resolver preocupaciones y denuncias de una manera en que todas las partes involucradas se sientan respetuosamente escuchadas y entendidas. Si usted tiene una preocupación relacionada a cualquier aspecto del programa de la escuela incluyendo el desempeño de un empleado, por favor, platique o escríbale al supervisor del programa. Si un asunto no se resuelve, CNCA ofrece el siguiente procedimiento y una Forma Formal de Quejas para el uso de todos los miembros de la comunidad cuando presentan una denuncia formal. En todos los casos, CNCA prohíbe la represalia contra los denunciantes. CNCA mantendrá la información sobre denuncias bajo confidencialidad, excepto cuando sea necesario o apropiado revelar o investigar una situación que haya ocurrido.

CNCA tiene la discreción de no investigar denuncias anónimas. Si usted piensa que su denuncia relacionada a hostigamiento sexual, discriminación o una situación ilegal no ha sido manejada de manera satisfactoria, dirija su preocupación de la misma manera al director o al Asistente del director. Usted podría dejar un mensaje escrito en la oficina o completar la Forma Formal de Quejas la cual está disponible en la oficina.

Si la denuncia involucra a una persona, por favor, comuníquese con el empleado para acordar una hora conveniente para platicar sobre la denuncia de una manera productiva orientada a una solución. Si es una denuncia en general, que no involucra a una persona específica, por favor, dirija su preocupación al Gerente de Operaciones de la escuela.

Si su preocupación continúa sin resolverse, por favor, comuníquese con el director o administrador designado para acordar una hora conveniente para ambos. Las denuncias resueltas a este nivel no necesitan seguir adelante en el proceso.

Si después de platicar con el director, sus preocupaciones continúan sin resolverse, por favor, use la Forma Formal de Denuncias para detallar su denuncia formal por escrito. Para estas denuncias por escrito, el director o designado deberá considerar todos los hechos y llegar a una resolución sobre la denuncia.

Si el denunciante no está satisfecho con la resolución concluida por el director o designado, o si la denuncia es contra el director, el denunciante podría dirigir su denuncia por escrito al Director Ejecutivo. Este determinará si el asunto puede manejarse a nivel del director/Director Ejecutivo – o – si el asunto necesita ser llevado al Comité de Quejas de la Junta Directiva de CNCA.

En este caso, el Director Ejecutivo trabajará con la Junta Directiva o designado del comité de la Mesa Directiva para determinar cómo se resolverá el asunto. Si fuera necesario, el Director Ejecutivo se reunirá con el denunciante para platicar de los hechos y las circunstancias en que se basa la denuncia para ayudar a resolver el problema. Las determinaciones del Comité de Quejas de la Mesa Directiva de CNCA son definitivas.

Procedimiento Uniforme de Denuncias

El Procedimiento Uniforme de Denuncias (UCP, por sus siglas en inglés) sólo se utiliza para denuncias o alegaciones de incumplimiento que impliquen protecciones contra la discriminación. Estos incluyen una denuncia con respecto a la violación de programas federales y estatales específicos que utilizan fondos categóricos tales como educación y seguridad después de la escuela, cuidado y desarrollo de niños, ayuda categórica consolidada, servicios juveniles de crianza, financiamiento de la Fórmula de Control Local, planes de rendición de cuentas, Educación Migrante, servicios de nutrición – derechos civiles del USDA, instalaciones escolares, educación especial, educación para la prevención del uso del tabaco y cuotas ilegales de los estudiantes. Las denuncias de UCP son archivadas con el Superintendente de distrito o su designado. Una denuncia de Williams, otro tipo de denuncia de UCP, se refiere a materiales de instrucción, emergencias o condiciones urgentes de instalaciones que representan una amenaza para la salud y seguridad de los estudiantes, y la vacante o asignación de maestros y pueden ser archivados anónimamente. Las denuncias de Williams son archivadas con el director, o su designado, en la escuela en la que surge la denuncia. Las escuelas tienen formularios de denuncia disponibles para este tipo de denuncias, pero no rechazarán una denuncia si el formulario no es usado mientras la denuncia sea presentada por escrito.

Las denuncias deben presentarse primero a nivel local. Los denunciantes que no estén satisfechos con una decisión local a través UCP, pueden presentar una apelación ante el Superintendente estatal de instrucción pública (por sus siglas en inglés, SSPI). (Código de Educación §§ 32289 y 49013(e); 5 CCR 4600 et seq.)

Procedimiento Uniforme de Denuncias (UCP) – por favor, vea la sección "Políticas de la Junta Directiva" para la política BP 1312.3

Denuncia Obligatoria

En California, ciertos profesionales son considerados “vigilantes del cuidado de niños” y a ellos se les requiere denunciar sospechas de abuso y/o negligencia de niños. El artículo 11166 del Código Penal de California establece que cualquier vigilante del cuidado de niños que conozca u observe a un niño en su

carácter profesional o en su ámbito de trabajo, de quien sepa o razonablemente sospeche que ha sido víctima de abuso o negligencia infantil, debe denunciar el caso conocido o sospechado de abuso infantil a una agencia de protección de menores inmediatamente o tan pronto como prácticamente sea posible, por teléfono, y también debe preparar y enviar un reporte escrito al respecto dentro de las treinta y seis (36) horas de recibir la información concerniente al incidente. Conforme a esta ley, los empleados de CNCA son denunciantes obligados quienes deberán seguir los pasos apropiados para denunciar cualquier caso de posible negligencia o abuso. A los denunciantes obligados se les requiere que sigan la ley, y la falla en hacerlo puede convertirlo en responsable. Las denuncias de casos sospechosos de abuso infantil son confidenciales en relación con la identidad del empleado que haya realizado la denuncia. CNCA también tiene la obligación de cooperar y participar en cualquier proceso iniciado por parte del Departamento de Servicio al Niño y a la Familia, un organismo de seguridad u oficial de la paz para garantizar la seguridad de nuestros niños.

****Descargo de Responsabilidad****

La información contenida en el Manual para la Familia de CNCA es provista con el único propósito de informar. La información podría variar o modificarse sin aviso previo. Este manual está sujeto a todas las leyes aplicables y en todos los casos donde haya una discrepancia entre el manual y la petición de nuestra escuela, el lenguaje de la petición reemplaza el manual.

CNCA expresamente renuncia a toda responsabilidad con respecto a las acciones tomadas basadas en cualquier contenido de este manual. CNCA no asume responsabilidad alguna por errores u omisiones en este manual u otros documentos a los cuales se les hacen referencia en este manual. CNCA no discrimina por motivos de raza, color, origen nacional, género, discapacidad, religión, u orientación sexual.

POLÍTICAS DE LA JUNTA DIRECTIVA DE CNCA

No Discriminación en Programas y Actividades de CNCA (BP 0410)

Adoptada por la Mesa Directiva de CNCA el 13 de junio de 2017

CNCA está comprometida a proveer iguales oportunidades para todos los individuos en la educación. Los programas y actividades de CNCA estarán libres de discriminación basada en discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnicidad, religión, orientación sexual, estado migratorio o cualquier otra característica contenida en la definición de crímenes de odio bajo el Código Penal artículo 422.55 o la percepción de una o más de estas características. La Mesa Directiva promoverá programas que aseguren que las prácticas discriminatorias sean eliminadas de todas las actividades de CNCA.

Anualmente, el director ejecutivo general o su designado revisará los programas y las actividades para asegurarse de que se elimine cualquier barrera que pudiera impedir ilegalmente a un individuo o grupo que esté en cualquiera de las categorías protegidas mencionadas anteriormente tener acceso a los programas y actividades de CNCA, incluyendo el uso de las instalaciones. Él/ella tomará acción pronta y razonable para eliminar cualquier barrera identificada. El director ejecutivo general o designado reportará sus descubrimientos y recomendaciones a la Mesa Directiva después de cada revisión.

El director ejecutivo general o designado notificará a los estudiantes, padres/encargados, empleados, organizaciones de empleados y solicitantes de admisión o empleo y fuentes de derivación de solicitantes sobre la política de CNCA de no discriminación y los procedimientos de denuncia relacionados. Estas notificaciones serán incluidas en manuales, anuncios de empleo, solicitudes y otros materiales de reclutamiento distribuidos a estos grupos.

La política de no discriminación de CNCA y materiales relacionados con esta información serán publicadas de manera que los padres/encargados las entiendan. También, cuando el 15 por ciento o más de los estudiantes de las escuelas hablan un idioma aparte del inglés, primordialmente, estos materiales serán traducidos a ese idioma. Para una copia de la política completa por favor visite www.caminonuevo.org o pida una copia en la oficina de su escuela.

Política de No Discriminación/Acoso (BP 5145.3)

Adoptada por la Mesa Directiva de CNCA el 13 de junio de 2017

La Mesa Directiva desea proporcionar un entorno escolar seguro que permita a todos los estudiantes igual acceso y oportunidades en los programas académicos y de apoyo educativo, servicios y actividades de CNCA. La Mesa Directiva prohíbe, en cualquier escuela o actividad escolar de CNCA, la discriminación, el acoso, la intimidación y el acoso de cualquier estudiante en base a su raza o etnicidad, color, linaje,

origen nacional, estado migratorio, nacionalidad, identificación con grupo étnico, edad, religión, estado civil o parental, discapacidad física o mental, sexo, orientación sexual, género, identidad de género, expresión de género o la percepción de una o más de esas características; o asociación con una persona o grupo con una o más de estas características reales o percibidas.

La discriminación ilegal, el acoso y la intimidación de cualquier estudiante se aplican a todos los actos relacionados con la actividad escolar o la asistencia escolar dentro de una escuela bajo la jurisdicción del director ejecutivo general de Camino Nuevo Charter Academy. CNCA requiere que el personal escolar tome medidas inmediatas para intervenir cuando sea seguro hacerlo y cuando él o ella sea testigo de un acto de discriminación, hostigamiento o intimidación. Para obtener una copia de la política completa, por favor visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] o pida una copia en la oficina de su escuela.

Acoso Sexual Estudiantil (BP 5145.7)

Adoptada por la Mesa Directiva de CNCA el 13 de junio de 2017

La Mesa Directiva de CNCA está comprometida a mantener un entorno escolar libre de acoso. La Mesa Directiva prohíbe el acoso sexual de cualquier estudiante por otro estudiante, un empleado u otra persona, en la escuela o en una actividad patrocinada por la escuela o relacionada con la escuela. La Mesa Directiva también prohíbe comportamientos de represalia o acción contra cualquier persona que denuncia, testifica, asiste o participa en el proceso de denuncia establecido de acuerdo con esta política.

Un estudiante que se involucra en acoso sexual de cualquier persona en la escuela o en una actividad patrocinada por la escuela o relacionada con la escuela está en violación de esta política y estará sujeta a medidas disciplinarias, incluyendo suspensión y / o expulsión. La conducta debe basarse en el sexo y debe ser tal que una persona razonable del mismo género que la víctima la consideraría tan grave o invasiva como para causar un impacto negativo en el desempeño académico del individuo o crear un entorno educativo intimidante, hostil u ofensivo. Al imponer tales medidas disciplinarias, se tendrán en cuenta todas las circunstancias del incidente, incluyendo, pero no limitándose a:

1. Edad y madurez de la víctima y del autor. Al evaluar la madurez de la víctima y del autor, se considerará su desarrollo emocional, social y físico.
2. Severidad de la conducta de acoso.
3. La actividad de la supuesta conducta de acoso (es decir, cuántas veces ocurrió el acto, cuántas personas estaban involucradas, etc.).
4. Quejas anteriores contra el autor.

El Director Ejecutivo General o designado deberá asegurarse de que todos los estudiantes de CNCA reciban instrucción e información apropiada para su edad sobre acoso sexual. Para obtener una copia de la política completa por favor visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] o pida una copia en la oficina de su escuela.

Procedimiento Uniforme de Denuncias (UCP, por sus siglas en inglés) (BP 1312.3)

Adoptada por la Mesa Directiva de CNCA el 19 de marzo de 2019

Este documento contiene directrices e instrucciones sobre cómo presentar, investigar y resolver un Procedimiento Uniforme de Denuncias (UCP por sus siglas en inglés) en relación con una presunta violación por parte de Camino Nuevo Charter Academy (CNCA) de las leyes o reglamentos federales o estatales que rigen los programas educativos, incluyendo denuncias de discriminación, acoso, hostigamiento, intimidación e incumplimiento de leyes relacionadas con las cuotas de estudiantes y nuestro Plan de Control y Responsabilidad Local (LCAP, por sus siglas en inglés).

Si se informa al personal acerca de la discriminación ilícita, se le exige tomar medidas inmediatas para intervenir cuando sea seguro o cuando sea testigo de un acto de discriminación, acoso, intimidación u hostigamiento.

¿Qué es una Denuncia Uniforme?

Este documento presenta información sobre cómo CNCA procesa denuncias de UCP sobre programas o actividades particulares para los cuales recibimos fondos estatales o federales. Una denuncia UCP es una declaración escrita y firmada por un denunciante que alega una violación de las leyes o regulaciones federales o estatales, que puede incluir una denuncia de discriminación ilegal, acoso, intimidación, hostigamiento o cobro de cuotas para participar en una actividad educativa o incumplimiento de los requisitos de nuestro Plan de Control y Responsabilidad Local (LCAP). Un denunciante es cualquier individuo, incluyendo el representante debidamente autorizado de una persona o un tercero, agencia u organización pública interesada que presente una denuncia por violación de leyes o regulaciones federales o estatales, incluyendo alegaciones de discriminación ilegal, acoso, intimidación, hostigamiento e incumplimiento de las leyes relacionadas con las cuotas de los estudiantes o el incumplimiento de los requisitos de nuestro LCAP. Si el denunciante no puede presentar la denuncia por escrito, debido a una discapacidad o analfabetismo, le ayudaremos al denunciante en la presentación de la denuncia.

CNCA investigará todas las denuncias de discriminación, acoso, intimidación u hostigamiento contra cualquier grupo protegido identificado en el Código de Educación §200 y 220 y el Código de Gobierno §11135, incluyendo características reales o percibidas establecidas en el Código Penal §422.55, que incluyen sexo real o percibido, orientación sexual, género, identidad de género, expresión de género, raza u origen étnico, identificación de grupos étnicos, ascendencia, nacionalidad, origen nacional, religión, color, discapacidad mental o física, edad o sobre la base de la asociación de una persona con una persona o grupo con una o más de estas características reales o percibidas, en cualquier programa o actividad llevada a cabo por CNCA, que sea financiada directamente por el estado, o que reciba beneficios de cualquier ayuda financiera estatal. Para obtener una copia de la política completa por

favor visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] o pida una copia en la oficina de su escuela.

Estudiantes Casados / Con Hijos / Embarazadas (BP 5146)

Adoptada por la Junta Directiva de CNCA el 13 de junio de 2017

Los estudiantes casados, las estudiantes embarazadas y los que son padres deben tener las mismas oportunidades educativas que todos los demás estudiantes. Para propósitos relacionados con la escuela, los estudiantes casados menores de 18 años son menores emancipados y tienen todos los derechos y privilegios de un estudiante que tenga 18 años, incluso si el matrimonio ha sido disuelto.

La Mesa Directiva de CNCA cree que el embarazo y la crianza de los hijos no deben ser una barrera para la educación o una razón para abandonar la escuela. El embarazo y la crianza aumentan la necesidad de hacer frente a las responsabilidades de los adultos y de prepararse para un futuro económicamente autosuficiente. CNCA no niega a ninguna estudiante ningún programa o actividad educativa únicamente basado en un embarazo, parto, un falso embarazo, la interrupción del embarazo o la recuperación después de estos, y trata estos casos de la misma manera y bajo las mismas políticas que cualquier otra discapacidad temporal.

El programa de instrucción para las estudiantes embarazadas se determinará caso por caso según las necesidades individuales de la estudiante. La estudiante puede continuar asistiendo a la escuela en el salón de clase regular, puede asistir a un programa separado establecido para estudiantes embarazadas, o puede seguir una instrucción en el hogar, estudio independiente o programa de educación alternativa. CNCA coordinará la programación para que dichas estudiantes puedan asistir a sus clases regulares durante parte del día y clases especializadas para el resto del día. Al seleccionar el programa, se alentará a la estudiante a consultar con su cónyuge o padre / encargado, su médico y los asesores médicos y educativos de CNCA apropiados. Las estudiantes embarazadas / con hijos que participan voluntariamente en programas alternos recibirán programas educativos, actividades y cursos iguales al programa regular. Para obtener una copia de la política completa por favor visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] o pida una copia en la oficina de su escuela.

Actividades Extracurriculares y Co-curriculares (BP 6145)

Adoptada por la Mesa Directiva de CNCA el 13 de junio de 2017

La Mesa Directiva de CNCA reconoce que las actividades extracurriculares y co-curriculares enriquecen el desarrollo educativo y social y las experiencias de los estudiantes. CNCA alentará y apoyará la participación de los estudiantes en actividades extra / co-curriculares sin comprometer la integridad y el propósito del programa educativo. Las actividades extracurriculares tienen todas las siguientes características:

1. El programa es supervisado o financiado por CNCA.

2. Los estudiantes que participan en el programa representan a CNCA.
3. Los estudiantes ejercen algún grado de libertad en la selección, planificación o control del programa.
4. El programa incluye tanto la preparación para el rendimiento y el rendimiento ante un público o espectadores.

Las actividades extracurriculares no forman parte del currículo regular de la escuela, no se califican, no ofrecen crédito y no tienen lugar en el salón de clase. Las actividades co-curriculares son programas que pueden estar asociados con el plan de estudios en una clase regular. Para obtener una copia de la política completa por favor visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] o pida una copia en la oficina de su escuela.

Deportes Competitivos (BP 6145.2)

Adoptada por la Mesa Directiva de CNCA el 12 de septiembre de 2017

La Mesa Directiva de CNCA reconoce que los programas deportivos constituyen un componente integral del programa educativo y ayudan a construir un clima escolar positivo. El programa deportivo también promueve el bienestar físico, social y emocional, y el desarrollo de la personalidad de los estudiantes participantes. El programa deportivo se diseñará para satisfacer los intereses y habilidades de los estudiantes y tendrá un alcance variado para atraer una amplia participación.

Todos los equipos deportivos serán supervisados por entrenadores cualificados para asegurar que los atletas estudiantiles reciban la instrucción y orientación apropiadas relacionadas con la seguridad, la salud, las habilidades deportivas y la deportividad. Los eventos deportivos serán oficiados por personal calificado.

Los programas deportivos de CNCA estarán libres de discriminación y prácticas discriminatorias prohibidas por las leyes estatales y federales. El equipo, los suministros, los horarios de juego y de práctica, los presupuestos, los subsidios de viaje de entrenamiento, las instalaciones, la publicidad, los servicios de apoyo y la tutoría ofrecidos a los equipos deben ser equivalentes entre equipos masculinos y femeninos.

El Director Ejecutivo General de CNCA o designado deberá asegurarse de que se brinden oportunidades deportivas equivalentes para hombres y mujeres en proporción a sus respectivas matrículas. Para obtener una copia de la política completa por favor visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] o pida una copia en la oficina de su escuela.

Organizaciones Estudiantiles (BP 6145.5)

Adoptada por la Mesa Directiva de CNCA el 13 de junio de 2017

Las organizaciones estudiantiles tienen un lugar importante en el programa educativo porque cuando están debidamente organizadas y son operadas correctamente, ellas:

- Amplían y refuerzan el programa de instrucción
- Dan a los estudiantes práctica en el autogobierno democrático
- Construyen la moral de los estudiantes y un espíritu de apoyo positivo para la escuela
- Honran los logros sobresalientes de los estudiantes
- Proporcionan actividades sociales y recreativas que son saludables

Los clubes estudiantiles pueden ser reconocidos como organizaciones autorizadas de la escuela si están organizados en la escuela, patrocinados por el personal de la escuela, compuestos completamente de miembros actuales del cuerpo estudiantil, celebran la mayoría de sus reuniones en la escuela y tienen un plan democrático para la selección de miembros. Las actividades organizacionales no entrarán en conflicto con la autoridad y las responsabilidades de los funcionarios escolares.

Los clubes no serán patrocinados por ninguna organización política. La membresía debe estar abierta a todos los estudiantes. Todos los clubes estudiantiles tendrán acceso equitativo a las instalaciones y una oportunidad justa para reunirse.

Todos los clubes están directamente bajo el control de las autoridades escolares. Cada club debe ser aprobado por el director y un asesor del cuerpo docente debe asistir a cada reunión o actividad.

Los clubes fuera del plantel u organizaciones que no estén directamente bajo el control de las autoridades escolares no pueden realizar actividades en el plantel escolar sin la previa aprobación por escrito del Director Ejecutivo General, personal designado; el nombre de la escuela tampoco puede utilizarse sin dicho permiso. Para obtener una copia de la política completa por favor visite www.caminonuevo.org en la sección "Board Policies" [Políticas de la Mesa Directiva] o pida una copia en la oficina de su escuela.

Política para la Prevención del Suicidio

BP 5141.52 Adoptada por la Mesa Directiva de CNCA el 13 de junio de 2017 y revisada el 9 de marzo de 2021.

El proteger la salud y el bienestar de todos nuestros estudiantes es de suma importancia para CNCA. El suicidio es la segunda causa de muerte entre jóvenes de 10-24 años de edad (después de los accidentes) en los Estados Unidos (CDC 2016). Esta estadística alarmante nos lleva a crear e implementar una política para ayudar al personal a sentirse más confiado al intervenir con un estudiante que creen que está en riesgo. Los estudios también han demostrado que lesbianas, homosexuales, bisexuales, transgéneros y cuestionados (por sus siglas en inglés LGBTQ) son hasta cuatro veces más propensos a intentar suicidarse que sus compañeros no LGBTQ.

El Proyecto de ley 2246 requiere que la mesa directiva o la junta escolar de una agencia educativa local, como se define, que presta servicios a estudiantes de los grados 7 a 12 inclusive, adopte una política de prevención del suicidio de los estudiantes, como se especifica, antes del comienzo del año escolar 2017-18, que aborde específicamente las necesidades de los grupos de alto riesgo.

Proyecto de ley de la asamblea 1767: A partir del 1.º de julio del 2020, este proyecto de ley requiere que la mesa directiva o la junta escolar de una agencia educativa local que presta servicios a estudiantes en kínder y en los grados del 1.º al 6.º, inclusive, adopte y actualice según lo prescrito una política sobre la prevención del suicidio de los estudiantes que aborde específicamente las necesidades de los grupos de alto riesgo. El proyecto de ley requiere que esta política sea apropiada para la edad y que se entregue y se discuta de una manera que sea sensible a las necesidades de los estudiantes jóvenes.

En respuesta a estas necesidades, la Mesa Directiva de CNCA ha adoptado una política de prevención del suicidio que ayudará a proteger a todos los estudiantes a través de los siguientes pasos:

1. Los estudiantes aprenderán a reconocer y responder a las señales de advertencia de suicidio en amigos, usando habilidades de afrontamiento, usando sistemas de apoyo y buscando ayuda para sí mismos y amigos. Esto podría ocurrir durante la clase de salud o en los períodos de i-Connect, círculos comunitarios, sesiones del consejo, etc.
2. Cada escuela designará un coordinador de prevención del suicidio para servir como punto de contacto para los estudiantes en crisis y para referir a los estudiantes a los recursos apropiados.
3. Cuando un estudiante es identificado en estado de riesgo, será evaluado por un profesional de salud mental empleado por la escuela quien trabajará con el estudiante y ayudará a conectarlo con los recursos locales apropiados.
4. Los estudiantes tendrán acceso a recursos nacionales que pueden contactar para recibir apoyo adicional, tales como:
 - TeenLine: Adolescentes que ayudan a adolescentes de 6 pm a 10 pm; El Centro Comunitario de Salud Mental Didi Hirsch está disponible a todas horas. (310) 855-4673 o www.teenlineonline.org
 - La Línea de Vida Nacional de Prevención del Suicidio – 1.800.273.8255 (TALK). www.suicidepreventionlifeline.org
 - La Trevor Lifeline – 1.866.488.7386. www.thetrevorproject.org

Se espera que todos los estudiantes ayuden a crear una cultura escolar de respeto y apoyo en la cual los estudiantes se sientan cómodos buscando ayuda para sí mismos o para sus amigos. Se anima a los estudiantes a decirle a cualquier miembro del personal si ellos, o un amigo, se sienten suicidas o necesitan ayuda.

Los estudiantes también deben saber que, debido a la naturaleza de vida o muerte de estos asuntos, las preocupaciones de confidencialidad o privacidad son secundarias a buscar ayuda para estudiantes en crisis. Para una revisión más detallada de esta política, por favor pregunte a su Coordinador de Servicios

a Estudiantes y Familias para obtener una copia de la política completa sobre la prevención del suicidio. Asimismo, encontrará una copia disponible en nuestro sitio web www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva].

Respuesta a la Política de Cumplimiento de la Ley de Inmigración

BP 5145.13 (a) adoptada por la Mesa Directiva de CNCA el 28 de agosto de 2018

La Mesa Directiva de Camino Nuevo Charter Academy está comprometida con el éxito de todos los estudiantes y cree que cada escuela debe ser un lugar seguro y acogedor para todos los estudiantes y sus familias, independientemente de su ciudadanía o estado migratorio.

El personal de CNCA no solicitará, ni recopilará información o documentos relacionados con la ciudadanía o el estado migratorio de los estudiantes o sus familiares, ni proporcionará asistencia para hacer cumplir la ley de inmigración en las escuelas de CNCA, excepto que lo exijan las leyes estatales y federales. (Código de Educación § 234.7)

A ningún estudiante se le debe negar la igualdad de derechos y oportunidades ni estar sujeto a discriminación ilegal, acoso, intimidación o acoso escolar en los programas y actividades de CNCA sobre la base de su estado migratorio. (Código de Educación §§ 200, 220, 234.1)

La Directora Ejecutiva o la persona designada deberá notificar a los padres / tutores sobre el derecho de sus hijos a una educación pública gratuita, independientemente de su estatus migratorio o creencias religiosas y sus derechos relacionados con la aplicación de la ley de inmigración. (Código de Educación § 234.7)

De acuerdo con los requisitos de la Oficina del Procurador General de California, el Director Ejecutivo o la persona designada deberá desarrollar procedimientos para atender cualquier solicitud de un oficial de la ley para acceder a los registros de CNCA, escuelas o estudiantes con el propósito de hacer cumplir la ley de inmigración.

Para obtener una copia de la política completa, visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] ” o solicite una copia en la oficina de la escuela.

Política de la Mesa Directiva: Política de Participación de los Padres

Referencia: BP 6020 aprobada por la Mesa Directiva el 17 de abril de 2020

La Mesa Directiva de Camino Nuevo Charter Academy (CNCA) reconoce que los padres/encargados son los socios más importantes de CNCA en el aprendizaje de los estudiantes. Los estudiantes encontrarán mayores niveles de éxito académico cuando su hogar y la escuela compartan valores similares sobre el

aprendizaje y forjen una asociación genuina. CNCA busca ir más allá de la participación de los padres e involucrar activamente a las familias como socios. Los graduados experimentarán mayores niveles de éxito en la universidad y en su carrera profesional cuando sus defensores más importantes desarrollen una relación positiva y trabajen juntos en pos de los intereses del estudiante.

En CNCA se brindan varias oportunidades para la participación y el apoyo de los padres. Los padres son bienvenidos a ser voluntarios en los momentos que sean más convenientes para ellos. Las oportunidades para su participación pueden tener lugar por la mañana, durante el día escolar, después de la escuela, en eventos escolares, diariamente, semanalmente o mensualmente, y en las áreas en las que se sienten cómodos. Todos los padres son bienvenidos y alentados a ser parte de nuestra comunidad escolar y si el idioma es una barrera, brindamos los apoyos necesarios para asegurarnos de que todos estén incluidos.

Para obtener una copia de la política completa, como así también del Reglamento Administrativo, visite www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] o solicite una copia en la oficina de la escuela.

Política de la Junta Directiva 5030: Política de Bienestar

BP 5030 adoptada por la Junta Directiva de CNCA el 8 de junio de 2022

CNCA reconoce que tener una buena nutrición y un estado físico óptimo está correlacionado con la disposición para aprender, el logro académico, la disminución de los problemas de disciplina y la mejora del bienestar emocional. CNCA implementó una Política de Bienestar a fin de promover los hábitos saludables para toda la comunidad de CNCA. Hay una copia disponible de la Política de Bienestar en nuestro sitio web www.caminonuevo.org en la sección “Board Policies” [Políticas de la Mesa Directiva] y, asimismo, ésta se encuentra siempre a disposición en la oficina principal de la escuela. La política de bienestar completa incluye pautas en cuanto a los alimentos que se pueden proporcionar o vender en cualquier plantel de CNCA de acuerdo con los lineamientos del Ministerio de Agricultura de Estados Unidos (USDA).

Cada escuela de CNCA convocará a un comité de bienestar que se reunirá anualmente para revisar los objetivos y supervisar las políticas y los programas de salud y seguridad de la escuela, incluido el desarrollo, la implementación y la revisión periódica y actualización de la política de bienestar. Ya que cada escuela de CNCA es una Agencia Local de Educación (LEA, por sus siglas en inglés), el Comité de Bienestar de cada escuela funcionará como comité “escolar” y comité “de distrito”. Si desea participar en el Comité de Bienestar Escolar, comuníquese con la oficina principal de la escuela.

Proyecto de política sobre la disponibilidad de condones para los estudiantes de CNHS

La Junta Directiva de Camino Nuevo Charter Academy se compromete a proporcionar información completa y accesible sobre educación sexual para los estudiantes.

En apoyo a la salud y el bienestar de nuestros estudiantes, Camino Nuevo Charter Academy (CNCA) recomienda enfáticamente a los estudiantes abstenerse de la actividad sexual. Sin embargo, CNCA también cree que tiene la responsabilidad de tomar medidas para prevenir el embarazo entre los menores, así como el Virus de la Inmunodeficiencia Humana (VIH) y otras infecciones de transmisión sexual entre los estudiantes que no se abstengan de la actividad sexual.

Los condones, cuando se usan adecuadamente, pueden reducir la incidencia del embarazo y la transmisión del VIH / SIDA y otras enfermedades de transmisión sexual. CNCA, por lo tanto, considera apropiado poner condones a disposición de los estudiantes matriculados en la escuela secundaria.

Los condones estarán disponibles para cada estudiante de secundaria en los lugares designados por el Director. La información relacionada, incluida la ubicación de las clínicas de salud, se facilitará en los mismos lugares.

Los condones se proporcionarán en su embalaje original, junto con las instrucciones del fabricante.

Los estudiantes deben recibir educación en salud de acuerdo con la Ley de Juventud Saludable de California, según corresponda y sea necesario, con respecto al uso adecuado de los condones y su efectividad. Los estudiantes deben recibir información que explique que la edad legal para prestar consentimiento en California es de 18 años.

Los estudiantes de secundaria recibirán información para promover su salud sexual y reproductiva e información sobre cómo evitar el VIH, otras infecciones de transmisión sexual y el embarazo no deseado. Además, se les enseñará a los estudiantes que la abstinencia es la mejor manera de prevenir el embarazo porque es el único método que es 100 % efectivo.

Referencias legales:

CÓDIGO DE EDUCACIÓN

Artículo 49422 Supervisión de la salud y el desarrollo físico de los alumnos

CÓDIGO DE SALUD Y SEGURIDAD 121255

151002

CÓDIGO PENAL

261.5
286
288
299^a

CUOTAS DE ESTUDIANTES

Camino Nuevo Charter Academy (CNCA) se compromete a asegurar que los libros, materiales, equipos, suministros y otros recursos necesarios para la participación de los estudiantes en el programa educativo se pongan a su disposición.

Ningún estudiante deberá pagar ninguna cuota, depósito o cargo por su participación en una actividad educativa que constituya una parte fundamental integral del programa educativo de CNCA, incluyendo las actividades curriculares y extracurriculares (Código de Educación § 49011).

Siempre que un estudiante o padre/tutor crea que se está exigiendo una cuota inadmisibles, depósito u otro cargo al estudiante por su participación en una actividad educativa, el estudiante o su padre/tutor pueden presentar una denuncia utilizando la Política de la Junta Directiva 1312.3 de CNCA “Procedimiento Uniforme de Denuncias” (Código de Educación § 49013).

Se puede cobrar a los padres/tutores por el costo de reparación o reemplazo de libros, suministros o equipos de CNCA prestados a un estudiante, si el estudiante no los devolvió, a pesar de una petición, los cortó, maltrató o dañó intencionalmente, hasta una cantidad que no exceda de \$10.000 (Código de Educación § 48904).

Cuando un estudiante menor corta, desgarrar o daña, de otra manera bienes reales o personales de CNCA o no devuelve la propiedad de CNCA que se le haya prestado, CNCA deberá proporcionar una notificación por escrito al padre/tutor de la supuesta mala conducta del estudiante y el resarcimiento que se pueda adeudar. El aviso indicará que CNCA puede retener las calificaciones, diplomas y expedientes académicos del estudiante responsable de los daños hasta que los daños se paguen de acuerdo con esta Política de la Junta Directiva.

RETENCIÓN DE CALIFICACIONES, DIPLOMA O EXPEDIENTES ACADÉMICOS

Cualquier retención de calificaciones, diploma o expedientes académicos del estudiante debido a que un padre/tutor no paga los daños por la reparación o reemplazo de la propiedad de CNCA debe llevarse a cabo de acuerdo con el artículo 48904 del Código de Educación:

Si los daños no se pagan a CNCA después de una notificación por escrito al padre/tutor, CNCA debe compartir con el estudiante sus derechos de debido proceso antes de retener las calificaciones, diplomas o expedientes académicos del estudiante. Los derechos del debido proceso del estudiante deben ser consistentes con los procedimientos de expulsión de CNCA.

Si el estudiante y el padre/tutor no pueden pagar por los daños o devolver la propiedad, CNCA proporcionará un programa de trabajo voluntario para que el estudiante lo complete. Una vez completado el trabajo voluntario, se liberarán las calificaciones, diplomas o expedientes académicos del estudiante.

ADJUNTOS

Calendarios Escolares



2022-2023 TK-8th School Calendar

BOD approved 2/10/2022

July 2022							August 2022							September 2022							October 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	3	H	5	6	7	8	9														
		X	X	L	X	5	10	11	12	13	14	15	16														
		X	X	X	L	X	17																				
		X	X	X	L	X	24																				
		X	X	X	L	X	31																				

November 2022							December 2022							January 2023							February 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2																					
		X	X	X	L	X	6																				
		X	X	X	L	X	13																				
		X	X	X	L	X	20																				
		X	X	X	L	X	27																				

March 2023							April 2023							May 2023							June 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2																					
		X	X	X	L	X	5																				
		X	X	X	L	X	12																				
		X	X	X	L	X	19																				
		X	X	X	L	X	26																				

TOTALS Q1: 8/8/22-10/7/2022 Q2: 10/10/2022-12/16/2022 Q3: 1/9/2023-3/31/2023 Q4: 4/10/2023-6/16/2023

X Regular Instructional Day
L Late Start Day
M Minimum Day
H Holiday
NT New Teacher
SD Staff Development (in-service, pupil free day)
BD Buyback day
PTF Pupil/Teacher Free Day (All 11- and 12-month school leader and HSO staff work this day)

Holidays:
7/4/2022 4th of July
9/5/2022 Labor Day
10/10/2022 Indigenous Peoples' Day
11/11/2022 Veteran's Day
11/24-25/2022 Thanksgiving Break
12/19-16/2022 Winter Break
1/1/2023 New Year's Day
1/16/2023 Martin Luther King Jr. Day
2/20/2023 Presidents Day
3/31/2023 César Chávez Day
4/3-7/2023 Spring Break
5/29/2023 Memorial Day
6/19/2023 Juneteenth

Other:
8/8/2022 First Day of School
6/15/2023 Last Day of School
3/10/2023 Success Conference
10/26-28/2022 Parent/Teacher Conferences
1/25-27/2023 Parent/Teacher Conferences
4/19-21/2023 Parent/Teacher Conferences



2022-2023 High School School Calendar

BOD approved 2/10/2022

July 2022							August 2022							September 2022							October 2022						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	3	H	5	6	7	8	9														
		X	X	L	X	5	10	11	12	13	14	15	16														
		X	X	X	L	X	17																				
		X	X	X	L	X	24																				
		X	X	X	L	X	31																				

November 2022							December 2022							January 2023							February 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2																					
		X	X	X	L	X	6																				
		X	X	X	L	X	13																				
		X	X	X	L	X	20																				
		X	X	X	L	X	27																				

March 2023							April 2023							May 2023							June 2023						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2																					
		X	X	X	L	X	5																				
		X	X	X	L	X	12																				
		X	X	X	L	X	19																				
		X	X	X	L	X	26																				

TOTALS Q1: 8/8/22-10/7/2022 Q2: 10/10/2022-1/20/2023 Q3: 1/23/2023-3/31/2023 Q4: 4/10/2023-6/16/2023

X Regular Instructional Day
M Minimum Day
L Late Start Day
H Holiday
NT New Teacher
SD Staff Development (in-service, pupil free day)
BD Buyback day
PTF Pupil/Teacher Free Day (All 11- and 12-month school leader and HSO staff work this day)

Holidays:
7/4/2022 4th of July
9/5/2022 Labor Day
10/10/2022 Indigenous Peoples' Day
11/11/2022 Veteran's Day
11/24-25/2022 Thanksgiving Break
12/19-16/2022 Winter Break
1/1/2023 New Year's Day
1/16/2023 Martin Luther King Jr. Day
3/31/2023 César Chávez Day
2/20/2023 Presidents Day
4/3-7/2023 Spring Break
5/29/2023 Memorial Day
6/19/2023 Juneteenth

Other:
8/8/2022 First Day of School
6/15/2023 Last Day of School
3/10/2023 Success Conference
10/26-28/2022 Parent/Teacher Conferences
4/19-21/2023 Parent/Teacher Conferences

Declaración de No Discriminación

Camino Nuevo Charter Academy prohíbe la discriminación, el acoso, la intimidación y el acoso escolar en los programas educativos, actividades o empleo por motivos de linaje, edad, color, discapacidad, género, identidad de género, expresión de género, nacionalidad, raza o etnia, religión, sexo, orientación sexual, estado parental, embarazo, situación familiar o estado civil, estatus militar, estado migratorio— sean estas características reales o percibidas—, o asociación con una persona o grupo con una o más de estas características reales o percibidas.

Camino Nuevo Charter Academy requiere que el personal escolar tome medidas inmediatas para intervenir cuando sea seguro hacerlo y cuando él o ella sea testigo de un acto de discriminación, acoso, intimidación o acoso escolar.

Las preguntas o las denuncias de un supuesto caso de discriminación, acoso, intimidación y acoso escolar, equidad o equidad conforme al Título IX y preocupaciones con respecto al cumplimiento deben dirigirse a: Sra. Margarita Domingo, Vicepresidenta de Recursos Humanos, 3435 W. Temple Street, Los Angeles, CA 90026; Teléfono: (213) 417-3410.

Declaración de No discriminación del Departamento de Agricultura de Los Estados Unidos (USDA, por sus siglas en inglés)

De acuerdo con las leyes federales de derechos civiles y las regulaciones y políticas de derechos civiles del Departamento de Agricultura de los Estados Unidos (USDA), el USDA, sus agencias, oficinas y empleados y las instituciones que participan o administran programas del USDA tienen prohibido discriminar por raza, color, nacionalidad, religión, sexo, identidad de género (incluyendo la expresión de género), orientación sexual, discapacidad, edad, estado civil, situación familiar o parental, ingresos derivados de un programa de asistencia pública, creencias políticas o represalias por actividades anteriores de derechos civiles, en cualquier programa o actividad realizada o financiada por USDA (no todas las bases se aplican a todos los programas). Las soluciones y fechas límites de la presentación de denuncias podrían variar de acuerdo al programa o el incidente.

Las personas con discapacidades que requieran medios alternativos de comunicación para obtener información del programa (p. Ej., Braille, letras grandes, audio, lenguaje de señas americano, etc.) deben comunicarse con la Agencia responsable o el Centro TARGET del USDA al (202) 720-2600 (voz y TTY) o comunicarse con el USDA a través del Servicio Federal de Relevos al (800) 877-8339. Además, la información del programa puede estar disponible en otros idiomas que no sea el inglés.

Para presentar una denuncia por discriminación de programa, complete el Formulario de Denuncia de Discriminación del Programa del USDA, AD-3027, que se encuentra en el Internet en Cómo presentar una Denuncia de Discriminación del Programa y en cualquier oficina de USDA o escriba una carta dirigida al USDA y proporcione en la carta toda la información solicitado el formulario. Para solicitar una copia del formulario de denuncia, llame al (866) 632-9992. Envíe su formulario o carta al USDA por: (1) correo al: Departamento de Agricultura de los Estados Unidos, Oficina del Subsecretario de derechos Civiles, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; O (3) correo electrónico: program.intake@usda.gov.

USDA es un proveedor, empleador y prestamista de igualdad de oportunidades.

Forma Oficial para Denuncias de CNCA

Date/Fecha: _____ Site/Plantel: _____

From/de Parte de: _____

(parent or legal guardian name/nombre de padre/madre/encargado)

Student name(s)/Nombre del Estudiante/s: _____

Grade/Grado: _____

Telephone/Teléfono: _____

Please check the box that appropriately refers to your complaint:

Por favor marque la naturaleza de su denuncia:

- | | |
|--|--|
| <input type="checkbox"/> Special Education Program
Programa de Educación Especial | <input type="checkbox"/> Early Child development Program
Programa de Educación Temprana |
| <input type="checkbox"/> Volunteer/Parent Program
Programa de Voluntarios/Padres | <input type="checkbox"/> Instruction/Classroom Issue
Situación en el salón de clase/instrucción |
| <input type="checkbox"/> Administration Issue
Asunto Administrativo | <input type="checkbox"/> After School Program
Programa de después de la Escuela |
| <input type="checkbox"/> Other/Otro asunto: _____ | |

Briefly describe your concern (include date, times, places, type of complaint, and if there were any witnesses) /describa brevemente su preocupación (incluya fechas, hora, lugar, tipo de denuncia, y si hubo testigos):

Signature/Firma _____ Date/Fecha _____

FORMA DE RECONOCIMIENTO DE FAMILIA/ESTUDIANTE

Estimado Padre/Encargado:

El Código de Educación, artículo 48980, declara que a los Directivos de las Escuelas se les requiere por ley notificar a los padres/encargados de sus derechos de servicios y programas ofrecidos por el distrito escolar/escuela. Los padres/encargados deben firmar la forma de notificación y devolverla a la escuela de sus niños reconociendo que ellos han sido informados de sus derechos.

Por favor, lea el Manual para la Familia y regrese firmada la forma a continuación a su escuela. Su firma no constituye un consentimiento para tomar parte en ningún programa en particular.

----- Corte Aquí -----

Camino Nuevo Charter Academy

RECIBO DE LA NOTIFICACIÓN ANUAL SOBRE EL MANUAL DE FAMILIAS-ESTUDIANTE 2021-2021
MANUAL PARA LA FAMILIA Y EL ESTUDIANTE

Yo reconozco, con mi firma a continuación, que he recibido la notificación anual requerida de los derechos de los padres/encargados/estudiantes en representación de mi hijo(a).

NOMBRE DEL ESTUDIANTE(S): Por favor escriba en letra de molde el nombre, fecha de nacimiento y grado de su niño(s).

_____	_____	_____
Apellido/Nombre	Fecha de Nacimiento	Grado
_____	_____	_____
Apellido/Nombre	Fecha de Nacimiento	Grado
_____	_____	_____
Apellido/Nombre	Fecha de Nacimiento	Grado

Firma del Padre/Encargado:

Firma del estudiante (Grados 9-12):

Firma del estudiante (Grados 9-12):

Firma del estudiante (Grados 9-12):

Coversheet

Correction of Board Meeting Dates

Section: VII. Correction Of Board Meeting Dates
Item: A. Correction of Board Meeting Dates
Purpose: Vote
Submitted by:
Related Material: CNCA Regular Board Meetings 2022-2023.pdf



CNCA Regular Board Meetings 2022-2023

Tuesday, August 16, 2022 4pm – 6pm

Tuesday, September 13, 2022 4pm – 6pm

Tuesday, October 11, 2022 4pm – 6pm

Tuesday, November 15, 2022 4pm – 6pm

Tuesday, January 17, 2023 4pm – 6pm

Tuesday, February 21, 2023 4pm – 6pm

Tuesday, March 21, 2023 4pm – 6pm

Tuesday, May 9, 2023 4pm -6pm

Tuesday, June 20, 2023 4pm – 6pm

Coversheet

Declaration of Need

Section: VIII. Declaration of Need
Item: A. Declaration of Need
Purpose: Vote
Submitted by:
Related Material:
22-23 CNCA Declaration of Need for Fully Qualified Educators Revised 07.12.22
unsigned.pdf



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2022-2023

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Camino Nuevo Charter Academy District CDS Code: See attached list

Name of County: Los Angeles County CDS Code: 20120

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 07 / 12 / 22 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2023.

Submitted by (Superintendent, Board Secretary, or Designee):

Elena Lopez Board Secretary

Name

Signature

Title

(213) 254-0413

(213) 417-3400

Fax Number

Telephone Number

Date

3435 W. Temple Street, Los Angeles, CA 90026

Mailing Address

elopez2@californiasciencecenter.org

EMail Address

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY, CHARTER SCHOOL OR NONPUBLIC SCHOOL AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ___/___/___, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	15 _____
Bilingual Authorization (applicant already holds teaching credential)	20 _____
List target language(s) for bilingual authorization: <u>Spanish</u>	
Resource Specialist	10 _____
Teacher Librarian Services	0 _____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year’s actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	0
Single Subject	7
Special Education	2
TOTAL	9

AUTHORIZATION(S) FOR SINGLE SUBJECT LIMITED ASSIGNMENT PERMITS (A separate page may be used if needed)	ESTIMATED NUMBER NEEDED
Science: Physics	1
Industrial & Tech Education (Computer Science)	1
Mathematics	2
Science: Biological Sciences	2
Art	1

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. 22-23 is Year 0 of establishing a District intern program; partner LMU

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? 5-10

If yes, list each college or university with which you participate in an internship program.

TFA, Cal State LA, Cal State Northridge, LACOE, Azusa Pacific, Alliant, CSUF
CSU Long Beach, National University, LMU

If no, explain why you do not participate in an internship program.

N/A

Coversheet

FY 22-23 Budget Update

Section: IX. Financials
Item: B. FY 22-23 Budget Update
Purpose: Discuss
Submitted by:
Related Material: FY22-23 State Budget Update & Current CNCA Budget.pdf

Adopted State Budget - LCFF

LCFF - 12.84% increase over 21/22

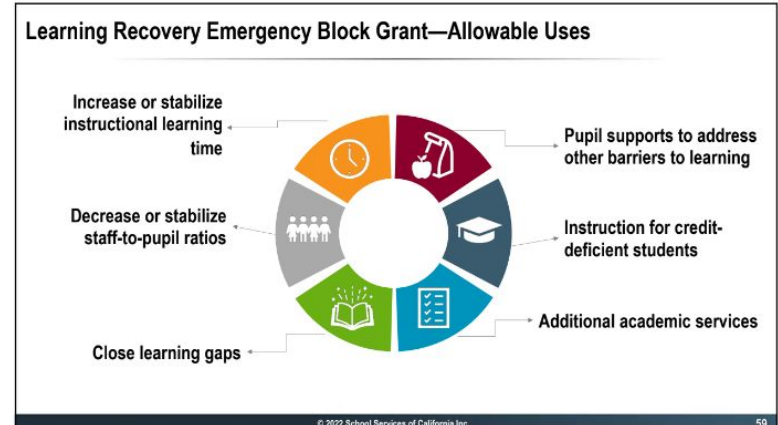
- Statutory COLA of 6.56%
- Additional LCFF Investment of 6.28%

TK Add On

- \$2,813 per TK ADA adjusted by COLA each year
- Class size max of 24 required
- 1 adult for every 12 students

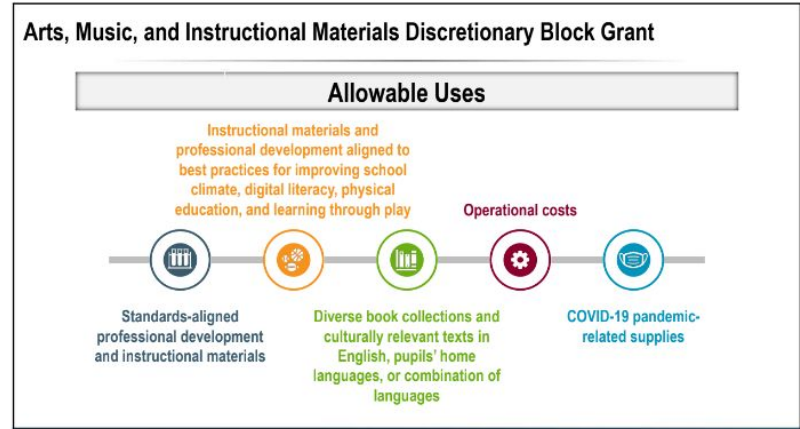
Adopted State Budget - One-Time Block Grants

- Learning Recovery Emergency Block Grant
 - SSC Estimate: \$2,399 per 21/22 P2 ADA x 21/22 UPP
 - Interim Expense Reports due 12/1/24 and 12/1/27
 - Final Expense Report due 12/1/29
 - Funds may be used through FY27/28
 - Don't know yet if unspent funds can be deferred; budget model provides a defer/no defer toggle




Adopted State Budget - One-Time Block Grants

- Arts, Music, and Instructional Materials Discretionary Block Grant
 - SSC Estimate: \$666.96 per 21/22 P2 ADA
 - Governing board must discuss and approve plan for expenditure of funds at regularly scheduled public meeting
 - Funds can be encumbered through FY25/26
 - Don't know yet if unspent funds can be deferred; budget model provides a defer/no defer toggle





State Budget Update - ELOP

Expanded Learning Opportunities Program Funding

 Enacted Budget increases ongoing state funding for Expanded Learning Opportunities Program (ELO-P) to \$4 billion

- Demonstrates state commitment to comprehensive before, after, and summer school opportunities for students at school districts and charter schools
- Sets aside \$5 million for COE technical assistance

 Same formula for distribution of funds



	2021-22 Law	Governor's Budget Proposal	May Revision Proposal	Legislative Budget Proposal	Enacted Budget
Total State Funding Level	\$1 billion ongoing plus \$754 million one-time	\$4.4 billion ongoing	\$4.8 billion ongoing	\$4.4 billion ongoing	\$4.0 billion ongoing
Per Pupil Amount	UPP ≥ 80%: \$1,170 UPP < 80%: \$672	UPP ≥ 75%: \$2,500 UPP < 75%: \$2,027	UPP ≥ 75%: \$2,500 UPP < 75%: \$2,500	UPP ≥ 75%: \$3,000 UPP < 75%: \$1,500	UPP ≥ 75%: \$2,750 UPP < 75%: \$1,250 ¹

¹The higher UPP funding rate is in statute. The lower UPP rate is a calculated rate, the figure listed is an estimate which is likely to change when entitlements are calculated.

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- 22/23 unspent funds can carry over to 23/24
- No ELOP audit until 23/24
- Pro-rated penalties for not meeting offer/provide and min time requirements
- ≥75% UPP - offer to all TK-6 students and provide access to those who request
- <75% UPP - offer to all TK-6 unduplicated students and provide access to those who request
- ASES grant also increasing

FY22-23 New Funding not on budget

	CNCA	CNCA#2	CNCA#3	CNCA#4	CNHS#2
Arts, Music, and Instructional					
Materials Discretionary Block Grant	\$ 336,694.00	\$ 392,519.00	\$ 394,893.00	\$ 348,639.00	\$ 288,933.00
Learning Recovery Emergency Block Grant	\$ 1,188,537.00	\$ 1,307,664.00	\$ 1,378,498.00	\$ 1,154,585.00	\$ 992,919.00
Expended Learning Opportunities Program (ELOP)	\$ 1,069,149.00	\$ 1,087,514.00	\$ 1,161,735.00	\$ 977,272.00	\$ -
Expended Learning Opportunities Program (ELOP) - 21-22	\$ 507,008.00	\$ 549,588.00	\$ 627,282.00	\$ 488,576.00	\$ -

	CNCA - Burlington		CNCA#2 - Kayne Siart		CNCA#3 - Castellanos		CNCA#3 - Eisner		CNCA#3 - Consolidated		CNCA#4 - Cisneros		CNHS#2 - Dalzell Lance		Central Administration		Camino Nuevo - Consolidated	
	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast	2022-23 Budget Approved	2022-23 Forecast
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Payroll Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Prepaid Expenditures	(60,839)	(60,839)	(16,285)	(16,285)	(40,051)	(40,051)	(40,529)	(40,529)	(80,580)	(80,580)	(13,524)	(13,524)	(62,260)	(62,260)	(3,576)	(3,576)	(237,064)	(237,064)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deferred Revenue	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Depreciation Expense	169,016	170,442	660,626	660,626	123,799	133,399	90,179	90,179	213,978	223,578	163,433	163,433	179,870	180,934	-	-	1,386,922	1,399,012
Cash Flow from Investing Activities																		
Capital Expenditures	(138,000)	(180,756)	(286,500)	(286,500)	(327,500)	(391,500)	(129,000)	(129,000)	(456,500)	(520,500)	(262,500)	(262,500)	(50,000)	(78,393)	-	-	(1,193,500)	(1,328,649)
Cash Flow from Financing Activities																		
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Use - Loans	-	-	(396,625)	(396,625)	-	-	-	-	-	-	-	-	-	-	-	-	(396,625)	(396,625)
Ending Cash Balance	2,264,664	2,399,451	1,071,084	1,214,026	1,663,784	1,725,211	1,933,812	1,985,899	3,597,596	3,711,109	1,371,704	1,252,298	1,600,812	1,676,111	78,876	78,876	9,984,735	10,331,870

Coversheet

CAO Updates

Section:	X. Chief Academic Officer Update
Item:	A. CAO Updates
Purpose:	Discuss
Submitted by:	
Related Material:	CAO Update August 16 2022.pdf CNCA1 2017 Annual PBOV Report 2021-22.pdf CNCA2 5987 - Annual PBOV Report 2021-22.pdf CNCA3 - 2157 Annual PBOV Report 2021-22.pdf CNCA4 2251 - Annual PBOV Report 2021-22.pdf CNCHS2 7624 Annual PBOV Report 2021-22.pdf



Chief Academic Officer Update

AUGUST 16, 2022

CNCA BOARD OF DIRECTORS

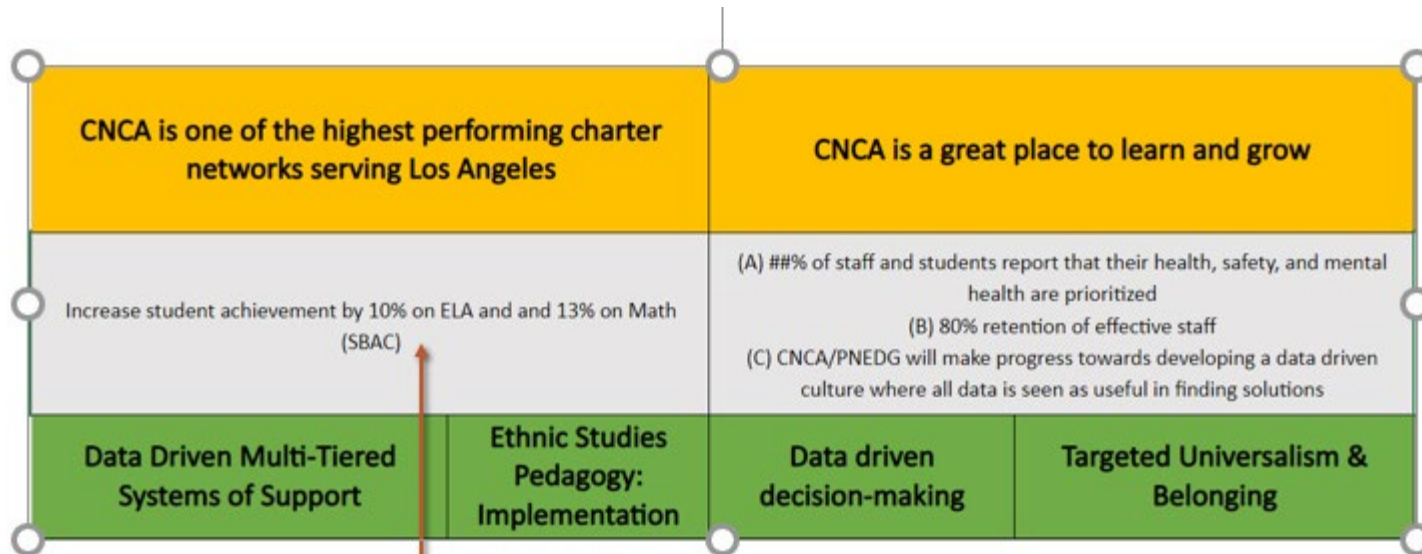
Updates include:

- ❖ 2021-2022 Preliminary SBAC Results
- ❖ 2022-2023 Organizational Priorities & Goals
- ❖ 2021-2022 LAUSD Oversight Visit Reports
- ❖ Special Education Updates

Next Meeting:

- ❖ Science Data (CAST)
- ❖ Subgroup Focus: English Learners

2021-2022 Goals



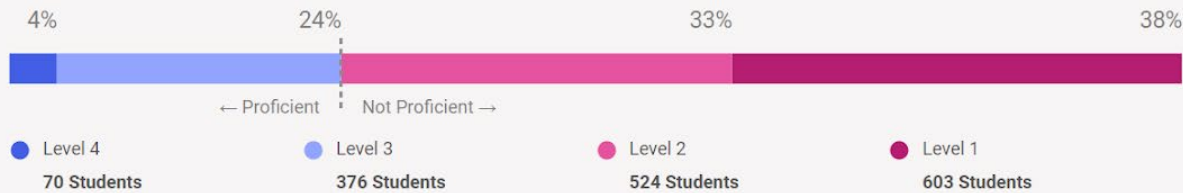
SBAC Goals:
41% meets/exceeds in ELA
32% meets/exceeds in Math

iReady Projections (MOY)

Projection if Students Achieve Typical Growth

Students with Projection/Total: 1,573/1,768

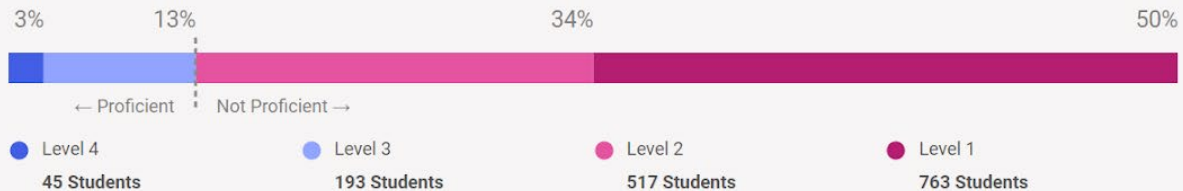
Proficient: **28%**
(Level 4 + 3)



Projection if Students Achieve Typical Growth

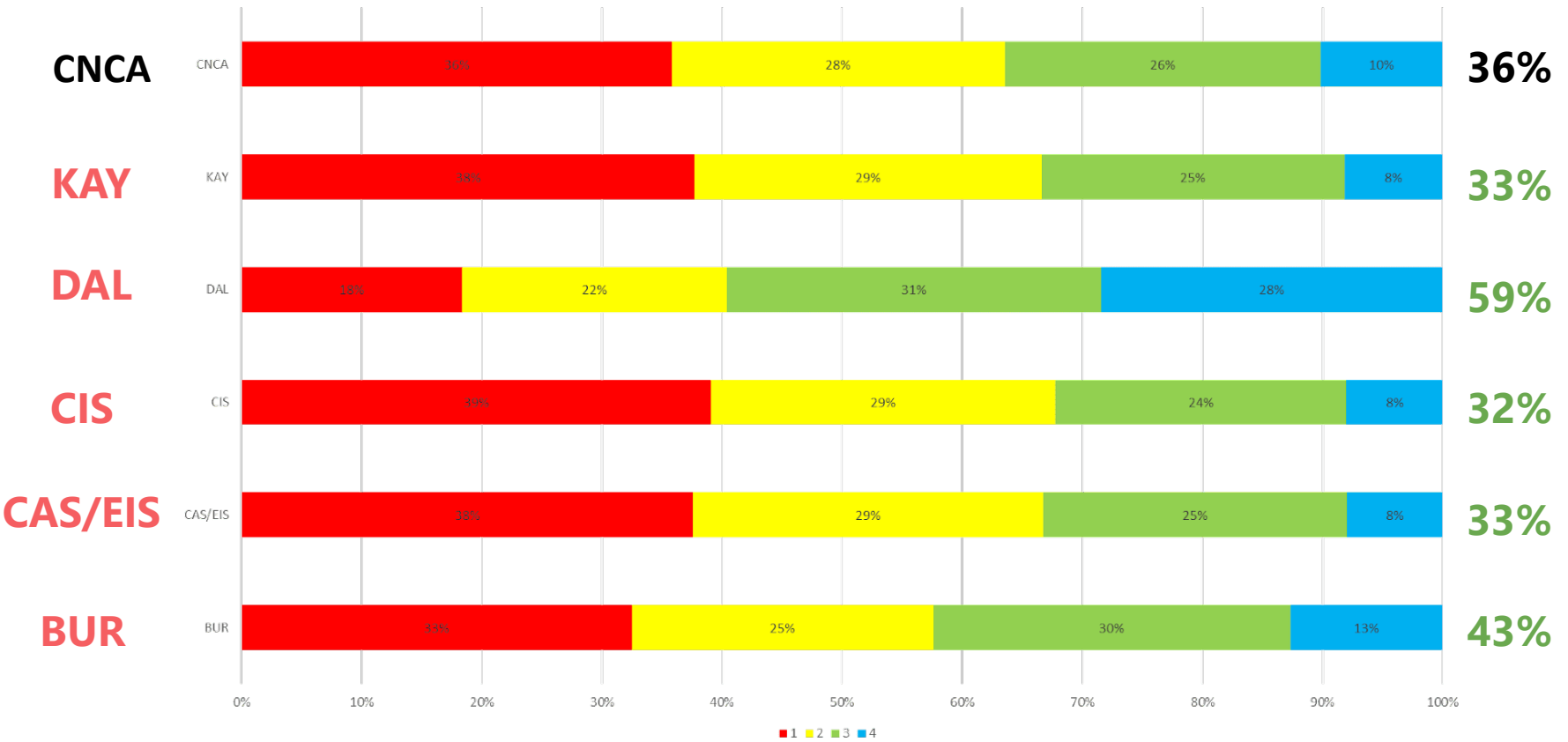
Students with Projection/Total: 1,518/1,768

Proficient: **16%**
(Level 4 + 3)



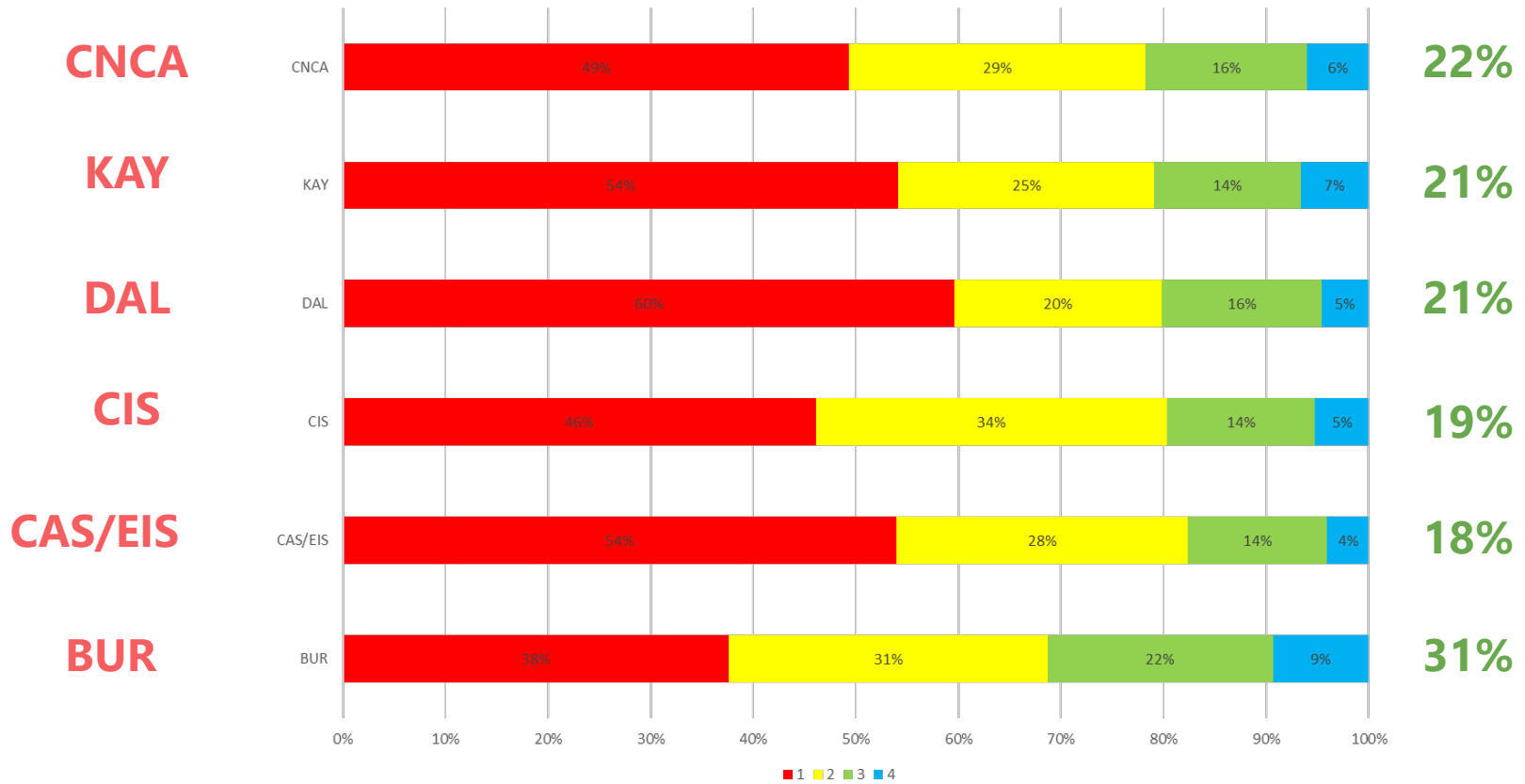
Summative SBAC: ELA (36%)

ELA Score by School



Summative SBAC: Math (22%)

Math Score by School



Big Ideas

Our students exceeded MOY projections by ***accelerating learning at an above average rate***. The efforts of our teachers, leaders, staff, and families – in an exceedingly difficult year – should be celebrated.

We didn't meet our 21-22 goal, and therefore ***have not yet returned to pre-pandemic achievement levels***. This sobering reality is one of a multi-year recovery that requires a tiered, strategic approach to educating the whole child.



**Camino
Nuevo
Charter
Academy**

22-23 Organizational Priorities

22-23 Priorities

Areas of Growth

These areas of growth are our priorities for the 2022-2023 school year

- Data Driven Decision Making
- Student Intellectual Engagement
- Building Belonging through Bridging



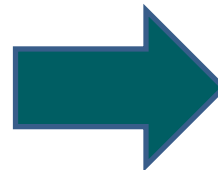
Data-Driven Decision Making

IMPLEMENTATION

All employees will engage in recurring data chats to increase our collective efficacy with data driven decision making. (Instructional 2x per month; Non instructional/HSO 1x per month)

SYSTEMS BUILDING

Creating 3 key CNCA dashboards: Operations, Student Culture/Behavior and Academic Tier 2 MTSS



End of Year Goals

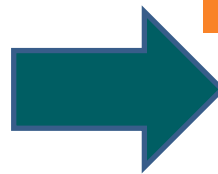
- 100% of grade level/department teams conduct twice-monthly (instructional) or monthly (non-instructional) data meetings
- Data Dashboards will be published to provide HSO and school leaders with vital data needed to improve guidance support and oversight.



Intellectual Engagement

IMPLEMENTATION

All teachers, instructional leaders and related HSO Departments engage in data driven adult learning cycles to increase student intellectual engagement.



End of Year Goals

- Achieving a **10-percentage point** increase in SBAC ELA (to 46%) and an **8-percentage point** increase in SBAC Math (to 30%)
- By Q4, 80% of classroom observations demonstrate that 90%+ students are intellectually engaged in challenging content that is aligned to grade-level standards



ELA SBAC Goal Context

Grade	2022	Growth Target	2023 Goal
3	17%	+2%	19%
4	29%	+5%	34%
5	31%	+10%	41%
6	31%	+12%	43%
7	49%	+12%	61%
8	50%	+12%	62%
11	59%	+12%	71%
Overall	36%	+10%	46%

Gradual increase
in grades 3-5:
aligned with MLL
development

Math SBAC Goal Context

Grade	2022	Growth Target	2023 Goal
3	27%	+5%	32%
4	26%	+5%	31%
5	21%	+5%	26%
6	16%	+10%	26%
7	24%	+10%	34%
8	20%	+10%	30%
11	21%	+10%	31%
Overall	22%	+8%	30%

Acknowledges that K-5 teachers will be focused on ARC

Sets realistic expectations with a new curriculum (6-8)

Our Ambitious 5-Year Goals

ELA

2022	36%
2023	46%
2024	56%
2025	60%
2026	65%
2027	70%

Math

2022	22%
2023	30%
2024	40%
2025	50%
2026	60%
2027	65%

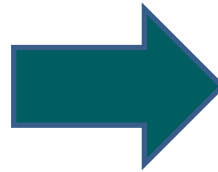
Building Belonging through Bridging

SYSTEMS BUILDING

Working with **SEED Collaborative** and the **CNCA Equity Working Group** to review data, engage in discussions and recommend next steps.

LEARNING

All employees will learn strategies for bridging gaps across the organization ie: HSO and Schools, lines of ideological and pedagogical difference, etc.



End of Year Goals

- The CNCA Equity Working Group will collaborate on the creation of a plan to improve the employee experience.
- 85% of staff demonstrate knowledge of the bridging concepts.



2021-22 LAUSD Oversight Visit Reports

CNCA #1

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
4	No Rating	3	4

Focus Areas:

- Special Education operations (compliance)
- Program that meets the needs of all students, including subgroups
- English Learner Reclassification
 - Lower than state average; did not meet benchmark set in October 2019 because the RFEF rate is also lower than the Resident Schools Median (4.8% to 5.4%)
 - “At Risk” ELs

CNCA #2

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
4	No Rating	3	4

Focus Areas:

- Special Education operations (compliance)
- iReady participation rate; must be 95% or higher

CNCA #3

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
4	No Rating	3	4

Focus Areas:

- Special Education operations (compliance)
- Program that meets the needs of all students, including subgroups
- English Learner Reclassification
 - Lower than state average (4.7% vs. 6.9%); did not meet benchmark set in October 2019 because the RFEP rate is also lower than the Resident Schools Median (4.7% vs. 5.4%)

CNCA #4

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
4	No Rating	3	4

Focus Area:

- Special Education operations (compliance)

CNHS #2

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
4	No Rating	3	4

Focus Areas:

- Special Education operations (compliance)
- Program that meets the needs of all students, including subgroups
- English Learner Reclassification
 - Lower than state average (0.6% vs. 6.9%)
- iReady participation rate; must be 95% or higher

Special Education Updates

Overdue IEPs

School	Oversight visit date	IEPs overdue as identified during the oversight visit	IEPS overdue as identified as of August 8th, 2022 per the 200 report
CNCA HS 2 DALZELL	3/1/22	24	5
CNCA ES 3	3/3/22	28	4
CNCA 2 KAYNE SIART	3/17/22	36	12
CNCA 4 CISNEROS	3/23/22	14	0
CNCA 1 BURLINGTON	3/29/22	18	1

Outstanding Assessments

<i>Loc Name</i>	Language and Speech Therapist	Nurse/Physician	Psychologist	Special Education Teacher	Grand Total
CAMINO NUEVO ACADEMY #2 (CHARTER) (5987)	12	5	22	7	46
CAMINO NUEVO CHARTER (CHARTER) (2017)	1	4	6	6	17
CAMINO NUEVO ES #3 (CHARTER) (2157)	5	5	14	8	32
CAMINO NUEVO ES #4 (CHARTER) (2251)	5	4	10	6	25
CAMINO NUEVO HS #2 (CHARTER) (7624)		1	3	2	6
Grand Total	23	19	55	29	126

This report was pulled on 8/7, and it represents a reduction from 159 assessments as of 7/31.

Big Idea

We have made great strides in **narrowing the compliance gap** over the summer.

We must move forward strategically, systematically, and proactively to **continue to close the gap** while at the same time staying ahead of **current due dates**. The IEP timeline calendar has begun again with the start of the school year, so our work must accelerate.

How we will accelerate:

1. Maintain and increase contracts with external partners for assessment completion
2. New positions:
 1. SpEd Coordinator at BUR, CAS-EIS, and KAY
 2. Lead BII at all sites with high number of BII minutes
3. Increased alignment in data-driven decision making by CAO, Sr. Director of SpEd, Associate Director of SpEd, and school teams
 1. Followed by increased hands-on support by HSO SpEd Team



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

CAMINO NUEVO CHARTER ACADEMY - 2017

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022

Charter School Name:	Camino Nuevo Charter Academy			Location Code:	2017
Current Address:	City:	ZIP Code:	Phone:	Fax:	
697 S. Burlington Ave.	Los Angeles	90057	(213) 413-4245	(213) 413-8553	
Current Term of Charter¹:		LAUSD Board District:	LAUSD Local District:		
July 1, 2020 to June 30, 2025		2	Central		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Above by 20	
575	555				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Above by 3.5%	
TK-8	TK-8				
Norm Enrollment Number:		579			
Total Number of Staff Members:	82	Certificated:	33	Classified:	49
Charter School's Leadership Team Members:	Juliana Santos, Interim Principal; Kimberly Plaza, Assistant Principal of Student Supports; Eva Paloma, Assistant Principal of Instruction; Osoria Martinez, School Operation Manager; Alonzo Gandara, Family Coordinator				
Charter School's Contact for Special Education:	Juliana Santos, Principal; Eva Paloma, Assistant Principal of Instruction		SELPA & Option:	3	
CSD Assigned Administrator:	Jose Rodriguez		CSD Fiscal Services Manager:	Andrea Ines	
Other School/CSD Team Members:	Darius Fequiere, Director of Special Education Esperanza Bacillo, Director of Operations; Jamica Brazell, Director of HR				
Oversight Visit Date(s):	March 29, 2022		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):		N/A	
		Date of Co-Location meeting with Operations Team:		N/A	

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022

Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO	COO/TCO Approved Grade Levels and Occupancy Loads:	COO for two buildings Grades K-5 - 452 and Grades 6-8 - 356
---	-----	---	---

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
4	No Rating	3	4



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</p> <p>The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership. Based on the binder review and interviews with school leadership, the school provided the following evidence:</p> <ul style="list-style-type: none"> • The Governing Board bylaws are current and were amended on November 10, 2020 • The current roster of Board members (9), and the school’s website includes an email address to contact the Board • School council(s) are in place as evidenced by the following documentation: <ul style="list-style-type: none"> ○ ELAC meeting agenda & minutes (10/20/21, 11/17/21, 12/15/21 and 1/19/22) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ ELAC purpose: Review of role & responsibilities of ELAC committee ▪ ELAC elections ▪ Advising on the development of services for English learners ▪ LCAP control plan ○ SBC Meeting Agenda, & minutes (12/7/21, 2/9/21, and 3/9/22) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ Committee Orientation & Election of SBC Members ▪ Determine schedule of meeting dates ▪ SBC members training: Review of roles, responsibilities and expectations ▪ SBC election of Officers [i.e. Chairperson, Co-Chair, Secretary ▪ Meeting Schedule for Academic School Safety Plan-Review of training, drills & policies • An evaluation system for school leaders that includes the following criteria: <ul style="list-style-type: none"> ○ Develops a shared commitment to the CNCA Mission ○ Develops shared vision for realizing CNCA Mission ○ Welcomes families and community members into the school ○ Develops and implements a family engagement plan to develop a true partnership ○ Develops partnerships with families to encourage student achievement and success 	



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The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (July 21, 2021; August 10, 2021; September 14, 2021; October 19, 2021; November 9, 2021; December 16, 2021; January 7, 2022 (Emergency); January 11, 2022 (Special) and February 7, 2022
- Agenda items provide enough information to understand what is being discussed during the meeting
- Brown Act training occurred on January 7, 2022, and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the Board-On-Track system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
 - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



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DATE OF VISIT: 3/29/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**G2: BROWN ACT - QUALITY INDICATOR #2**

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report* <input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division* <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division* <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education’s (CDE) Charter School’s Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school’s identification? (See additional information within “Notes” section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>11: ENGLISH LEARNER RECLASSIFICATION – The school reclassifies English Learners at a rate lower than the state average (4.8% vs. 6.9%) and the rate of “At Risk” EL’s is higher to the state average (18.0% to 10.1%)</p> <p>School leadership shared the following strategies to improve English Learner reclassification:</p> <ul style="list-style-type: none">• The school has introduced a new and improved intellectual preparation process for ELD, which includes creating ELPAC aligned tasks as part of units• The school has provided language intervention courses after school for a target group which has resulted in an increase of students eligible to RFEP• The school is implementing a new standards-aligned ELA curriculum - ARC• Teachers use the iReady assessment tool to identify literacy deficiencies• The school has engaged in a 4-part learning cycle which focuses on creating multiple opportunities throughout the day to infuse effective enhancement activities to address gaps in foundational skills <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	



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Notes:

Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.

Reclassification criteria:

Grades 1-2	Grades 3-8
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better
English Writing Score On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or 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.	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.

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.**



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The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above)



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DATE OF VISIT: 3/29/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



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Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady by Curriculum Associates (ELA)]	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
2. iReady by Curriculum Associates (Math)]	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
3. [Add additional as needed]		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:
 CNCA #1 administered the i-ready diagnostics in accordance with the test publishers' administration and test security procedures. Students took the test at school on chromebooks, using headphones in a quiet testing environment. No use of cell phones or technology outside the testing platform was allowed. Teachers circulated consistently and students were not permitted to talk or collaborate during the assessment.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

Yes No



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The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

On October 15, 2019, the LAUSD Board of Education approved the school’s renewal petition with the following academic benchmark:

Camino Nuevo Charter Academy must meet the following benchmark during the 2020-2025 charter term in order to address concerns regarding academic performance.

The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.

Not Met - The school reclassifies English Learners at a rate Lower than the Resident Schools Median (District Average) (4.8% to 5.4%)



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LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

<i>The CSD reviewed the Local Control Accountability Plan.</i>	
All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)
Notes:	
None	



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</p> <p>The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • Comprehensive Health, Safety, and Emergency preparedness plan for each campus, including emergency team roles and assignments, emergency supplies, and emergency procedures and drills • A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • CNCA COVID 19 Visitor Policy and Procedures • Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (3/17/2021) • Documentation of student immunizations and health screenings per applicable law and terms of the charter • Student ID cards contain the phone number of the National Suicide Prevention • Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767 (grades K-6) • An automated external defibrillator (AED located in the Elementary and Middle school facilities) <p>O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM F</p> <ul style="list-style-type: none"> • The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. Based on the binder review, and interviews with school leaders, the school provided the following evidence: • The school is implementing a new standards-aligned ELA curriculum – ARC (Core and tool kits) and a personalized learning, assessment and data system, iReady • In addition, the school implements the Bridges Math Curriculum (K-5), ST Math (6-8), PearDeck and Google forms • The school uses iReady and School Pace (ARC platform) to collect and review student data on a weekly basis to target instructional decisions • The school implements a Dual Language program in grades K-5 • Classroom observations provided examples of small group instruction, teaching of foundational skills, and text dependent questioning • The school has provides monthly full day PDs in the ARC curriculum for general education teachers, Resource Specialist, intervention teachers and Instructional Aides. • The leadership team has been provided PD on increasing the rigor in both literacy and math, including best practices for maintaining rigor while still addressing learning gaps 	



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DATE OF VISIT: 3/29/2022**O7: PROFESSIONAL DEVELOPMENT**

The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Summer professional development (July 29 - August 6, 2021) that includes the following:
 - Covid Protocols and Operations
 - iReady assessment, student data analysis
 - Strategic Plans for Student achievement, Social Justice, Technology and Mental Health
 - Restorative Practices Training
 - Standards Based Grading Norms
 - Special Education and “Passports” overview
- The school provides Thursday Professional development that includes the following:
 - ARC implementation, Ethnic Studies, Stem Scopes curriculum, monthly Math and STEM Professional Learning Communities
 - iReady ARC and ELPAC data analysis
 - Quarterly Literacy Learning Cycles
 - Monthly ARC visits focused on small group conferences and data collection
 - Special education data analysis utilizing both i-Ready and Welligent IEP Data

Areas Noted for Further Growth and/or Improvement**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis

The school reclassifies English Learners at a rate lower than the state average (4.8% vs. 6.9%) and the rate of “**At Risk**” EL’s is higher to the state average (18.0% to 10.1%)

In light of these results, and to support improved academic achievement, the school has shared strategies, interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report.



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The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements

- At the time of the Oversight visit, review of Welligent reports revealed the following:
 - Welligent 200 report revealed that eighteen IEP's were overdue
 - Welligent 300 report revealed three records in tier 6, five records in tier 5 and five records in tier 4

On June 3, 2022, the Charter Schools Division (CSD) issued Camino Nuevo Charter Academy a Notice to Cure due to noncompliance with applicable law, district policy and charter terms related to providing a free appropriate public education (FAPE) to students with disabilities. The Governing board, and CNCA were asked to respond by June 17, 2022. The CSD will continue to monitor the Notice to Cure through ongoing oversight.

Notes:
None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed



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(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)

- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2



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- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/29/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input type="checkbox"/> WASC accreditation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4

The school has a system in place to ensure:

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school’s LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i) <input checked="" type="checkbox"/> Implementation of the school’s English Learner Master Plan (B3.3i) <input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c) <input checked="" type="checkbox"/> Professional development training materials (B3.4c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.4c) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
<p style="text-align: center;">Performance</p> <p><input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p> <p><input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns</p>	<p><input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a)</p> <p><input checked="" type="checkbox"/> LCAP (B3.3b)</p> <p><input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d)</p> <p><input checked="" type="checkbox"/> Stakeholder consultation (B3.4d)</p> <p><input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d)</p> <p><input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d)</p> <p><input checked="" type="checkbox"/> School website (B3.4e)</p> <p><input type="checkbox"/> Stakeholder focus group</p> <p><input type="checkbox"/> Discussion with school leadership</p> <p><input type="checkbox"/> Other: (Specify)</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“**” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/29/2022**

Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input checked="" type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



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SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/29/2022**

Location Code: **2017**
 School Name: **Camino Nuevo Charter Academy**
 FY Start Date: **2000-01**

Charter #: **0293**
 CDS Code: **1964733 6117667**

2017	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Camino Nuevo Charter Academy															
Cash and Cash Equivalents		0	2,111,869	2,691,322	2,691,321		2,274,553	2,394,987	2,476,972	2,447,139		2,287,489	2,093,734	3,033,269	3,033,267
Current Assets		0	2,967,809	3,319,136	3,319,135		3,018,981	3,297,337	3,751,581	3,721,748		4,553,722	4,491,699	4,568,343	4,568,341
Fixed and Other Assets		0	1,322,812	1,216,583	1,216,583		1,238,849	1,273,333	1,290,578	1,290,577		1,194,720	1,301,762	1,378,791	1,378,791
Total Assets		0	4,290,621	4,535,717	4,535,718		4,257,830	4,570,670	5,042,159	5,012,325		5,748,442	5,793,461	5,947,134	5,947,132
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	180,555	418,303	418,303		255,287	310,078	603,463	600,022		628,401	832,130	549,617	584,757
Other Long Term Liabilities		0	22,185	0	0		24,588	95,108	26,397	0		26,397	26,397	35,142	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	202,740	418,303	418,303		279,875	405,186	629,860	600,022		654,798	858,527	584,759	584,757
Net Assets		4,096,802	4,087,881	4,117,414	4,117,415		3,977,955	4,165,484	4,412,299	4,412,303		5,093,644	4,934,934	5,362,375	5,362,375
Total Revenues	7,988,201	8,034,254	8,184,462	8,235,753	8,235,754	8,056,211	8,004,973	8,115,381	8,133,356	8,133,357	7,855,408	8,679,401	8,815,128	9,081,995	9,081,993
Total Expenditures	7,936,074	8,018,805	8,177,934	8,199,692	8,199,692	8,015,260	8,144,432	8,067,311	7,838,471	7,838,469	7,544,090	7,998,056	8,292,493	8,131,919	8,131,921
Net Income / (Loss)	52,127	15,449	6,528	36,061	36,062	40,951	(139,459)	48,070	294,885	294,888	311,318	681,345	522,635	950,076	950,072
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	52,127	15,449	6,528	36,061	36,062	40,951	(139,459)	48,070	294,885	294,888	311,318	681,345	522,635	950,076	950,072
Net Assets, Beginning	4,173,793	4,081,353	4,081,353	4,081,353	4,081,353	4,087,881	4,117,414	4,117,414	4,117,414	4,117,415	4,165,484	4,412,299	4,412,299	4,412,299	4,412,303
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(16,759)	0	0	0	0	81,527	0	0	0	0
Net Assets, Beginning, Adjusted	4,173,793	4,081,353	4,081,353	4,081,353	4,081,353	4,071,122	4,117,414	4,117,414	4,117,414	4,117,415	4,247,011	4,412,299	4,412,299	4,412,299	4,412,303
Net Assets, End	4,225,920	4,096,802	4,087,881	4,117,414	4,117,415	4,112,073	3,977,955	4,165,484	4,412,299	4,412,303	4,558,329	5,093,644	4,934,934	5,362,375	5,362,375

2017	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Camino Nuevo Charter Academy										
Cash and Cash Equivalents	2,662,055	2,691,321	2,447,139	3,033,267	0		2,998,958	0	0	0
Current Assets	3,428,371	3,319,135	3,721,748	4,568,341	0		4,579,907	0	0	0
Fixed and Other Assets	920,483	1,216,583	1,290,577	1,378,791	0		1,263,715	0	0	0
Total Assets	4,348,854	4,535,718	5,012,325	5,947,132	0		5,843,622	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	267,501	418,303	600,022	584,757	0		522,587	0	0	0
Other Long Term Liabilities	0	0	0	0	0		35,142	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	267,501	418,303	600,022	584,757	0		557,729	0	0	0
Net Assets	4,081,353	4,117,415	4,412,303	5,362,375	0		5,285,893	0	0	0
Total Revenues	8,117,572	8,235,754	8,133,357	9,081,993	0	9,125,239	10,685,945	0	0	0
Total Expenditures	7,477,305	8,199,692	7,838,469	8,131,921	0	8,909,089	10,762,427	0	0	0
Net Income / (Loss)	640,267	36,062	294,888	950,072	0	216,150	(76,482)	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	(1,341,601)	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(701,334)	36,062	294,888	950,072	0	216,150	(76,482)	0	0	0
Net Assets, Beginning	4,782,687	4,081,353	4,117,415	4,412,303	0	4,934,934	5,362,375	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	324,941	0	0	0	0
Net Assets, Beginning, Adjusted	4,782,687	4,081,353	4,117,415	4,412,303	0	5,259,875	5,362,375	0	0	0
Net Assets, End	4,081,353	4,117,415	4,412,303	5,362,375	0	5,476,025	5,285,893	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022

FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, <i>Accomplished</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	4
<p>Camino Nuevo Charter Academy's (CNCA1) fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$5,362,375 and net income of \$950,072. The 2021-2022 First Interim report projected positive net assets of \$5,285,893 and a net loss of (\$76,482).</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2021, CNCA1 is one of six schools operated by CNCA (including Camino Nuevo Charter High 1 (CNHS1), which was closed effective June 30, 2021). CNCA currently has five schools in operation, all of which are authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$79,906,570, and a net loss of (\$1,740,856) that was primarily due to the closing of CNHS1. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of (\$71,868) and net income of \$0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCA1 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2021, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations.</p> <p>Per the Sixth Amendment for Limited Services of July 1, 2021, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,269,574 as Base Compensation and \$284,250 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2021. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school."</p>	



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- The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$4,081,353	\$4,117,415	\$4,412,303	\$5,362,375	\$5,285,893
Net Income/Loss	\$640,267	\$36,062	\$294,888	\$950,072	(\$76,482)**
Transfers In/Out	(\$1,341,601)*	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*The \$1,341,601 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA1 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under **Item 31** in the **Notes** section below.

** See **Item 32** in the **Notes** section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

- Late Fees and/or Finance Charges:**

Based on the CSD's review of a sample of CNCA schools' check registers, bank statements, and related supporting documentation for the period spanning from October 2020 through October 2021, a sample of 41 checks, and 1 bank transaction (related to vendor



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payments) were selected for further review. The CSD noted five checks provided by CNCA referenced late fees, over limit fees, and/or finance charges. These late fees and finance charges, as reflected on invoices, are summarized below.

Item #	Check #	Vendor Name	Posting Date	Check Amount	Late Fees/ Finance Charges/ Over Limit Fees	CSD's Comments
1	1031557	Pitney Bowes Purchase Power	7/7/2021	\$23.66	\$23.66	Finance charges at Camino Nuevo Charter Academy 3 (CNCA3)
2	1031629	Pitney Bowes Purchase Power	7/29/2021	\$996.86	\$187.54	\$42.99 in late fees and meter postage overage fees at CNCA3; and a total of \$144.55 in late fees and finance charges at CNCHS2
3	1031681	Pitney Bowes Purchase Power	8/25/2021	\$81.78	\$81.78	Late fees and finance charges at CNCHS2
4	1031697	Pitney Bowes Purchase Power	9/1/2021	\$761.96	\$61.96	Late fees, meter postage overage fees, and finance charges at CNCA3
5	P006447	Pitney Bowes Purchase Power	10/15/2021	\$16.26	\$16.26	Finance charges at CNCHS2
			TOTAL	\$1,880.52	\$371.20	

In response to the CSD's observations above, CNCA stated: "... Pitney Bowes clarified that the "finance charge" is a late fee that comes from the bank because there is a credit line, and the "late fee" is the fee that they themselves assess, they were unable to make adjustments to these fees. They recommended that Camino begin paying via credit card. On 01/28/2022 all Camino Sites using Pitney Bowes were instructed to change the payment method to Amex payments in order to ensure timely payments to this vendor and avoid future fees."

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees, over limit fees, and/or finance charges in the future.



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Based on the CSD's review of a sample of the CNCA schools' check registers and related supporting documentation for the period spanning from October 2020 through October 2021, the CSD noted one check from Camino Nuevo Charter Academy 4 for which vendor's invoiced rates differed (i.e. charged higher server rate) from its approved contracted rates (Check #A001705, in the amount of \$33,256.19, dated 10/15/2021 and made payable to Better 4 You Meals, Inc.), resulting in a higher invoiced amount of \$60.93 for this payment.

In response to the CSD's observations above, CNCA indicated that the vendor made an invoicing error that affected all CNCA sites. The CSD was advised that the vendor would issue credit payments to all CNCA sites after adjustments have been calculated. CNCA stated that "[they] will include prices for servers in [their] compliance edit checks going forward, [which] are reviewed monthly by the schools."

The CSD recommends that CNCA ensure that systems are in place to include the process of comparing its vendor invoices against its approved contract prices to ensure that the correct rates and prices are billed and paid to align with CNCA's updated process described above.

The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of CNCA1 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$5,362,375 and total expenditures equal \$8,131,921. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 65.94%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 502.03 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$3,033,267 and total expenditures equal \$8,131,921. Therefore, the school's cash reserve level is 37.30%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 41 checks and 9 electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (Wells Fargo Bank Account Ending in X7830): 1030316, 1030487, 1030500, 1030502, 1030578, 1030584, 1030620, 1030719, 1030748, 1030985, 1031074, 1031280, 1031288, 1031369, 1031395, 1031515, 1031523, 1031537, 1031557, 1031629, 1031681, 1031697, 1031702, 1031716, 1031732, 1031741, A001705, A001747, A001925, P002912, P003386, P003847, P003849, P003945, P003946, P004459, P005035, P005916, P006447, P006855, and P007088.
 - b. Reviewed 9 (debit) and credit transactions (Wells Fargo Bank Account Ending in X7830 for the months of April 2021 through September 2021 for sample testing. Transaction descriptions are: (1) Date: 4/2/2021, Amount: \$21,504.39; (2) Date: 4/12/2021, Amount (\$357.14); (3)



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Date: 4/26/2021, Amount: \$525,068.90; (4) Date: 5/17/2021, Amount: **(\$836.69)**; (5) Date: 6/29/2021, Amount: **(\$362.75)**; (6) Date: 7/26/2021, Amount: \$4,174.58; (7) Date: 8/16/2021, Amount: **(\$74,530.00)**; (8) Date: 9/13/2021, Amount: **(\$517.85)**; and (9) Date: 9/17/2021, Amount: **(\$375,000.00)**.

16. Reviewed credit card statements from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1502 (Chief Executive Officer)
 - b. American Express Credit Card Ending in X1478 (Vice President of Programs)
 - c. American Express Credit Card Ending in X2427 (Director of Facilities)
 - d. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
 - e. American Express Credit Card Ending in X2005 (Governing Board Member)
 - f. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
 - g. American Express Credit Card Ending in X2419 (Vice President of Leadership)
 - h. American Express Credit Card Ending in X1528 (Director of Development)
 - i. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
 - j. American Express Credit Card Ending in X2542 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
 - k. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
 - l. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
 - m. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
 - n. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
 - o. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)
17. Reviewed bank statements and bank reconciliations from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
 - b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
 - c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter High School 2 and Camino Nuevo Charter Elementary School 3 via videoconference. No discrepancies were noted.
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of \$632,000 (consisting of board approved requests of \$250,000, \$125,000 and \$257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively); (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - \$1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments



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each at \$18,240 and a final irregular payment of \$1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; (d) Proposition 55 Funding Agreement for Camino Nuevo Charter Academy #2 executed on April 25, 2011; and (e) Revolving Line of Credit in the amount of \$2,000,000 entered with Wells Fargo Bank on February 18, 2013 and renewed on September 3, 2021. In support of the financing arrangements identified in a, b, c, d, and e above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 24(a) and 24(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that CNCA1 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. CNCA disclosed two legal actions items that might have a material impact on the financial liability of the organization and one settlement agreement below:
 - a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020, CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is continuing to work with its insurance carrier in resolving this claim.
 - b. Camino Nuevo High School 1 Claim: On November 1, 2021, Better and Best Building Services filed a claim for breach of contract. CNCA canceled nightly janitorial cleaning services with Better and Best Building Services at CNHS1 due to financial hardship. Per CNCA, at that time, the vendor waived the early termination fee but is now asking for that money because he was not awarded a cleaning contract for all CNCA schools through CNCA's procurement process. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
 - c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for \$1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On September 9, 2020, CNCA issued a payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. On July 16, 2021, CNCA entered into a settlement agreement with LAUSD and issued a payment of \$216,141 pursuant to the settlement agreement.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. CNCA1's reported Norm Enrollment was 562, 562, 561, 577, and 579 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated growth in enrollment of 17 students since Fiscal Year 2017-2018. The CSD will continue to monitor the school's student enrollment through oversight.
31. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision requests submitted by the then-six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of \$4 million in surplus funds [representing a



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portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programming consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the \$4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by \$4 million. Based on CNCA's calculation, CNCA1's pro-rata share of this one-time asset transfer was \$1,341,601.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA \$250,000 interest-free loan to Camino Nuevo CNHS1 (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this \$250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the \$250,000 interest-free loan was only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per CNCA and documentation furnished to the CSD, on June 13, 2018, the \$250,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNHS1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of \$125,000 loan from the PN-EDG Opportunity Reserves Fund to CNHS1. Similar to the aforementioned \$250,000 loan to CNHS1, the additional \$125,000 loan to CNHS1 was also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the \$125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of \$257K for CNHS1 in order to maintain essential services. Upon inquiry by the CSD, on March 9, 2022, Excellent Education Development (ExEd), CNCA's back office service provider, confirmed that the transfer of \$257K was not needed after all, and therefore, was not disbursed.

The CNCA governing board voted to close CNHS1 as of the year ended June 30, 2021. According to CNHS1's closeout audit, which is included in CNCA's 2020-2021 annual independent audit, "all assets remaining after the satisfaction of liabilities and dispositions (or return) have been transferred to [CNCH2]," including the \$250,000 and \$125,000 intercompany loans mentioned above. Furthermore, the closeout audit indicates that CNHS1 vacated the facility resulting in the termination of the Proposition 1D agreement and loan forgiveness of \$9,021,398.



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Furthermore, as part of CNCA3's New Markets Tax Credit (NMTC) unwind/refinancing transaction (as described under Item 28 of CNCA3's 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG's Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmere Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmere, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG's then-CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG's then-CFO stated: "The current \$1,629,670.25 loan will be refinanced by Fifteenth and Ardmere, LLC on or about July 1, 2022, at which time the source of funds will be determined." As of January 31, 2022, the account balance was \$1,631,474 and there have not been account activities except for interest earned during Fiscal Year 2021-2022. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3's Eisner Campus in the future through oversight.

32. Per CNCA, the net loss of **(\$76,482)** reflected in the school's 2021-2022 First Interim report is primarily due to the COVID-19 pandemic-related impacts to the school's expenses and ADA.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Accomplished</u> [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as <u>Proficient</u> [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;



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DATE OF VISIT: 3/29/2022

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement; 17. Audited and unaudited actuals nearly mirror each other; 18. Proper segregations of duties are in place; 19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and 20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s). 	<ol style="list-style-type: none"> 14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner; 16. There are no significant recurring issues; 17. Audited and unaudited actuals nearly mirror each other; and 18. There are no outstanding fiscal-related tiered intervention notices issued to the school.
<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures); 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/29/2022

<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy

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DATE OF VISIT: 3/29/2022

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing [Rating of 2]</u>.</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory [Rating of 1]</u> based on the statements below:</i></p>
<p>6. As a practice, the governing board reviews and approves the charter school’s financial reports as evidenced by the governing board meeting minutes;</p> <p>7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);</p> <p>8. The most current governing board-approved LCAP is posted on the charter school’s website; and</p> <p>9. The LCAP is submitted to the appropriate agencies.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

Camino Nuevo Charter Academy 2 - 5987

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022

Charter School Name:	Camino Nuevo Charter Academy 2			Location Code:	5987
Current Address:	City:	ZIP Code:	Phone:	Fax:	
3400 W 3 rd St	Los Angeles, CA	90020	213-736-5542	213-427-0863	
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:	
July 1, 2020 to June 30, 2025			2	Central	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 10	
686	696				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 1.5%	
TK-8	TK-8				
Norm Enrollment Number:		688			
Total Number of Staff Members:	88	Certificated:	46	Classified:	42
Charter School's Leadership Team Members:	Mallory Baquero, Principal; Nancy Duran, AP; Corina Gonzalex, AP; Harah Milki Uvera, Intervention lead; Veronica Ramirez, School Operations Manager				
Charter School's Contact for Special Education:	Mallory Baquero, Principal; Darius Fequiere, CNCA Director of Special Education		SELPA & Option:	3	
CSD Assigned Administrator:	Jose Rodriguez		CSD Fiscal Services Manager:	Andrea Ines	
Other School/CSD Team Members:	Esperanza Bacillo, Director of Operations				
Oversight Visit Date(s):	March 17, 2022		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):		N/A	
		Date of Co-Location meeting with Operations Team:		N/A	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	COO		COO/TCO Approved Grade Levels and Occupancy Loads:	Grade level K-8 Occupancy Load 1884	

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/17/2022**

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
4	No Rating	3	4



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</p> <p>The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership. Based on the binder review and interviews with school leadership, the school provided the following evidence:</p> <ul style="list-style-type: none"> • The Governing Board bylaws are current and were amended on November 10, 2020 • The current roster of Board members (9), and the school’s website includes an email address to contact the Board • School council(s) are in place as evidenced by the following documentation: <ul style="list-style-type: none"> ○ ELAC meeting agenda & minutes (12/17/21, and 3/3/22) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ Review ELAC Bylaws & Purpose ▪ Election of Officers ▪ ELL Program Goals ▪ Education & Reclassification Focus ○ SBC Meeting Agenda, & minutes (11/30/21, 1/25/22 and 2/2/222) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ SBC election of Officers ▪ SBC Member Training Determine schedule of meeting dates ▪ Title I: Parent Involvement Policy/Home-School Compact/Pledge ▪ Board Policies, Retention and Culminating Policy ▪ Safety Plan review ▪ Student Achievement Data (SBAC, ELPAC, California Dashboard) • An evaluation system for school leaders that includes the following criteria: <ul style="list-style-type: none"> ○ Develops a shared commitment to the CNCA Mission ○ Develops shared vision for realizing CNCA Mission ○ Welcomes families and community members into the school ○ Develops and implements a family engagement plan to develop a true partnership ○ Develops partnerships with families to encourage student achievement and success 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022**G2: BROWN ACT**

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (July 21, 2021; August 10, 2021; September 14, 2021; October 19, 2021; November 9, 2021; December 16, 2021; January 7, 2022 (Emergency); January 11, 2022 (Special) and February 7, 2022
- Agenda items provide enough information to understand what is being discussed during the meeting
- Brown Act training occurred on January 7, 2022, and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the Board-On-Track system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
 - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or ImprovementCorrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022**G2: BROWN ACT - QUALITY INDICATOR #2**

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022**G3: DUE PROCESS - QUALITY INDICATOR #3**

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/17/2022**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4***The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 3/17/2022**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report* <input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division* <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division* *Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.). **For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A11: ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate higher than the state average (8.0% vs. 6.9%)</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Reclassification criteria:</p>	



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Grades 1-2	Grades 3-8	
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4	
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better	
English Writing Score On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.	
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or 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.	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.	
<p>*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.</p>		



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DATE OF VISIT: 3/17/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3



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The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5



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The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of " At Risk " ELs in comparison to the state average <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of " LTEs " in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above)



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DATE OF VISIT: 3/17/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady by Curriculum Associates (ELA)	K-8	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	3 times per year
2. iReady by Curriculum Associates (Math)	K-8	<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	3 times per year
3. [Add additional as needed]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:
 Now that all the vast majority of our students have returned to in-person learning from Independent Study, we will be able to assess any outstanding students.
 We will also pull students during their Intervention class to ensure they are finishing their assessment without losing core content time.

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:
 No use of cell phones or technology outside of the testing platform, teachers circulated consistently, students were not permitted to talk or collaborate during the assessment. We prepared students and families in advance, so they knew the expectations and what to expect in the test.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
 Yes No



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The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|--|---|--|
| <input type="checkbox"/> California Department of Education DataQuest
College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment
Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources
(see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community
College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

On October 15, 2019, the LAUSD Board of Education approved the school’s renewal petition with the following academic benchmarks:

The school must provide an annual update to the Charter Schools Division (CSD) by December 1 of each year of the charter term demonstrating its progress related to the following:

1. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA as measured by the CAASPP (SBAC) Assessment for the “English Learner” subgroup at a rate equal to or greater than the Resident Schools Median with the goal of achieving and maintaining the “Green” performance level or higher.



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No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.

2. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for Mathematics, as measured by CAASPP (SBAC) Assessment for the “English Learner” subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the “Green” performance level or higher.

No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.

3. The school will demonstrate at least one performance level growth per academic year, as reported on the California School Dashboard, for ELA, as measured by CAASPP (SBAC) Assessment for the “Students with Disabilities” subgroup at a rate equal or greater than the Resident Schools Median with the goal of achieving and maintaining the “Green” performance level or higher.

No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.



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LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • Comprehensive Health, Safety, and Emergency Preparedness Plan for each campus, including emergency team roles and assignments, evacuation route maps, and emergency procedures and drills • CNCA COVID 19 Visitor Policy and Procedures • Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (12/9/2021) • Documentation of student immunizations and health screenings per applicable law and terms of the charter • Student ID cards contain the phone number of the National Suicide Prevention • Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767 <p>O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • TK-8, schoolwide standards-based instruction including lesson plans, curriculum maps and pacing plans • Teachers are implementing the newly adopted ACR curriculum, including planning for reading, writing, and discussion of complex text in grades 2-8 and morning message and reading, writing and mini-lessons in grades K-1 • Classroom observations provided examples of positive interactions, student discourse and text-based discussions • The school utilizes half day PD sessions to focus on intellectual preparation through the lens of one or more instructional shifts. Teachers are provided time to understand and plan for the literacy shifts • Teachers are utilizing the iReady assessment to better understand what students know and don't know, find ways to meet wide-ranging needs, and build a data driven instruction <p>O7: PROFESSIONAL DEVELOPMENT</p>	



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The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Summer professional development (July 29- August 6, 2021) that includes the following:
 - Covid Protocols and Operations
 - iReady assessment, student data analysis
 - Strategic Plans for Student achievement, Social Justice, Technology and Mental Health
 - Restorative Practices Training
 - Standards Based Grading Norms
 - Special Education and “Passports” overview
- Monthly ARC support meetings: cross-site collaboration, introduction to and practice with planning resources
- The school utilizes half day PD sessions to focus on intellectual preparation through the lens of one or more instructional shifts.
- The school provide staff training on the iReady assessment program

Areas Noted for Further Growth and/or Improvement

O5: SPECIAL EDUCATION

The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements

- At the time of the visit, review of Welligent reports revealed the following:
 - Welligent 200 report revealed that ‘thirty-five IEP’s were overdue
 - Welligent 300 report revealed three records in tier 6, ten records in tier 5 and eighteen records in tier 4

On June 3, 2022, the Charter Schools Division (CSD) issued Camino Nuevo Charter Academy 2 a Notice to Cure due to noncompliance with applicable law, district policy and charter terms related to providing a free appropriate public education (FAPE) to students with disabilities. The Governing board, and CNCA were asked to respond by June 17, 2022. The CSD will continue to monitor the Notice to Cure through ongoing oversight.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.



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None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1*The school has a system in place to ensure:*

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(**Note:** for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric**Sources of Evidence**



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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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DATE OF VISIT: 3/17/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input type="checkbox"/> WASC accreditation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4***The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3i) <input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7****The school:**

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c) <input checked="" type="checkbox"/> Professional development training materials (B3.4c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.4c) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/17/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“**” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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DATE OF VISIT: 3/17/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



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- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



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DATE OF VISIT: **3/17/2022**

Location Code: **5987**
 School Name: **Camino Nuevo Charter Academy 2**
 FY Start Date: **2010-11**

Charter #: **1231**
 CDS Code: **1964733 0122861**

5987 Camino Nuevo Charter Academy 2	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	860,639	1,296,290	1,296,292		878,340	570,720	1,193,861	1,117,684		1,030,369	932,430	1,677,763	1,677,765
Current Assets		0	1,476,481	1,868,117	1,868,120		1,680,039	1,508,389	2,260,737	2,184,560		3,225,573	3,170,791	3,243,769	3,243,771
Fixed and Other Assets		0	36,796,323	36,686,275	36,686,275		36,181,778	36,188,697	36,228,689	36,228,688		35,645,020	35,805,631	35,868,836	35,868,835
Total Assets		0	38,272,804	38,554,392	38,554,395		37,861,817	37,697,086	38,489,426	38,413,248		38,870,593	38,976,422	39,112,605	39,112,606
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	566,552	653,533	653,534		720,635	627,597	1,053,266	987,975		1,052,574	1,256,765	1,139,288	1,169,087
Other Long Term Liabilities		0	11,065,126	11,036,681	11,036,681		10,681,686	10,681,686	10,636,765	10,625,880		10,249,428	10,249,427	10,266,868	10,237,071
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	11,631,678	11,690,214	11,690,215		11,402,321	11,309,283	11,690,031	11,613,855		11,302,002	11,506,192	11,406,156	11,406,158
Net Assets		26,773,084	26,641,126	26,864,178	26,864,180		26,459,496	26,387,803	26,799,395	26,799,393		27,568,591	27,470,230	27,706,449	27,706,448
Total Revenues	8,845,542	8,876,365	8,949,389	9,149,913	9,149,912	8,980,010	8,947,711	9,006,620	9,021,219	9,021,217	8,750,404	9,969,541	9,962,504	10,223,807	10,223,808
Total Expenditures	8,767,155	8,615,893	8,820,875	8,798,347	8,798,344	8,908,573	9,352,393	9,482,995	9,086,002	9,086,004	8,543,462	9,200,345	9,291,669	9,316,753	9,316,753
Net Income / (Loss)	78,387	260,472	128,514	351,566	351,568	71,437	(404,682)	(476,375)	(64,783)	(64,787)	206,942	769,196	670,835	907,054	907,055
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	78,387	260,472	128,514	351,566	351,568	71,437	(404,682)	(476,375)	(64,783)	(64,787)	206,942	769,196	670,835	907,054	907,055
Net Assets, Beginning	26,534,295	26,512,612	26,512,612	26,512,612	26,512,612	26,641,126	26,864,178	26,864,178	26,864,178	26,864,180	26,387,803	26,799,395	26,799,395	26,799,395	26,799,393
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(25,591)	0	0	0	0	110,000	0	0	0	0
Net Assets, Beginning, Adjusted	26,534,295	26,512,612	26,512,612	26,512,612	26,512,612	26,615,535	26,864,178	26,864,178	26,864,178	26,864,180	26,497,803	26,799,395	26,799,395	26,799,395	26,799,393
Net Assets, End	26,612,682	26,773,084	26,641,126	26,864,178	26,864,180	26,686,972	26,459,496	26,387,803	26,799,395	26,799,393	26,704,745	27,568,591	27,470,230	27,706,449	27,706,448

5987 Camino Nuevo Charter Academy 2	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,259,149	1,296,292	1,117,684	1,677,765	0		1,886,181	0	0	0
Current Assets	1,561,625	1,868,120	2,184,560	3,243,771	0		2,957,778	0	0	0
Fixed and Other Assets	37,072,032	36,686,275	36,228,688	35,868,835	0		35,274,822	0	0	0
Total Assets	38,633,657	38,554,395	38,413,248	39,112,606	0		38,232,600	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	709,246	653,534	987,975	1,169,087	0		1,021,901	0	0	0
Other Long Term Liabilities	11,411,799	11,036,681	10,625,880	10,237,071	0		9,870,242	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	12,121,045	11,690,215	11,613,855	11,406,158	0		10,892,143	0	0	0
Net Assets	26,512,612	26,864,180	26,799,393	27,706,448	0		27,340,457	0	0	0
Total Revenues	8,459,846	9,149,912	9,021,217	10,223,808	0	10,035,559	11,596,472	0	0	0
Total Expenditures	8,479,574	8,798,344	9,086,004	9,316,753	0	9,964,346	11,962,464	0	0	0
Net Income / (Loss)	(19,728)	351,568	(64,787)	907,055	0	71,213	(365,992)	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	(423,550)	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(443,278)	351,568	(64,787)	907,055	0	71,213	(365,992)	0	0	0
Net Assets, Beginning	26,955,890	26,512,612	26,864,180	26,799,393	0	27,470,230	27,706,449	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	277,482	0	0	0	0
Net Assets, Beginning, Adjusted	26,955,890	26,512,612	26,864,180	26,799,393	0	27,747,712	27,706,449	0	0	0
Net Assets, End	26,512,612	26,864,180	26,799,393	27,706,448	0	27,818,925	27,340,457	0	0	0



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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, <i>Accomplished</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	4
<p>Camino Nuevo Charter Academy 2's (CNCA2) fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$27,706,448 and net income of \$907,055. The 2021-2022 First Interim report projected positive net assets of \$27,340,457 and a net loss of (\$365,992).</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2021, CNCA2 is one of six schools operated by CNCA (including Camino Nuevo Charter High 1 (CNHS1), which was closed effective June 30, 2021). CNCA currently has five schools in operation, all of which are authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$79,906,570, and a net loss of (\$1,740,856) that was primarily due to the closing of CNHS1. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of (\$71,868) and net income of \$0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 32 in the Notes section below. According to CNCA, CNCA2 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2021, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations.</p> <p>Per the Sixth Amendment for Limited Services of July 1, 2021, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,269,574 as Base Compensation and \$284,250 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2021. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school."</p>	



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DATE OF VISIT: 3/17/2022**Areas of Demonstrated Strength and/or Progress:**

- The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$26,512,612	\$26,864,180	\$26,799,393	\$27,706,448	\$27,340,457
Net Income/Loss	(\$19,728)	\$351,568	(\$64,787)**	\$907,055	(\$365,992)***
Transfers In/Out	(\$423,550)*	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*The \$423,550 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA2 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under **Item 32** in the **Notes** section below.

** See **Item 31** in the **Notes** section for further details.

*** See **Item 33** in the **Notes** section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

- Late Fees and/or Finance Charges:**

Based on the CSD's review of a sample of CNCA schools' check registers, bank statements, and related supporting documentation for the period spanning from October 2020 through October 2021, a sample of 41 checks, and 1 bank transaction (related to vendor



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payments) were selected for further review. The CSD noted five checks provided by CNCA referenced late fees, over limit fees, and/or finance charges. These late fees and finance charges, as reflected on invoices, are summarized below.

Item #	Check #	Vendor Name	Posting Date	Check Amount	Late Fees/ Finance Charges/ Over Limit Fees	CSD's Comments
1	1031557	Pitney Bowes Purchase Power	7/7/2021	\$23.66	\$23.66	Finance charges at Camino Nuevo Charter Academy 3 (CNCA3)
2	1031629	Pitney Bowes Purchase Power	7/29/2021	\$996.86	\$187.54	\$42.99 in late fees and meter postage overage fees at CNCA3; and a total of \$144.55 in late fees and finance charges at CNCHS2
3	1031681	Pitney Bowes Purchase Power	8/25/2021	\$81.78	\$81.78	Late fees and finance charges at CNCHS2
4	1031697	Pitney Bowes Purchase Power	9/1/2021	\$761.96	\$61.96	Late fees, meter postage overage fees, and finance charges at CNCA3
5	P006447	Pitney Bowes Purchase Power	10/15/2021	\$16.26	\$16.26	Finance charges at CNCHS2
			TOTAL	\$1,880.52	\$371.20	

In response to the CSD's observations above, CNCA stated: "... Pitney Bowes clarified that the "finance charge" is a late fee that comes from the bank because there is a credit line, and the "late fee" is the fee that they themselves assess, they were unable to make adjustments to these fees. They recommended that Camino begin paying via credit card. On 01/28/2022 all Camino Sites using Pitney Bowes were instructed to change the payment method to Amex payments in order to ensure timely payments to this vendor and avoid future fees."

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees, over limit fees, and/or finance charges in the future.



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DATE OF VISIT: 3/17/2022**2. Inaccurate Billing Rates and Overpayment to Vendors:**

Based on the CSD's review of a sample of the CNCA schools' check registers and related supporting documentation for the period spanning from October 2020 through October 2021, the CSD noted one check from Camino Nuevo Charter Academy 4 for which vendor's invoiced rates differed (i.e. charged higher server rate) from its approved contracted rates (Check #A001705, in the amount of \$33,256.19, dated 10/15/2021 and made payable to Better 4 You Meals, Inc.), resulting in a higher invoiced amount of \$60.93 for this payment.

In response to the CSD's observations above, CNCA indicated that the vendor made an invoicing error that affected all CNCA sites. The CSD was advised that the vendor would issue credit payments to all CNCA sites after adjustments have been calculated. CNCA stated that "[they] will include prices for servers in [their] compliance edit checks going forward, [which] are reviewed monthly by the schools."

The CSD recommends that CNCA ensure that systems are in place to include the process of comparing its vendor invoices against its approved contract prices to ensure that the correct rates and prices are billed and paid to align with CNCA's updated process described above.

The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.



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DATE OF VISIT: 3/17/2022**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of CNCA2 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$27,706,448 and total expenditures equal \$9,316,753. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 297.38%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 594.74 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$1,677,765 and total expenditures equal \$9,316,753. Therefore, the school's cash reserve level is 18.01%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 41 checks and 9 electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (Wells Fargo Bank Account Ending in X7830): 1030316, 1030487, 1030500, 1030502, 1030578, 1030584, 1030620, 1030719, 1030748, 1030985, 1031074, 1031280, 1031288, 1031369, 1031395, 1031515, 1031523, 1031537, 1031557, 1031629, 1031681, 1031697, 1031702, 1031716, 1031732, 1031741, A001705, A001747, A001925, P002912, P003386, P003847, P003849, P003945, P003946, P004459, P005035, P005916, P006447, P006855, and P007088.
 - b. Reviewed 9 (debit) and credit transactions (Wells Fargo Bank Account Ending in X7830 for the months of April 2021 through September 2021 for sample testing. Transaction descriptions are: (1) Date: 4/2/2021, Amount: \$21,504.39; (2) Date: 4/12/2021, Amount (\$357.14); (3)



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DATE OF VISIT: 3/17/2022

Date: 4/26/2021, Amount: \$525,068.90; (4) Date: 5/17/2021, Amount: **(\$836.69)**; (5) Date: 6/29/2021, Amount: **(\$362.75)**; (6) Date: 7/26/2021, Amount: \$4,174.58; (7) Date: 8/16/2021, Amount: **(\$74,530.00)**; (8) Date: 9/13/2021, Amount: **(\$517.85)**; and (9) Date: 9/17/2021, Amount: **(\$375,000.00)**.

16. Reviewed credit card statements from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1502 (Chief Executive Officer)
 - b. American Express Credit Card Ending in X1478 (Vice President of Programs)
 - c. American Express Credit Card Ending in X2427 (Director of Facilities)
 - d. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
 - e. American Express Credit Card Ending in X2005 (Governing Board Member)
 - f. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
 - g. American Express Credit Card Ending in X2419 (Vice President of Leadership)
 - h. American Express Credit Card Ending in X1528 (Director of Development)
 - i. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
 - j. American Express Credit Card Ending in X2542 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
 - k. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
 - l. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
 - m. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
 - n. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
 - o. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)
17. Reviewed bank statements and bank reconciliations from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
 - b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
 - c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter High School 2 and Camino Nuevo Charter Elementary School 3 via videoconference. No discrepancies were noted.
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of \$632,000 (consisting of board approved requests of \$250,000, \$125,000 and \$257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively); (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - \$1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments



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each at \$18,240 and a final irregular payment of \$1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; (d) Proposition 55 Funding Agreement for Camino Nuevo Charter Academy #2 executed on April 25, 2011; and (e) Revolving Line of Credit in the amount of \$2,000,000 entered with Wells Fargo Bank on February 18, 2013 and renewed on September 3, 2021. In support of the financing arrangements identified in a, b, c, d, and e above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 24(a) and 24(b)) under Item 32 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that CNCA2 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. CNCA disclosed two legal actions items that might have a material impact on the financial liability of the organization and one settlement agreement below:
 - a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020, CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is continuing to work with its insurance carrier in resolving this claim.
 - b. Camino Nuevo High School 1 Claim: On November 1, 2021, Better and Best Building Services filed a claim for breach of contract. CNCA canceled nightly janitorial cleaning services with Better and Best Building Services at CNHS1 due to financial hardship. Per CNCA, at that time, the vendor waived the early termination fee but is now asking for that money because he was not awarded a cleaning contract for all CNCA schools through CNCA's procurement process. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
 - c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for \$1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On September 9, 2020, CNCA issued a payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. On July 16, 2021, CNCA entered into a settlement agreement with LAUSD and issued a payment of \$216,141 pursuant to the settlement agreement.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. CNCA2's reported Norm Enrollment was 671,706, 701, 692, and 688 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated growth in enrollment of 17 students since Fiscal Year 2017-2018. The CSD will continue to monitor the school's student enrollment through oversight.
31. According to CNCA, the net loss as reported in the 2019-2020 audit was **(\$64,787)**. However, further analysis of this loss reflects that the school's operating income in terms of Earning before Interest, Taxes, and Depreciation (EBITDA) was \$791,221. The variance between EBITDA and the net loss reflected in the 2019-2020 audit report was primarily applicable to the Proposition 55 construction award (site/building improvements and debt service interest).
32. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory



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member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision requests submitted by the then-six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of \$4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programming consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the \$4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by \$4 million. Based on CNCA's calculation, CNCA2's pro-rata share of this one-time asset transfer was \$423,550.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA \$250,000 interest-free loan to Camino Nuevo CNHS1 (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this \$250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the \$250,000 interest-free loan was only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per CNCA and documentation furnished to the CSD, on June 13, 2018, the \$250,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNHS1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of \$125,000 loan from the PN-EDG Opportunity Reserves Fund to CNHS1. Similar to the aforementioned \$250,000 loan to CNHS1, the additional \$125,000 loan to CNHS1 was also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the \$125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of \$257K for CNHS1 in order to maintain essential services. Upon inquiry by the CSD, on March 9, 2022, Excellent Education Development (ExEd), CNCA's back office service provider, confirmed that the transfer of \$257K was not needed after all, and therefore, was not disbursed.

The CNCA governing board voted to close CNHS1 as of the year ended June 30, 2021. According to CNHS1's closeout audit, which is included in CNCA's 2020-2021 annual independent audit, "all assets remaining after the satisfaction of liabilities and dispositions (or return) have been



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transferred to [CNCH2],” including the \$250,000 and \$125,000 intercompany loans mentioned above. Furthermore, the closeout audit indicates that CNHS1 vacated the facility resulting in the termination of the Proposition 1D agreement and loan forgiveness of \$9,021,398.

Furthermore, as part of CNCA3’s New Markets Tax Credit (NMTC) unwind/refinancing transaction (as described under Item 28 of CNCA3’s 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG’s Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmere Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmere, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG’s then-CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG’s then-CFO stated: “The current \$1,629,670.25 loan will be refinanced by Fifteenth and Ardmere, LLC on or about July 1, 2022, at which time the source of funds will be determined.” As of January 31, 2022, the account balance was \$1,631,474 and there have not been account activities except for interest earned during Fiscal Year 2021-2022. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3’s Eisner Campus in the future through oversight.

33. Per CNCA, the net loss of (\$365,992) reflected in the school’s 2021-2022 First Interim report is primarily due to the COVID-19 pandemic-related impacts to the school’s expenses and ADA.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;



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An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



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An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



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An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

(<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);

2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;
4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues

New Schools:

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.



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A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

Camino Nuevo Elementary School 3 - 2157

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

Charter School Name:	Camino Nuevo Elementary School 3			Location Code:	2157
Current Address:	City:	ZIP Code:	Phone:	Fax:	
1723 W. Cordova St. 2755 W 15 th Street	Los Angeles Los Angeles	90007 90006	323-730-7160	323-737-1439	
Current Term of Charter¹:	LAUSD Board District:		LAUSD Local District:		
July 1, 2020 to June 30, 2025	2		Central		
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 181	
708	889				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 20.4%	
TK-8	TK-8				
Norm Enrollment Number:	710				
Total Number of Staff Members:	97	Certificated:	44	Classified:	53
Charter School's Leadership Team Members:	Jay Laughlin – Principal, Lindsey Rojas, AP; Yessica Romero, AP; Berenice Mendoza, AP; Yesenia Rivas-Hernandez, Family Services Coordinator				
Charter School's Contact for Special Education:	Lindsey Rojas, AP; Darius Fequiere, Director of Special Education		SELPA & Option:	3	
CSD Assigned Administrator:	Jose Rodriguez		CSD Fiscal Services Manager:	Andrea Ines	
Other School/CSD Team Members:	Esperanza Bacilio,				
Oversight Visit Date(s):	March 3, 2022		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	K-5: Yes, PSC		LAUSD Co-Location Campus(es) (if applicable):	N/A	
	6-8: No		Date of Co-Location meeting with Operations Team:	N/A	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	N/A		COO/TCO Approved Grade Levels and Occupancy Loads:	PSC, K-8	

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

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DATE OF VISIT: 3/3/2022

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
4	No Rating	3	4



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



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compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<u>Areas of Demonstrated Strength and/or Progress</u>	
<p>4</p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</p> <p>The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership. Based on the binder review and interviews with school leadership, the school provided the following evidence:</p> <ul style="list-style-type: none"> • The Governing Board bylaws are current and were amended on November 10, 2020 • The current roster of Board members (9), and the school’s website includes an email address to contact the Board • School council(s) are in place as evidenced by the following documentation: <ul style="list-style-type: none"> ○ ELAC meeting agenda & minutes (11/17/2021, and 5/3/2022) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ ELAC Purpose and Details ▪ Elections ▪ Needs assessment survey ▪ Review ELPAC, SBAC, & CAST Assessment Results ▪ Review Reclassification process and criteria ○ SBC Meeting Agenda, & minutes (10/12/2021, 1/25/2022 and 1/27/2022) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ Overview/function of SBC ▪ SBC election of Officers ▪ School academic data review ▪ Culmination and Promotion/ Retention Updates ▪ Parent Involvement Policy ▪ Covid School Safety Update ▪ Safety Plan review ▪ Student Academic Data • An evaluation system for school leaders that includes the following criteria: <ul style="list-style-type: none"> ○ Develops a shared commitment to the CNCA Mission 	



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- Develops shared vision for realizing CNCA Mission
- Welcomes families and community members into the school
- Develops and implements a family engagement plan to develop a true partnership
- Develops partnerships with families to encourage student achievement and success

G2: BROWN ACT

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (July 21, 2021; August 10, 2021; September 14, 2021; October 19, 2021; November 9, 2021; December 16, 2021; January 7, 2022 (Emergency); January 11, 2022 (Special) and February 7, 2022
- Agenda items provide enough information to understand what is being discussed during the meeting
- Brown Act training occurred on January 7, 2022, and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the Board-On-Track system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
 - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



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DATE OF VISIT: 3/3/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**G2: BROWN ACT - QUALITY INDICATOR #2**

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**G3: DUE PROCESS - QUALITY INDICATOR #3**

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report* <input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division* <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division* *Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.). **For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



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DATE OF VISIT: 3/3/2022**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6***The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input checked="" type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A11: ENGLISH LEARNER RECLASSIFICATION</p> <p>The school reclassifies English Learners at a rate lower than the state average (4.7% vs. 6.9%)</p> <p>School leadership shared the following strategies to improve English Learner reclassification:</p> <ul style="list-style-type: none"> • The school is implementing a new ELA curriculum - ARC Core <ul style="list-style-type: none"> ○ The curriculum embeds small group instruction that targets student learning based on individual student readiness levels ○ The school is implementing the curriculum across Tk-2, with TA support in all classrooms ○ In grades 3-5, the school is leveraging intervention teacher support and also building small group instructional systems so that the most EL students are able to have small group instruction in addition to whole group instruction through ARC for E/SLA • The school is providing ELPAC professional development for teachers to clarify the criteria for student success • The school's intervention model is designed to support at risk students, including ELLs • The school has increased the frequency of ELD instruction <p><u>Corrective Action Required</u></p> <p>None noted that require immediate action to remedy concerns indicated in this report.</p>	



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Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.

Reclassification criteria:

Grades 1-2	Grades 3-8
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better
English Writing Score On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or 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.	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.

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.**



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DATE OF VISIT: 3/3/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE) 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> California School Dashboard Schoolwide Suspension Rate Indicator data (CDE) 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> California School Dashboard Schoolwide Graduation Rate Indicator data (CDE) 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

<i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i>	
<ul style="list-style-type: none"> Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE) 	
Rubric	Sources of Evidence
Performance <ul style="list-style-type: none"> <input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above)



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The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



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Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady by Curriculum Associates (ELA)	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
2. iReady by Curriculum Associates (Math)	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
3. [Add additional as needed]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:

At the beginning of the year, teachers were trained on the iReady platform and learned how to administer a diagnostic in order to determine important instructional areas and skills students need support with or are ready to learn. The protocols used to administer iReady were similar to the protocols used when administering state assessments. Prior to testing day, we make sure all computers are compatible and meet the system requirements in order for students to be able to take the assessments. We also provide teachers with all materials they will need such as headphones, scratch paper, pencils, student usernames and passwords, and a testing schedule. Teachers prepare the students by setting expectations and having classroom discussions about the test. The test is framed in a way that is not intimidating but rather an assessment that will inform teachers of the areas where students need more support. They emphasize the importance of taking their time and trying their best.

During the test, teachers and proctors actively supervise students by walking around the room to make sure students are on task and focused. They support general technology questions and refrain from supporting content. If a student is done early, they engage in a quiet activity assigned by the teacher until all students are done taking the assessment. After the test, teachers check for completion. A makeup schedule is provided for students who did not finish the assessment or were absent. Once teachers analyze and create next steps, they share the results with students and families.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:

Yes No



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The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|--|---|--|
| <input type="checkbox"/> California Department of Education DataQuest
College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment
Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources
(see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community
College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

On October 15, 2019, the LAUSD Board of Education approved the school’s renewal petition with the following academic benchmarks:

The school must provide an annual update to the Charter Schools Division (CSD) by June 1 of each year of the charter term demonstrating its progress related to the following:

- The school will demonstrate an ongoing increase in reclassification of its English Learners to meet or exceed the Resident Schools Median reclassification rate over the course of the five-year term of their renewal, which will be monitored by CSD through oversight.

Not Met - The schools 2019-2020 reclassification rate at 4.7% is equal to the Resident Schools Median (District Average) at 5.4%.



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Plases see above A11 to see how the school is addressing the English Learners reclassification.

- Demonstrate growth of at least one performance level per academic year, as reported on the California School Dashboard, in ELA schoolwide academic performance as measured by CAASPP (SBAC) Assessment at a rate equal or greater than the Resident and Similar Schools, with the goal of achieving and maintaining the “Green” performance level or higher.

No update due to lack of 2020-2021 SBAC testing. Specialist will monitor targeted benchmark areas as part of oversight.



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DATE OF VISIT: 3/3/2022**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)***The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</p> <p>The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • Comprehensive Health, Safety, and Emergency Preparedness Plan for each campus, including emergency team roles and assignments, evacuation route maps, and emergency procedures and drills • CNCA COVID 19 Visitor Policy and Procedures • Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (2/23/2022) • Documentation of student immunizations and health screenings per applicable law and terms of the charter • Student ID cards contain the phone number of the National Suicide Prevention • Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767 <p>O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • The school provides a grade-level, standards-based curriculum (Spanish/ELA - ARC; Science - STEMScopes (4-8); Math - Bridges (K-5) and CPM (6-8); ELD - Systematic ELD • The school has focused on establishing and sustaining a safe and supportive culture for learning, establishing expectations for how students engage in learning (whole group learning expectations of one voice at a time in class discussion, volume levels for independent and partner work that allow all students to successfully engage in tasks), and progressive and restorative discipline system • Classroom observations provided examples of communication of objectives, task alignment to objectives, and questioning (depth of knowledge, DOK) • The school uses the iReady platform to collect student assessment data, to plan instruction that targets identified areas of need • Teachers are provided training on the iReady platform, learning how to administer diagnostic assessments, in order to determine important instructional areas and skills where students need support 	



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The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Summer professional development (July 29- August 6, 2021) that includes the following:
 - Covid Protocols and Operations
 - iReady assessment, student data analysis
 - Strategic Plans for Student achievement, Social Justice, Technology and Mental Health
 - Restorative Practices Training
 - Standards Based Grading Norms
 - Special Education and “Passports” overview
- The school provides weekly professional development sessions that include the following:
 - Positive Climate and Culture
 - Principles of UDL (Universal Design for Learning) with culturally and community responsive teaching
 - Teacher iReady platform training to learn how to administer a diagnostic assessment to determine instructional areas and skills for support
 - Developing a growth mindset
 - Restorative circles

Areas Noted for Further Growth and/or Improvement**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

The school reclassifies English Learners at a rate lower than the state average (4.7% vs. 6.9%)

In light of these results, and to support improved academic achievement, the school has shared interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report

O5: SPECIAL EDUCATION

The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements

- At the time of the visit, review of Welligent reports revealed the following:
 - Welligent 200 report revealed that ‘Twenty eight IEP’s were overdue



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- o Welligent 300 report revealed five records in tier 6, three records in tier 5 and eleven records in tier 4

On June 3, 2022, the Charter Schools Division (CSD) issued Camino Nuevo Elementary School 3 a Notice to Cure due to noncompliance with applicable law, district policy and charter terms related to providing a free appropriate public education (FAPE) to students with disabilities. The Governing board, and CNCA were asked to respond by June 17, 2022. The CSD will continue to monitor the Notice to Cure through ongoing oversight.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

On June 3, 2022 the Charter Schools Division issued Camino Nuevo Elementary School 3 a Notice to Cure related to Special Education compliance and service tracking. At the time of issuing this report, the organization is responding to the Notice as requested and the CSD through ongoing oversight will monitor the progress of this Notice.

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(**Note:** for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations



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- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/3/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input type="checkbox"/> WASC accreditation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3i) <input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c) <input checked="" type="checkbox"/> Professional development training materials (B3.4c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.4c) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/3/2022**O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9**

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“**” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

Location Code: 2157
 School Name: Camino Nuevo Elementary School 3
 FY Start Date: 2010-11

Charter #: 1212
 CDS Code: 1964733 0122564

2157 Camino Nuevo Elementary School 3	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	1,751,500	2,482,111	2,482,110		2,105,391	2,198,341	2,986,330	2,918,361		3,064,028	3,038,485	4,033,132	4,033,132
Current Assets		0	5,573,568	3,218,968	3,218,967		3,117,286	3,183,927	4,185,044	4,117,075		5,591,525	5,578,189	5,699,961	5,699,960
Fixed and Other Assets		0	772,067	711,573	711,572		623,624	652,657	698,961	698,959		607,126	749,864	870,944	870,946
Total Assets		0	6,345,635	3,930,541	3,930,539		3,740,910	3,836,584	4,884,005	4,816,034		6,198,651	6,328,053	6,570,905	6,570,906
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	274,960	600,839	600,837		339,011	362,179	890,890	828,260		739,133	1,002,135	777,328	813,152
Other Long Term Liabilities		0	33,195	0	0		27,132	27,132	5,340	0		5,339	5,339	35,825	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	308,155	600,839	600,837		366,143	389,311	896,230	828,260		744,472	1,007,474	813,153	813,152
Net Assets		6,079,797	6,037,480	3,329,702	3,329,702		3,374,767	3,447,273	3,987,775	3,987,774		5,454,179	5,320,579	5,757,752	5,757,754
Total Revenues	10,550,520	10,509,967	10,607,490	10,565,983	10,565,983	10,744,889	9,973,560	10,042,415	9,991,551	9,991,550	9,280,156	10,943,366	10,936,549	11,245,318	11,245,316
Total Expenditures	10,156,967	10,221,114	10,360,954	13,027,225	13,027,225	10,620,859	9,928,495	9,924,844	9,333,478	9,333,478	8,829,082	9,476,962	9,603,745	9,475,341	9,475,336
Net Income / (Loss)	393,553	288,853	246,536	(2,461,242)	(2,461,242)	124,030	45,065	117,571	658,073	658,072	451,074	1,466,404	1,332,804	1,769,977	1,769,980
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	393,553	288,853	246,536	(2,461,242)	(2,461,242)	124,030	45,065	117,571	658,073	658,072	451,074	1,466,404	1,332,804	1,769,977	1,769,980
Net Assets, Beginning	4,974,679	5,790,944	5,790,944	5,790,944	5,790,944	6,037,480	3,329,702	3,329,702	3,329,702	3,329,702	3,447,273	3,987,775	3,987,775	3,987,775	3,987,774
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	144,042	0	0	0	0	164,220	0	0	0	0
Net Assets, Beginning, Adjusted	4,974,679	5,790,944	5,790,944	5,790,944	5,790,944	6,181,522	3,329,702	3,329,702	3,329,702	3,329,702	3,611,493	3,987,775	3,987,775	3,987,775	3,987,774
Net Assets, End	5,368,232	6,079,797	6,037,480	3,329,702	3,329,702	6,305,552	3,374,767	3,447,273	3,987,775	3,987,774	4,062,567	5,454,179	5,320,579	5,757,752	5,757,754

2157 Camino Nuevo Elementary School 3	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	2,523,397	2,482,110	2,918,361	4,033,132	0		3,899,207	0	0	0
Current Assets	3,132,525	3,218,967	4,117,075	5,699,960	0		5,416,682	0	0	0
Fixed and Other Assets	3,205,474	711,572	698,959	870,946	0		749,462	0	0	0
Total Assets	6,337,999	3,930,539	4,816,034	6,570,906	0		6,166,144	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	547,055	600,837	828,260	813,152	0		682,291	0	0	0
Other Long Term Liabilities	0	0	0	0	0		35,825	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	547,055	600,837	828,260	813,152	0		718,116	0	0	0
Net Assets	5,790,944	3,329,702	3,987,774	5,757,754	0		5,448,028	0	0	0
Total Revenues	10,349,776	10,565,983	9,991,550	11,245,316	0	10,877,826	12,178,627	0	0	0
Total Expenditures	9,606,165	13,027,225	9,333,478	9,475,336	0	10,616,723	12,488,351	0	0	0
Net Income / (Loss)	743,611	(2,461,242)	658,072	1,769,980	0	261,103	(309,724)	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	(793,339)	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(49,728)	(2,461,242)	658,072	1,769,980	0	261,103	(309,724)	0	0	0
Net Assets, Beginning	5,840,672	5,790,944	3,329,702	3,987,774	0	5,320,579	5,757,752	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	296,059	0	0	0	0
Net Assets, Beginning, Adjusted	5,840,672	5,790,944	3,329,702	3,987,774	0	5,616,638	5,757,752	0	0	0
Net Assets, End	5,790,944	3,329,702	3,987,774	5,757,754	0	5,877,741	5,448,028	0	0	0



LAUSD CHARTER SCHOOLS DIVISION

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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, <i>Accomplished</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	4
<p>Camino Nuevo Elementary School 3's (CNCA3) fiscal condition has been positive since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$5,757,754 and net income of \$1,769,980. The 2021-2022 First Interim report projected positive net assets of \$5,448,030 and a net loss of (\$309,724).</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2021, CNCA3 is one of six schools operated by CNCA (including Camino Nuevo Charter High 1 (CNHS1), which was closed effective June 30, 2021). CNCA currently has five schools in operation, all of which are authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$79,906,570, and a net loss of (\$1,740,856) that was primarily due to the closing of CNHS1. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of (\$71,868) and net income of \$0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCA3 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2021, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations.</p> <p>Per the Sixth Amendment for Limited Services of July 1, 2021, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,269,574 as Base Compensation and \$284,250 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2021. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school."</p>	



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DATE OF VISIT: 3/3/2022**Areas of Demonstrated Strength and/or Progress:**

1. The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$5,790,944	\$3,329,702	\$3,987,774	\$5,757,754	\$5,448,030
Net Income/Loss	\$743,611	(\$2,461,242)**	\$658,072	\$1,769,980	(\$309,724)***
Transfers In/Out	(\$793,339)*	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

* The \$793,339 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA3 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under **Item 32** in the **Notes** section below.

** The net loss of (\$2,461,242) reported in the Fiscal Year 2018-2019 independent audit report was primarily due to the forgiveness of a \$2.72 million loan associated with CNCA3's Eisner Campus (in relation to a refinancing transaction). See further details regarding CNCA3's original loan and this refinancing transaction under **Item 31** in the **Notes** section below.

*** See **Item 33** in the **Notes** section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).



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Based on the CSD's review of a sample of CNCA schools' check registers, bank statements, and related supporting documentation for the period spanning from October 2020 through October 2021, a sample of 41 checks, and 1 bank transaction (related to vendor payments) were selected for further review. The CSD noted five checks provided by CNCA referenced late fees, over limit fees, and/or finance charges. These late fees and finance charges, as reflected on invoices, are summarized below.

Item #	Check #	Vendor Name	Posting Date	Check Amount	Late Fees/ Finance Charges/ Over Limit Fees	CSD's Comments
1	1031557	Pitney Bowes Purchase Power	7/7/2021	\$23.66	\$23.66	Finance charges at Camino Nuevo Charter Academy 3 (CNCA3)
2	1031629	Pitney Bowes Purchase Power	7/29/2021	\$996.86	\$187.54	\$42.99 in late fees and meter postage overage fees at CNCA3; and a total of \$144.55 in late fees and finance charges at CNCHS2
3	1031681	Pitney Bowes Purchase Power	8/25/2021	\$81.78	\$81.78	Late fees and finance charges at CNCHS2
4	1031697	Pitney Bowes Purchase Power	9/1/2021	\$761.96	\$61.96	Late fees, meter postage overage fees, and finance charges at CNCA3
5	P006447	Pitney Bowes Purchase Power	10/15/2021	\$16.26	\$16.26	Finance charges at CNCHS2
			TOTAL	\$1,880.52	\$371.20	

In response to the CSD's observations above, CNCA stated: "... Pitney Bowes clarified that the "finance charge" is a late fee that comes from the bank because there is a credit line, and the "late fee" is the fee that they themselves assess, they were unable to make adjustments to these fees. They recommended that Camino begin paying via credit card. On 01/28/2022 all Camino Sites using Pitney Bowes were instructed to change the payment method to Amex payments in order to ensure timely payments to this vendor and avoid future fees."



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The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees, over limit fees, and/or finance charges in the future.

2. Inaccurate Billing Rates and Overpayment to Vendors:

Based on the CSD's review of a sample of the CNCA schools' check registers and related supporting documentation for the period spanning from October 2020 through October 2021, the CSD noted one check from Camino Nuevo Charter Academy 4 for which vendor's invoiced rates differed (i.e. charged higher server rate) from its approved contracted rates (Check #A001705, in the amount of \$33,256.19, dated 10/15/2021 and made payable to Better 4 You Meals, Inc.), resulting in a higher invoiced amount of \$60.93 for this payment.

In response to the CSD's observations above, CNCA indicated that the vendor made an invoicing error that affected all CNCA sites. The CSD was advised that the vendor would issue credit payments to all CNCA sites after adjustments have been calculated. CNCA stated that "[they] will include prices for servers in [their] compliance edit checks going forward, [which] are reviewed monthly by the schools."

The CSD recommends that CNCA ensure that systems are in place to include the process of comparing its vendor invoices against its approved contract prices to ensure that the correct rates and prices are billed and paid to align with CNCA's updated process described above.

The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of CNCA3 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$5,757,754 and total expenditures equal \$9,475,336. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 60.77%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 579.87 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$4,033,132 and total expenditures equal \$9,475,336. Therefore, the school's cash reserve level is 42.56%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 41 checks and 9 electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (Wells Fargo Bank Account Ending in X7830): 1030316, 1030487, 1030500, 1030502, 1030578, 1030584, 1030620, 1030719, 1030748, 1030985, 1031074, 1031280, 1031288, 1031369, 1031395, 1031515, 1031523, 1031537, 1031557, 1031629, 1031681, 1031697, 1031702, 1031716, 1031732, 1031741, A001705, A001747, A001925, P002912, P003386, P003847, P003849, P003945, P003946, P004459, P005035, P005916, P006447, P006855, and P007088.
 - b. Reviewed 9 (debit) and credit transactions (Wells Fargo Bank Account Ending in X7830 for the months of April 2021 through September 2021 for sample testing. Transaction descriptions are: (1) Date: 4/2/2021, Amount: \$21,504.39; (2) Date: 4/12/2021, Amount (\$357.14); (3)



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Date: 4/26/2021, Amount: \$525,068.90; (4) Date: 5/17/2021, Amount: **(\$836.69)**; (5) Date: 6/29/2021, Amount: **(\$362.75)**; (6) Date: 7/26/2021, Amount: \$4,174.58; (7) Date: 8/16/2021, Amount: **(\$74,530.00)**; (8) Date: 9/13/2021, Amount: **(\$517.85)**; and (9) Date: 9/17/2021, Amount: **(\$375,000.00)**.

16. Reviewed credit card statements from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1502 (Chief Executive Officer)
 - b. American Express Credit Card Ending in X1478 (Vice President of Programs)
 - c. American Express Credit Card Ending in X2427 (Director of Facilities)
 - d. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
 - e. American Express Credit Card Ending in X2005 (Governing Board Member)
 - f. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
 - g. American Express Credit Card Ending in X2419 (Vice President of Leadership)
 - h. American Express Credit Card Ending in X1528 (Director of Development)
 - i. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
 - j. American Express Credit Card Ending in X2542 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
 - k. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
 - l. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
 - m. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
 - n. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
 - o. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)
17. Reviewed bank statements and bank reconciliations from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
 - b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
 - c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter High School 2 and Camino Nuevo Charter Elementary School 3 via videoconference. No discrepancies were noted.
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of \$632,000 (consisting of board approved requests of \$250,000, \$125,000 and \$257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively); (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - \$1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments



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each at \$18,240 and a final irregular payment of \$1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; (d) Proposition 55 Funding Agreement for Camino Nuevo Charter Academy #2 executed on April 25, 2011; and (e) Revolving Line of Credit in the amount of \$2,000,000 entered with Wells Fargo Bank on February 18, 2013 and renewed on September 3, 2021. In support of the financing arrangements identified in a, b, c, d, and e above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 24(a) and 24(b)) under Item 32 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that CNCA3 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. CNCA disclosed two legal actions items that might have a material impact on the financial liability of the organization and one settlement agreement below:
 - a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020, CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is continuing to work with its insurance carrier in resolving this claim.
 - b. Camino Nuevo High School 1 Claim: On November 1, 2021, Better and Best Building Services filed a claim for breach of contract. CNCA canceled nightly janitorial cleaning services with Better and Best Building Services at CNHS1 due to financial hardship. Per CNCA, at that time, the vendor waived the early termination fee but is now asking for that money because he was not awarded a cleaning contract for all CNCA schools through CNCA's procurement process. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
 - c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for \$1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On September 9, 2020, CNCA issued a payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. On July 16, 2021, CNCA entered into a settlement agreement with LAUSD and issued a payment of \$216,141 pursuant to the settlement agreement.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. CNCA3's reported Norm Enrollment was 793, 788, 764, 746, and 710 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. As summarized in the table below, the school's Norm Enrollment count has been trending downwards with the school reporting losses of 5, 24, 18, and 36 students in Fiscal Years 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively. This represents an accumulated decrease of 83 students or 11% in the last 4 years.

Camino Nuevo Elementary School 3's Norm Day Enrollment History					
Grade Level	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
K	100	90	87	76	72
1	85	87	78	74	70



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2	85	79	87	79	69
3	85	90	76	87	73
4	82	83	84	78	87
5	81	83	83	87	77
6	89	93	90	82	86
7	93	91	91	92	84
8	93	92	88	91	92
Total Enrollment	793	788	764	746	710
Increase/(Decrease) in Enrollment from Prior Year	12	(5)	(24)	(18)	(36)

In response to the CSD's observations regarding the school's declining Norm Enrollment since Fiscal Year 2017-2018 per the historical Norm Enrollment data, CNCA stated: "Camino Nuevo Academy (CNCA) has hired an Enrollment Manager to lead strategic enrollment management for the network. CNCA sustainably recruits new students through various tactics as part of these efforts." CNCA indicated three strategies: 1) removing any barriers to applying by creating access points, 2) having an integrated marketing approach, increasing online presence and strategic communication touchpoints, and 3) fostering and developing relationships with feeder schools and community partnerships. The CSD will continue to monitor the school's student enrollment through oversight.

31. CNCA3's 2018-2019 independent audit report reported a net loss of **(\$2,461,242)** for Fiscal Year 2018-2019. According to the email communications that the CSD received from PN-EDG's then-CFO in September 2019, this loss was primarily attributed to the forgiveness of a \$2.72 million loan (a one-time expense) owed to CNCA by ExED 9 Investment Fund, LLC, pertaining to a New Markets Tax Credit [NMTC] refinancing transaction resulting in amended terms to the school's lease (which would result in CNCA3 lowering its monthly rent from \$20,333 to \$18,244). Based on the documentation provided by PN-EDG, this loan forgiveness was supported by resolutions approved by CNCA's Board of Directors on June 17, 2019.

CNCA's 2017-2018 independent audit report disclosed: "In June 2012, in partnership with CNCA, [Grupo Nuevo Los Angeles (GNLA)] acquired property by obtaining long-term financing through the federal NMTC program. CNCA loaned \$3,233,613 to ExED 9 Investment Fund LLC (ExED LLC). ExED LLC combined the proceeds from the loan with other investor funds to make qualified low-income community investments pursuant to NMTC laws." Per CNCA's audits, to facilitate the transaction, GNLA formed Fifteenth and Ardmore, LLC (Ardmore, LLC) and Fifteenth and Ardmore Investments, LLC (Investments, LLC). GNLA is the sole member of Ardmore, LLC and Ardmore, LLC was the sole member of Investments, LLC. PN-EDG, after its incorporation, became the parent entity of GNLA. Per PN-EDG, in June 2019, Ardmore LLC acquired Investments, LLC as part of the NMTC unwind agreement.

Further, PN-EDG's then-CFO provided the following background regarding CNCA3's facilities: "The CNCA #3 charter operates two campuses: Jose Castellanos Campus and Jane B. Eisner Campus. The Castellanos campus is a Public School Choice (PSC) campus and owned by LAUSD. The Eisner Campus is leased by CNCA. The Eisner Campus construction was originally financed via a 7-year [NMTC] financing structure by [Investments LLC]." In addition, PN-EDG's then-CFO explained that the original \$3.2M leverage loan was "established via a private



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philanthropic capital campaign effort to maximize the amount of New Markets Tax Credits available under the financing structure... The leverage loan was comprised of contributions from private donors and the historic tax credit and was a component of the financing structure to maximize the tax credit allocation.” Since the term of the NMTC structure was seven years and during the unwind of this structure in June 2019, PN-EDG’s COF stated that “it was determined to forgive the loan balance as the contributions were received for the campus project and would not be used for any other reason.” As such, CNCA forgave the \$2,728,867 remaining balance of the original \$3.2MM leverage Loan. According to PN-EDG’s then-CFO and the journal entries furnished to the CSD, CNCA3 recorded the capital campaign contributions and the historical NMTC as Local Revenue, Grants or Fundraising (restricted in nature) in Fiscal Years 2011-2012 and 2012-2013. CNCA3 recorded the \$3.2 million loan to the Eisner Campus financing structure as an amount Due From Others on the school’s balance sheet. As a result of the NMTC structure being dissolved in June 2019, CNCA3 recorded the forgiveness of the \$2.72 million loan as a one-time expense on CNCA3’s books, resulting in a net loss of **(\$2,461,242)** for Fiscal Year 2018-2019. PN-EDG provided documentation confirming that CNCA3 consulted with its contracted audit firm (Clifton Larsen Allen LLP) to ensure that the school’s accounting treatment for this transaction complies with Generally Accepted Accounting Principles (GAAP).

32. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision requests submitted by the then-six CNCA charter schools, which called for CNCA’s adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA’s Board Resolution No. 2017-6-13, item #11, stated that CNCA’s governing board approved the transfer of \$4 million in surplus funds [representing a portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA’s charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka “PN-EDG Opportunity Reserves Fund”) are completely restricted to supporting and benefitting CNCA’s K-12 programing consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General’s “no objection” letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the \$4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by \$4 million. Based on CNCA’s calculation, CNCA3’s pro-rata share of this one-time asset transfer was \$793,339.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA \$250,000 interest-free loan to Camino Nuevo CNHS1 (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school’s operational needs, specifically “to provide working capital to enhance administrative support and instructional coaching.” CNCA further stated that this \$250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the \$250,000 interest-free loan was only one example, “the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education



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Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements.” Per CNCA and documentation furnished to the CSD, on June 13, 2018, the \$250,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA’s governing board meeting minutes dated November 12, 2019 and PN-EDG’s governing board meeting minutes dated November 19, 2019), due to CNHS1’s lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a “Critical Needs Request” of \$125,000 loan from the PN-EDG Opportunity Reserves Fund to CNHS1. Similar to the aforementioned \$250,000 loan to CNHS1, the additional \$125,000 loan to CNHS1 was also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the \$125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of \$257K for CNHS1 in order to maintain essential services. Upon inquiry by the CSD, on March 9, 2022, Excellent Education Development (ExEd), CNCA’s back office service provider, confirmed that the transfer of \$257K was not needed after all, and therefore, was not disbursed.

The CNCA governing board voted to close CNHS1 as of the year ended June 30, 2021. According to CNHS1’s closeout audit, which is included in CNCA’s 2020-2021 annual independent audit, “all assets remaining after the satisfaction of liabilities and dispositions (or return) have been transferred to [CNCH2],” including the \$250,000 and \$125,000 intercompany loans mentioned above. Furthermore, the closeout audit indicates that CNHS1 vacated the facility resulting in the termination of the Proposition 1D agreement and loan forgiveness of \$9,021,398.

Furthermore, as part of CNCA3’s NMTC unwind/refinancing transaction (as described under Item 28 of CNCA3’s 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG’s Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG’s then-CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG’s then-CFO stated: “The current \$1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined.” As of January 31, 2022, the account balance was \$1,631,474 and there have not been account activities except for interest earned during Fiscal Year 2021-2022. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3’s Eisner Campus in the future through oversight.

33. Per CNCA, the net loss of **(\$309,724)** reflected in the school’s 2021-2022 First Interim report is primarily due to the COVID-19 pandemic-related impacts to the school’s expenses and ADA.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].</i></p>	<p><i>A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Elementary School 3

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/3/2022

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

Camino Nuevo Charter Academy 4 2251

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022

Charter School Name:	Camino Nuevo Charter Academy 4			Location Code:	2251
Current Address:	City:	ZIP Code:	Phone:	Fax:	
1018 Mohawk St.	Los Angeles	90026	213-353-5300	213-483-1688	
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:	
July 1, 2021 to June 30, 2026			5	Central	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Below by 80	
598	678				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Below by 11.2%	
TK-8	TK-8				
Norm Enrollment Number:		602			
Total Number of Staff Members:	89	Certificated:	42	Classified:	47
Charter School's Leadership Team Members:	Melissa Mendoza, Principal; Ellie Franco, Assistant Principal of Instruction; Hernandez Lugo, Kenia, Assistant Principal of Instruction; Alex Soto, Assistant Principal of Student Support; Daisy Aguirre, Family Coordinator				
Charter School's Contact for Special Education:	Melissa Mendoza, Principal; Jessica Hsieh-Associate Director of Special Education		SELPA & Option:	3	
CSD Assigned Administrator:	Jose Rodriguez		CSD Fiscal Services Manager:	Andrea Ines	
Other School/CSD Team Members:	Esperanza Bacillo, Director of Operations; Jamica Brazell, Director of HR				
Oversight Visit Date(s):	March 23, 2022		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	Yes, PSC	LAUSD Co-Location Campus(es) (if applicable):		N/A	
		Date of Co-Location meeting with Operations Team:		N/A	
Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: (if a TCO, please note expiration date)	PSC		COO/TCO Approved Grade Levels and Occupancy Loads:		Grade levels: TK-8

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022

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
4	No Rating	3	4



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</p> <p>The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership. Based on the binder review and interviews with school leadership, the school provided the following evidence:</p> <ul style="list-style-type: none"> • The Governing Board bylaws are current and were amended on November 10, 2020 • The current roster of Board members (9), and the school’s website includes an email address to contact the Board • School council(s) are in place as evidenced by the following documentation: <ul style="list-style-type: none"> ○ ELAC meeting agenda & minutes (9/30/21, 10/5/21, 11/30/21, 1/25/22 and 2/28/22) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ Election of ELAC Officers ▪ ELAC Training: Review of role & responsibilities of ELAC ▪ Review District/School Assessments (ELPAC, SBAC) and Reclassification ▪ Review of the EL Section of Single Plan for Student Achievement (SPSA) and budgets ▪ Development of the school needs assessment for the Single Plan for Student Achievement (SPSA) ○ SBC Meeting Agenda, & minutes (10/5/21, 11/30/21, 1/25/22 and 2/28/22) ○ Agenda items included the following: <ul style="list-style-type: none"> ▪ Parent Leadership Committees Orientation & Election of SBC Members ▪ SBC Member Training Determine schedule of meeting dates ▪ SBC members training: Review of roles, responsibilities and expectations ▪ SBC election of Officers [i.e. Chairperson, Co-Chair, Secretary ▪ Review the School Safety Plan ▪ Review Board Approved Policies and the school’s Retention and Culminating Policy ▪ Analyze and review student achievement data (i.e. SBAC, ELPAC, benchmark, etc.) • An evaluation system for school leaders that includes the following criteria: <ul style="list-style-type: none"> ○ Develops a shared commitment to the CNCA Mission ○ Develops shared vision for realizing CNCA Mission ○ Welcomes families and community members into the school ○ Develops and implements a family engagement plan to develop a true partnership 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022

- Develops partnerships with families to encourage student achievement and success

G2: BROWN ACT

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:

- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (July 21, 2021; August 10, 2021; September 14, 2021; October 19, 2021; November 9, 2021; December 16, 2021; January 7, 2022 (Emergency); January 11, 2022 (Special) and February 7, 2022
- Agenda items provide enough information to understand what is being discussed during the meeting
- Brown Act training occurred on January 7, 2022, and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the Board-On-Track system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
 - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or ImprovementCorrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 3/23/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**G2: BROWN ACT - QUALITY INDICATOR #2**

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**G3: DUE PROCESS - QUALITY INDICATOR #3**

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4***The Governing Board has systems in place to ensure ongoing:*

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



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G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<p><input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s)</p> <p><input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report*</p> <p><input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p><input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division*</p> <p>*Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school’s operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.).</p> <p>**For example, the school’s financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.</p>	<p><input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4)</p> <p><input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15)</p> <p><input type="checkbox"/> Observation of Governing Board meeting</p> <p><input checked="" type="checkbox"/> Discussion with leadership</p> <p><input checked="" type="checkbox"/> Independent audit report(s)</p> <p><input checked="" type="checkbox"/> Other financial information submitted by the school</p> <p><input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)</p>



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DATE OF VISIT: 3/23/2022**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6***The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>A11: ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate higher than the state average (12.0% vs. 6.9%) and the rate of "LTEL" EL's is lower to the state average (6.3% vs 17.1%)</p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p> <p>Reclassification criteria:</p>	



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Grades 1-2	Grades 3-8	
Summative ELPAC Score Overall performance level of 4	Summative ELPAC Score Overall performance level of 4	
English Reading Level Reads on grade-level on the TCRWP/F&P, as per the assessments' scoring guide.	English Reading Level Reading within 1.5 years of grade level on the TCRWP/F&P, as per the assessments' scoring guide OR Lexile level falls within the "approaching college and career readiness" band or better	
English Writing Score On-demand writing sample indicates that English writing meets standards (e.g., a score of a 3+ on a 4-point CNCA rubric)	English Writing Score On-demand writing sample indicates that English writing approaches standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score of "Near" may be used for this criterion.	
Teacher Evaluation ELA progress report grades of 3 or better in all domains as applicable (reading, writing, listening, and speaking)	Teacher Evaluation ELA progress report grade of 2 or better in all domains as applicable (reading, writing, listening, and speaking), or 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.	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.	
<p>*NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.</p>		



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DATE OF VISIT: 3/23/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input checked="" type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Not Available - No assessment of performance for this indicator <input checked="" type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <input checked="" type="checkbox"/> Higher <input type="checkbox"/> Same <input type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above)



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DATE OF VISIT: 3/23/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



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Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady by Curriculum Associates (ELA)]	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
2. iReady by Curriculum Associates (Math)]	K-8	<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	3 times per year
3. [Add additional as needed]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:
N/A

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:
CNCA #4 administered the i-ready diagnostics in accordance with the test publishers' administration and test security procedures. Students took the test at school on Chromebook, using headphones in a quiet testing environment. No use of cell phones or technology outside the testing platform was allowed. Teachers circulated consistently and students were not permitted to talk or collaborate during the assessment.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
 Yes No



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The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

Verified Data Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

N/A



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LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)

The CSD reviewed the Local Control Accountability Plan.

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:

None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</p> <p>The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • Comprehensive Health, Safety, and Emergency preparedness plan for each campus, including emergency team roles and assignments, emergency supplies, and emergency procedures and drills • A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • CNCA COVID 19 Visitor Policy and Procedures • Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen • Documentation of student immunizations and health screenings per applicable law and terms of the charter • Student ID cards contain the phone number of the National Suicide Prevention • Pupil Suicide Prevention Policy in compliance with AB 2246 and AB 1767 (grades K-6) • An automated external defibrillator (AED located in the Nurses office <p>O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • Standards-Based pacing plans, and scope and sequence for; ELA, Math, Science, and Social Science • The school is implementing a new ELA curriculum in K-8 (ARC) that has included monthly full day professional development sessions for general education teachers, Resource specialists, the intervention team and Instructional aides • Teachers are provided opportunities to observe each other's teaching the new curriculum • The school utilizes the Bridges Math curriculum for K-5, and has added supplemental lessons from the I-ready program • The school's middle school math team (6-8) is piloting Ready Math curriculum from iReady • Classroom observations provided examples of the school focus on teacher feedback, aligned curriculum and small group instruction • The school has trained all literacy teachers on the ARC tool kits, including how to track student power goals on school pace (ARC platform) <p>O7: PROFESSIONAL DEVELOPMENT</p>	



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The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review, and interviews with school leaders, the school provided the following evidence:

- Summer professional development (July 29- August 6, 2021) that includes the following:
 - Covid Protocols and Operations
 - iReady assessment, student data analysis
 - Strategic Plans for Student achievement, Social Justice, Technology and Mental Health
 - Restorative Practices Training
 - Standards Based Grading Norms
 - Special Education and “Passports” overview
- Teachers are provided professional development every Thursday, topics include:
 - Ethnic Studies
 - Math Framework implementation
 - STEM scopes assessments
 - iReady data analysis
 - ELPAC data analysis
 - ARC unit planning and intervention
- The school’s intervention teachers were provided professional development through, Linda Mood Bell learning processes, to support their work in targeting students in grades 3-5 who are still missing phonics and vocabulary skill sets
- The school’s leadership team have focused on increasing the rigor in both literacy and math, and creating new observation tools that are aligned to both ARC non-negotiables and best practices for maintaining rigor while still addressing learning gaps
- The school’s instructional leaders have been attending PD with RELAY graduate school of education in New York

Areas Noted for Further Growth and/or Improvement

O5: SPECIAL EDUCATION

The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements

- At the time of the visit, review of Welligent reports revealed the following:
 - Welligent 200 report revealed that ‘fourteen IEP’s were overdue
 - Welligent 300 report revealed five records in tier 6, and nine records in tier 4



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On June 3, 2022, the Charter Schools Division (CSD) issued Camino Nuevo Charter Academy 4 a Notice to Cure due to noncompliance with applicable law, district policy and charter terms related to providing a free appropriate public education (FAPE) to students with disabilities. The Governing board, and CNCA were asked to respond by June 17, 2022. The CSD will continue to monitor the Notice to Cure through ongoing oversight.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

On June 3, 2022 the Charter Schools Division issued Camino Nuevo Charter Academy a Notice to Cure related to Special Education compliance and service tracking. At the time of issuing this report, the organization is responding to the Notice as requested and the CSD through ongoing oversight will monitor the progress of this Notice.

***NOTE:**

- ***A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.***
- ***A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.***



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O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
 (Note: for co-locations, the charter school adheres and complies with the District school’s Integrated Safe School Plan)
- A visitor’s policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)
- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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DATE OF VISIT: 3/23/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input checked="" type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input type="checkbox"/> WASC accreditation (B3.3d) <input type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4*****The school has a system in place to ensure:***

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3i) <input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



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O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7****The school:**

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c) <input checked="" type="checkbox"/> Professional development training materials (B3.4c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.4c) <input type="checkbox"/> Interview of teachers and/or other staff <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/23/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“**” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022

Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input checked="" type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo Charter Academy 4

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/23/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



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DATE OF VISIT: 3/23/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo Charter Academy 4**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/23/2022**

Location Code: **2251**
 School Name: **Camino Nuevo Charter Academy 4**
 FY Start Date: **2011-12**

Charter #: **1334**
 CDS Code: **1964733 0124826**

2251 Camino Nuevo Charter Academy 4	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	776,500	1,431,587	1,431,587		882,816	734,882	1,357,352	1,291,459		847,180	968,159	1,849,639	1,849,639
Current Assets		0	1,541,436	1,886,538	1,886,538		1,535,816	1,324,438	2,312,579	2,246,686		2,845,492	2,891,468	3,272,684	3,272,683
Fixed and Other Assets		0	513,756	498,343	498,342		459,398	468,573	474,369	474,367		420,930	622,999	671,831	671,831
Total Assets		0	2,055,192	2,384,881	2,384,880		1,995,214	1,793,011	2,786,948	2,721,053		3,266,422	3,514,467	3,944,515	3,944,514
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	188,563	572,770	572,770		256,892	233,668	892,786	864,305		617,789	857,124	738,901	781,449
Other Long Term Liabilities		0	26,856	0	0		26,948	26,948	37,408	0		37,408	37,408	42,548	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	215,419	572,770	572,770		283,840	260,616	930,194	864,305		655,197	894,532	781,449	781,449
Net Assets		2,213,806	1,839,773	1,812,111	1,812,110		1,711,374	1,532,395	1,856,754	1,856,748		2,611,225	2,619,935	3,163,066	3,163,065
Total Revenues	7,864,040	7,877,439	7,898,319	7,973,712	7,973,713	7,886,568	7,891,449	7,897,192	7,983,237	7,983,237	7,586,026	8,766,054	8,781,637	9,015,223	9,015,223
Total Expenditures	7,755,173	7,383,082	7,777,995	7,881,050	7,881,051	7,811,404	7,992,186	8,176,908	7,938,594	7,938,599	7,291,284	8,011,582	8,018,455	7,708,910	7,708,906
Net Income / (Loss)	108,867	494,357	120,324	92,662	92,662	75,164	(100,737)	(279,716)	44,643	44,638	294,742	754,472	763,182	1,306,313	1,306,317
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	108,867	494,357	120,324	92,662	92,662	75,164	(100,737)	(279,716)	44,643	44,638	294,742	754,472	763,182	1,306,313	1,306,317
Net Assets, Beginning	1,945,092	1,719,449	1,719,449	1,719,449	1,719,448	1,839,773	1,812,111	1,812,111	1,812,111	1,812,110	1,532,395	1,856,753	1,856,753	1,856,753	1,856,748
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(80,259)	0	0	0	0	82,723	0	0	0	0
Net Assets, Beginning, Adjusted	1,945,092	1,719,449	1,719,449	1,719,449	1,719,448	1,759,514	1,812,111	1,812,111	1,812,111	1,812,110	1,615,118	1,856,753	1,856,753	1,856,753	1,856,748
Net Assets, End	2,053,959	2,213,806	1,839,773	1,812,111	1,812,110	1,834,678	1,711,374	1,532,395	1,856,754	1,856,748	1,909,860	2,611,225	2,619,935	3,163,066	3,163,065

2251 Camino Nuevo Charter Academy 4	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,939,897	1,431,587	1,291,459	1,849,639	0		2,301,339	0	0	0
Current Assets	2,192,549	1,886,538	2,246,686	3,272,683	0		3,166,665	0	0	0
Fixed and Other Assets	197,156	498,342	474,367	671,831	0		568,006	0	0	0
Total Assets	2,389,705	2,384,880	2,721,053	3,944,514	0		3,734,671	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	670,257	572,770	864,305	781,449	0		608,180	0	0	0
Other Long Term Liabilities	0	0	0	0	0		42,549	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	670,257	572,770	864,305	781,449	0		650,729	0	0	0
Net Assets	1,719,448	1,812,110	1,856,748	3,163,065	0		3,083,942	0	0	0
Total Revenues	8,043,097	7,973,713	7,983,237	9,015,223	0	8,541,596	10,260,681	0	0	0
Total Expenditures	7,542,585	7,881,051	7,938,599	7,708,906	0	8,462,627	10,339,805	0	0	0
Net Income / (Loss)	500,512	92,662	44,638	1,306,317	0	78,969	(79,124)	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	(395,784)	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	104,728	92,662	44,638	1,306,317	0	78,969	(79,124)	0	0	0
Net Assets, Beginning	1,614,720	1,719,448	1,812,110	1,856,748	0	2,619,935	3,163,066	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	525,492	0	0	0	0
Net Assets, Beginning, Adjusted	1,614,720	1,719,448	1,812,110	1,856,748	0	3,145,427	3,163,066	0	0	0
Net Assets, End	1,719,448	1,812,110	1,856,748	3,163,065	0	3,224,396	3,083,942	0	0	0



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SCHOOL NAME: Camino Nuevo Charter Academy 4

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FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, <i>Accomplished</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	4
<p>Camino Nuevo Charter Academy 4's (CNCA4) fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$3,163,065 and net income of \$1,306,317. The 2021-2022 First Interim report projected positive net assets of \$3,083,941 and a net loss of (\$79,124).</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2021, CNCA4 is one of six schools operated by CNCA (including Camino Nuevo Charter High 1 (CNHS1), which was closed effective June 30, 2021). CNCA currently has five schools in operation, all of which are authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$79,906,570, and a net loss of (\$1,740,856) that was primarily due to the closing of CNHS1. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of (\$71,868) and net income of \$0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCA4 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2021, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations.</p> <p>Per the Sixth Amendment for Limited Services of July 1, 2021, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,269,574 as Base Compensation and \$284,250 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2021. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school."</p>	



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DATE OF VISIT: 3/23/2022**Areas of Demonstrated Strength and/or Progress:**

- The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$1,719,448	\$1,812,110	\$1,856,748	\$3,163,065	\$3,083,941
Net Income/Loss	\$500,512	\$92,662	\$44,638	\$1,306,317	(\$79,124)**
Transfers In/Out	(\$395,784)*	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

*The \$395,784 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCA4 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the six CNCA charter schools under **Item 31** in the **Notes** section below.

** See **Item 32** in the **Notes** section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, which may not have been addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).**1. Late Fees and/or Finance Charges:**

Based on the CSD's review of a sample of CNCA schools' check registers, bank statements, and related supporting documentation for the period spanning from October 2020 through October 2021, a sample of 41 checks, and 1 bank transaction (related to vendor payments) were selected for further review. The CSD noted five checks provided by CNCA referenced late fees, over limit fees, and/or finance charges. These late fees and finance charges, as reflected on invoices, are summarized below.



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DATE OF VISIT: 3/23/2022

Item #	Check #	Vendor Name	Posting Date	Check Amount	Late Fees/ Finance Charges/ Over Limit Fees	CSD's Comments
1	1031557	Pitney Bowes Purchase Power	7/7/2021	\$23.66	\$23.66	Finance charges at Camino Nuevo Charter Academy 3 (CNCA3)
2	1031629	Pitney Bowes Purchase Power	7/29/2021	\$996.86	\$187.54	\$42.99 in late fees and meter postage overage fees at CNCA3; and a total of \$144.55 in late fees and finance charges at CNCHS2
3	1031681	Pitney Bowes Purchase Power	8/25/2021	\$81.78	\$81.78	Late fees and finance charges at CNCHS2
4	1031697	Pitney Bowes Purchase Power	9/1/2021	\$761.96	\$61.96	Late fees, meter postage overage fees, and finance charges at CNCA3
5	P006447	Pitney Bowes Purchase Power	10/15/2021	\$16.26	\$16.26	Finance charges at CNCHS2
			TOTAL	\$1,880.52	\$371.20	

In response to the CSD's observations above, CNCA stated: "... Pitney Bowes clarified that the "finance charge" is a late fee that comes from the bank because there is a credit line, and the "late fee" is the fee that they themselves assess, they were unable to make adjustments to these fees. They recommended that Camino begin paying via credit card. On 01/28/2022 all Camino Sites using Pitney Bowes were instructed to change the payment method to Amex payments in order to ensure timely payments to this vendor and avoid future fees."

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees, over limit fees, and/or finance charges in the future.

2. Inaccurate Billing Rates and Overpayment to Vendors:

Based on the CSD's review of a sample of the CNCA schools' check registers and related supporting documentation for the period spanning from October 2020 through October 2021, the CSD noted one check from Camino Nuevo Charter Academy 4 for which



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vendor's invoiced rates differed (i.e. charged higher server rate) from its approved contracted rates (Check #A001705, in the amount of \$33,256.19, dated 10/15/2021 and made payable to Better 4 You Meals, Inc.), resulting in a higher invoiced amount of \$60.93 for this payment.

In response to the CSD's observations above, CNCA indicated that the vendor made an invoicing error that affected all CNCA sites. The CSD was advised that the vendor would issue credit payments to all CNCA sites after adjustments have been calculated. CNCA stated that "[they] will include prices for servers in [their] compliance edit checks going forward, [which] are reviewed monthly by the schools."

The CSD recommends that CNCA ensure that systems are in place to include the process of comparing its vendor invoices against its approved contract prices to ensure that the correct rates and prices are billed and paid to align with CNCA's updated process described above.

The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.



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DATE OF VISIT: 3/23/2022**Notes:**

1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of CNCA4 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$3,163,065 and total expenditures equal \$7,708,906. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 41.03%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 532.72 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$1,849,639 and total expenditures equal \$7,708,906. Therefore, the school's cash reserve level is 23.99%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 41 checks and 9 electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (Wells Fargo Bank Account Ending in X7830): 1030316, 1030487, 1030500, 1030502, 1030578, 1030584, 1030620, 1030719, 1030748, 1030985, 1031074, 1031280, 1031288, 1031369, 1031395, 1031515, 1031523, 1031537, 1031557, 1031629, 1031681, 1031697, 1031702, 1031716, 1031732, 1031741, A001705, A001747, A001925, P002912, P003386, P003847, P003849, P003945, P003946, P004459, P005035, P005916, P006447, P006855, and P007088.
 - b. Reviewed 9 (debit) and credit transactions (Wells Fargo Bank Account Ending in X7830 for the months of April 2021 through September 2021 for sample testing. Transaction descriptions are: (1) Date: 4/2/2021, Amount: \$21,504.39; (2) Date: 4/12/2021, Amount (\$357.14); (3)



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Date: 4/26/2021, Amount: \$525,068.90; (4) Date: 5/17/2021, Amount: **(\$836.69)**; (5) Date: 6/29/2021, Amount: **(\$362.75)**; (6) Date: 7/26/2021, Amount: \$4,174.58; (7) Date: 8/16/2021, Amount: **(\$74,530.00)**; (8) Date: 9/13/2021, Amount: **(\$517.85)**; and (9) Date: 9/17/2021, Amount: **(\$375,000.00)**.

16. Reviewed credit card statements from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1502 (Chief Executive Officer)
 - b. American Express Credit Card Ending in X1478 (Vice President of Programs)
 - c. American Express Credit Card Ending in X2427 (Director of Facilities)
 - d. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
 - e. American Express Credit Card Ending in X2005 (Governing Board Member)
 - f. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
 - g. American Express Credit Card Ending in X2419 (Vice President of Leadership)
 - h. American Express Credit Card Ending in X1528 (Director of Development)
 - i. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
 - j. American Express Credit Card Ending in X2542 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
 - k. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
 - l. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
 - m. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
 - n. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
 - o. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)
17. Reviewed bank statements and bank reconciliations from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
 - b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
 - c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter High School 2 and Camino Nuevo Charter Elementary School 3 via videoconference. No discrepancies were noted.
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of \$632,000 (consisting of board approved requests of \$250,000, \$125,000 and \$257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively); (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - \$1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments



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each at \$18,240 and a final irregular payment of \$1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; (d) Proposition 55 Funding Agreement for Camino Nuevo Charter Academy #2 executed on April 25, 2011; and (e) Revolving Line of Credit in the amount of \$2,000,000 entered with Wells Fargo Bank on February 18, 2013 and renewed on September 3, 2021. In support of the financing arrangements identified in a, b, c, d, and e above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 24(a) and 24(b)) under Item 32 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that CNCA4 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. CNCA disclosed two legal actions items that might have a material impact on the financial liability of the organization and one settlement agreement below:
 - a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020, CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is continuing to work with its insurance carrier in resolving this claim.
 - b. Camino Nuevo High School 1 Claim: On November 1, 2021, Better and Best Building Services filed a claim for breach of contract. CNCA canceled nightly janitorial cleaning services with Better and Best Building Services at CNHS1 due to financial hardship. Per CNCA, at that time, the vendor waived the early termination fee but is now asking for that money because he was not awarded a cleaning contract for all CNCA schools through CNCA's procurement process. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
 - c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for \$1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On September 9, 2020, CNCA issued a payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. On July 16, 2021, CNCA entered into a settlement agreement with LAUSD and issued a payment of \$216,141 pursuant to the settlement agreement.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. CNCA4's reported Norm Enrollment was 652, 633, 632, 604, and 602 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated decrease in enrollment of (50) students since Fiscal Year 2017-2018. The CSD will continue to monitor the school's student enrollment through oversight.
31. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision requests submitted by the then-six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of \$4 million in surplus funds [representing a



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portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programming consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the \$4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by \$4 million. Based on CNCA's calculation, CNCA4's pro-rata share of this one-time asset transfer was \$395,784.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA \$250,000 interest-free loan to Camino Nuevo CNHS1 (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this \$250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the \$250,000 interest-free loan was only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per CNCA and documentation furnished to the CSD, on June 13, 2018, the \$250,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNHS1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of \$125,000 loan from the PN-EDG Opportunity Reserves Fund to CNHS1. Similar to the aforementioned \$250,000 loan to CNHS1, the additional \$125,000 loan to CNHS1 was also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the \$125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of \$257K for CNHS1 in order to maintain essential services. Upon inquiry by the CSD, on March 9, 2022, Excellent Education Development (ExEd), CNCA's back office service provider, confirmed that the transfer of \$257K was not needed after all, and therefore, was not disbursed.

The CNCA governing board voted to close CNHS1 as of the year ended June 30, 2021. According to CNHS1's closeout audit, which is included in CNCA's 2020-2021 annual independent audit, "all assets remaining after the satisfaction of liabilities and dispositions (or return) have been transferred to [CNCH2]," including the \$250,000 and \$125,000 intercompany loans mentioned above. Furthermore, the closeout audit indicates that CNHS1 vacated the facility resulting in the termination of the Proposition 1D agreement and loan forgiveness of \$9,021,398.



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Furthermore, as part of CNCA3's New Markets Tax Credit (NMTC) unwind/refinancing transaction (as described under Item 28 of CNCA3's 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG's Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmere Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmere, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG's then-CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG's then-CFO stated: "The current \$1,629,670.25 loan will be refinanced by Fifteenth and Ardmere, LLC on or about July 1, 2022, at which time the source of funds will be determined." As of January 31, 2022, the account balance was \$1,631,474 and there have not been account activities except for interest earned during Fiscal Year 2021-2022. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3's Eisner Campus in the future through oversight.

32. Per CNCA, the net loss of **(\$79,124)** reflected in the school's 2021-2022 First Interim report is primarily due to the COVID-19 pandemic-related impacts to the school's expenses and ADA.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;



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*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



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*An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as **Developing** [Rating of 2].*

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

*An existing school would be assessed as **Unsatisfactory** [Rating of 1] based on the statements below:*

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



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An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

(<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);

2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

New Schools:

REQUIRED CRITERIA

1. A new school is one that does not have an independent audit on file with the Charter Schools Division;
2. The cash balance at the beginning of the school year is positive;
3. If enrollment is significantly below the enrollment per the school's *Pupil Estimates for New or Significantly Expanding Charters* report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections;
4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school;
5. Interim reports and unaudited actuals project:
 - a. Positive net assets
 - b. Expenses less than revenues

New Schools:

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.



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A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LOS ANGELES UNIFIED SCHOOL DISTRICT

CHARTER SCHOOLS DIVISION

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT*

2021-2022 SCHOOL YEAR

FOR

CAMINO NUEVO HIGH 2 - 7624

Name and Location Code of Charter School

LAUSD Vision

L.A. Unified will be a progressive global leader in education, providing a dynamic and inspiring learning experience where all students graduate ready for success.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.

* 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 matters related to the school's governance, programs, facilities, operations, and/or fiscal management. Elements of the oversight process may be modified as LAUSD responds to the COVID-19 pandemic. To support the well-being of all at a school site, all are expected to follow applicable COVID-19 public health guidelines, including related District requirements for operations at District facilities. The assigned Specialist will reach out with more details, as needed. Thank you.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

Charter School Name:	Camino Nuevo High School 2			Location Code:	7624
Current Address:	City:	ZIP Code:	Phone:	Fax:	
3500 W. Temple St.	Los Angeles	90004	213-736-5566	(213) 736-5066	
Current Term of Charter¹:			LAUSD Board District:	LAUSD Local District:	
July 1, 2018 to June 30, 2023			2	Central	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Number Above/Below Enrollment Capacity (day of visit):		Above by 3	
503	500				
Grades Currently Served:	Grades To Be Served Per Charter:	Percent Above/Below Enrollment Capacity (day of visit):		Above by 0.06%	
9-12	9-12				
Norm Enrollment Number:			507		
Total Number of Staff Members:	61	Certificated:	32	Classified:	29
Charter School's Leadership Team Members:	Lawrence Boone, Principal; Chelsey Strawbridge, AP; Vanessa Ornelas, AP; Carmen Membreno, School Operations Manager; Tanya Castro, Student and Family Services Coordinator				
Charter School's Contact for Special Education:	Lawrence Boone, Principal; Darius Fequiere, CNCA Director of Special Education		SELPA & Option:	3	
CSD Assigned Administrator:	Jose Rodriguez		CSD Fiscal Services Manager:	Andrea Ines	
Other School/CSD Team Members:	Charles Miller, Vice President of Schools; Jamica Brazell, Senior Director of Human Resources; Katrina Taylor, CSD				
Oversight Visit Date(s):	March 1, 2022		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	No	LAUSD Co-Location Campus(es) (if applicable):		N/A	
		Date of Co-Location meeting with Operations Team:		N/A	

¹ AB 130 added Section 47607.4 to California Ed Code, which extends the term of all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, by two years.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

Certificate of Occupancy (COO) or Temporary Certificate of Occupancy Type: <small>(if a TCO, please note expiration date)</small>	COO	COO/TCO Approved Grade Levels and Occupancy Loads:	Grades 9-12, 544
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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
4	No Rating	3	4



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605, 47607, and 47607.2, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements.

REPORT GUIDE

LAUSD's oversight procedures are intended to balance a charter school's autonomy of operation with its accountability to the public. LAUSD utilizes a holistic, performance-based approach to evaluate all charter schools, guided principally by making decisions in the best interest of students. The CSD observes and monitors each charter school in accordance with applicable laws, regulations, LAUSD policy, memoranda of understanding, and the school's operative charter. Information gathered through oversight serves as part of the charter school's ongoing record for the District to make informed decisions about charter school authorization, renewal, material revisions, sharing of promising practices, and if need be, revocation. While LAUSD is responsible to provide oversight of its charter schools and the entities managing charter schools, the primary oversight of each charter school must first and foremost be performed by the charter school's own Governing Board. The Governing Board of a charter school has an ongoing responsibility to oversee the operations of its charter school(s), ensuring that every charter school it oversees is providing a high-quality educational program for students enrolled, is successfully fulfilling the terms of their charter, is fiscally sound, and complies with applicable laws, regulations, and court orders. In designing this document, the District has considered California charter school law, as well as the *LAUSD Policy and Procedures for Charter Schools*, California State Board of Education's criteria for evaluating charter schools, and the National Association of Charter School Authorizers' *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the Governing Board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating positive academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board's policies and procedures, as well as the school's educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives and stakeholders. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2021-2022*. The "Sources of Evidence" sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school's performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential "promising practices" are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under "Corrective Action Required," the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school's approved charter. **If the report includes any findings under "Corrective Action Required," the charter school must take immediate and appropriate steps to remedy the identified concern.** In accordance with its "tiered intervention" approach to charter school non-



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

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DATE OF VISIT: 3/1/2022

compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those “promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across all LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)

The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school’s executive level leadership. Based on the binder review and interviews with school leadership, the school provided the following evidence:

- The Governing Board bylaws are current and were amended on November 10, 2020
- The current roster of Board members (9), and the school’s website includes an email address to contact the Board
- School council(s) are in place as evidenced by the following documentation:
 - ELAC meeting:
 - At the time of the visit, the school was forming the ELAC committee to designate the SBC to function as the ELAC advisory committee.
 - SBC Meeting Agenda, & minutes (11/30/21, 1/25/22 and 2/2/22)
 - Agenda items included the following:
 - SBC election of Officers
 - SBC Member Training Determine schedule of meeting dates
 - Title I: Parent Involvement Policy/Home-School Compact/Pledge
 - Board Policies, Retention and Culminating Policy
 - Safety Plan review
 - Student Achievement Data (SBAC, ELPAC, California Dashboard)
- An evaluation system for school leaders that includes the following criteria:
 - Develops a shared commitment to the CNCA Mission
 - Develops shared vision for realizing CNCA Mission
 - Welcomes families and community members into the school
 - Develops and implements a family engagement plan to develop a true partnership
 - Develops partnerships with families to encourage student achievement and success

G2: BROWN ACT

The Governing Board complies with all material provisions of the Brown Act. Based on the binder review, the school provided the following evidence:



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DATE OF VISIT: 3/1/2022

- Calendar(s) of meetings of Governing Board meetings that have been held for the following dates: (July 21, 2021; August 10, 2021; September 14, 2021; October 19, 2021; November 9, 2021; December 16, 2021; January 7, 2022 (Emergency); January 11, 2022 (Special) and February 7, 2022
- Agenda items provide enough information to understand what is being discussed during the meeting
- Brown Act training occurred on January 7, 2022, and was provided by Procopio Cory Hargreaves & Savitch LLP
- Board posts all agendas and minutes, including special meetings on the school's website, all documents are available through the Board-On-Track system

G3: DUE PROCESS

The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Based on the binder review, the school provided the following evidence:

- A Student and Family Handbook (English and Spanish) which delineates complaint procedures for students and parents, along with the CNCA Formal Complaint Form in English and Spanish
- The Employee Handbook and CNCA/CNTA Collective Bargaining Agreement which delineates complaint procedures for employees
- The school Uniform Complaint Procedures (UCP) are included in the Student and Family Handbook (English and Spanish), and posted on the school's website
 - The UCP identifies the compliance officer, notifications, procedures, and steps in filing a complaint, mediation, investigation, response, final written decision and appeals to the California Department of Education

Areas Noted for Further Growth and/or Improvement

None

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE:** *If the CSD gathers or otherwise receives substantial evidence of conflict(s) of interest with respect to a Governing Board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - QUALITY INDICATOR #1**

The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:

- Governing Board composition, structure, roles, and responsibilities
- Governing Board seeks input from committees/councils described in the school's charter including but not limited to those mandated by laws or regulations as applicable (e.g., SSC and ELAC)
- Evaluation of school's executive level leadership (including, but not limited to, those positions reporting to the Governing Board, as indicated in Element 4, such as Executive Director, Area Superintendent, Principal, etc.)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input checked="" type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a system for the evaluation of the school's executive level leadership <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter, nor any mandated committees/councils or a system for the evaluation of the school's executive level leadership	<input checked="" type="checkbox"/> Organizational chart (B1.1) <input checked="" type="checkbox"/> Bylaws (B1.2) <input checked="" type="checkbox"/> Board member roster (B1.3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Committee/council calendars, agendas, minutes, and sign-ins (B1.6) <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level leadership. (B1.7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

G2: BROWN ACT - QUALITY INDICATOR #2

The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:

- Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act
- Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition
- Governing Board meeting agendas are posted and maintained, as appropriate, including on the school’s website and in accordance with the Brown Act and with sufficient specificity
- Governing Board meetings are held in accordance with the requirements of E.C. 47604.1

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas (B1.4) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Brown Act training documentation (B1.8a) <input checked="" type="checkbox"/> Compliance with E.C. 47604.1 (B1.8b) <input checked="" type="checkbox"/> Documentation of the school’s agenda posting procedures (B1.9) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**G3: DUE PROCESS - QUALITY INDICATOR #3**

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- Student discipline
- Employee grievances and discipline
- Parent/stakeholder complaint resolution procedure (complaints outside regulatory scope of UCP)
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Employee Handbook(s) (B1.10b) <input checked="" type="checkbox"/> Uniform Complaint Procedures policy and form(s) (B1.11) <input checked="" type="checkbox"/> Stakeholder complaint procedures and form(s) (B1.12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1.13) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**G4: RESPONSIVE AND ACCOUNTABLE GOVERNANCE - QUALITY INDICATOR #4*****The Governing Board has systems in place to ensure ongoing:***

- Review and use of academic performance (e.g., CA School Dashboard, internal assessments, etc.) and other school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- Monitoring of the school's implementation of its LCAP and additional school plans, e.g., CSI, SPSA (action plans and progress toward LCAP goals)
- Transparent governance and accountability to stakeholders
- Monitoring of staffing needs and compliance with all applicable credentialing, clearance, and training requirements

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The Governing Board regularly considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria) <input checked="" type="checkbox"/> The Governing Board considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board inconsistently considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.) <input type="checkbox"/> The Governing Board seldom considers school performance, stakeholder input, and other data to inform decision-making (e.g., approving action plans, resources, evaluation criteria, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and other internal data, including but not limited to: (B1.4) <input checked="" type="checkbox"/> CA School Dashboard Academic Performance Indicators (ELA, MATH, ELPI, CCI) <input checked="" type="checkbox"/> CA School Dashboard Academic Engagement Indicators (Chronic Absenteeism, Graduation Rate) <input checked="" type="checkbox"/> CA School Dashboard Conditions and Climate Indicator (Suspension Rate) <input checked="" type="checkbox"/> Attendance rate <input checked="" type="checkbox"/> Internal assessment data <input checked="" type="checkbox"/> Enrollment data <input checked="" type="checkbox"/> Staffing data (retention, turnover, certification, etc.) <input checked="" type="checkbox"/> Board meeting calendar (B1.5) <input checked="" type="checkbox"/> Other evidence of a system for Board review and analysis of internal school data to inform decision-making (B1.14a) <input checked="" type="checkbox"/> Board member training documentation (roles, responsibilities, etc.) (B1.14b) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with school leadership <input checked="" type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**G5: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #5*****The Governing Board has a system in place to ensure fiscal viability:***

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.
- If applicable, all LAUSD Board of Education-approved fiscal condition-related benchmark(s) are met by the required deadline(s).

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong with positive net assets in the prior two independent audit reports, and, if applicable, all LAUSD Board of Education-approved fiscal-condition related benchmark(s) are met by the required deadline(s) <input type="checkbox"/> The school is fiscally stable, with positive net assets in the most current independent audit report* <input type="checkbox"/> The school is fiscally weak or unstable**, net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division* <input type="checkbox"/> The school is consistently fiscally weak, net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division* *Additional considerations that could influence the rating may include: inadequate cash flow, financial condition and/or enrollment reflecting a downward trend or beginning to show signs that illustrate or contribute to deteriorating financial health potentially leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years, multi-year reliance on financing resources for the school's operations (e.g., factoring of receivables, intraorganizational loans, third party loans, continuing deficit spending, etc.). **For example, the school's financial condition fluctuates from year to year, with significant net losses, leading to negative net assets in the current fiscal year and/or the foreseeable future fiscal years.	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other financial information submitted by the school <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**G6: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #6***The Governing Board has a system in place to ensure sound fiscal management and accountability:*

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.
- The two most current annual independent audits show no material weaknesses, deficiencies, and/or findings.

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school consistently adheres to the Governing Board approved fiscal policies and procedures, does not have any areas noted for improvement, and the two most current annual independent audits show no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement, and the most current annual independent audit shows no material weaknesses, deficiencies, and/or findings <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, unresolved recurring issues, potential conflicts of interest, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1.4) <input type="checkbox"/> Other evidence of a system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1.15) <input type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to GOVERNANCE (if applicable):

N/A



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SCHOOL NAME: Camino Nuevo High School 2

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DATE OF VISIT: 3/1/2022

STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	No Rating
California Department of Education's (CDE) Charter School's Performance Category	Middle Performing
<p>Does the charter school qualify for technical assistance? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Is the charter school a state-identified school under the Every Student Succeeds Act (ESSA)? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p> <p>If yes, what is the school's identification? (See additional information within "Notes" section below)</p> <p><input type="checkbox"/> Comprehensive Support and Improvement (CSI)</p> <p><input type="checkbox"/> Additional Targeted Support and Improvement (ATSI)</p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p><u>Areas Noted for Further Growth and/or Improvement</u></p> <p>A11: ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate lower than the state average (0.6% vs. 6.9%)</p> <p>School leadership shared the following strategies to improve the English Learner reclassification:</p> <ul style="list-style-type: none"> • The school conducts ongoing professional development to align ELD instruction and subject matter that is covered on the ELPAC • English language learners are provided small group instruction and are taught high-utility vocabulary that they are unlikely to learn on their own during class • The school utilizes EL Shadowing Days, Instructional coaches follow EL students to record data on how much students are speaking, writing or reading aloud in class. This informs the school's plan for ELD professional developments and next steps with the ELD Program • Special education teachers support language acquisition to differentiate language (ELD) instruction while also meeting particular processing deficits of Special education students <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	
<p>Notes: Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2021 Dashboard. Accordingly, no overall score will be issued in the Student Achievement and Educational Performance category for the 2021-2022 Annual Performance-Based Oversight Report. Please note that, although the overall Student Achievement and Educational Performance category is not scored, Indicator A11: English Learner Reclassification below is scored based on 2020-2021 reclassification data.</p>	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**Reclassification Criteria:**

Reclassification criteria are as follows:

- Summative ELPAC Score
 - Overall performance level of 4
- English Lexile Level
 - Lexile level falls within the “approaching college and career readiness” band or better
- English Writing Score
 - On-demand writing sample indicates that English writing approaches Standards (e.g., a score of a 2+ on a 4-point CNCA rubric). SBAC Writing Domain score may be used for this criterion
- Teacher Evaluation
 - ELA progress report 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

Graduation Criteria:



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

CNCA Proposed Minimum Required Coursework for Graduation

Courses	Grade Type	Number of Courses	Credits****
A-G Courses	C or higher	33 semesters	165
		(16.5 year long-classes)	
I-grad & Senior Seminar	C or higher	3	30
Electives*	C or higher	15 semesters	75
Internship**	1 completed	1	5
Service Hours***	40 hours		5
College Application Completion	At least four college applications must be submitted		
			280

*For students transferring in, the minimum grade requirement for transferrable elective credits will be determined on a case by case basis.

** An internship must be completed for all CNCA High School students who attend CNCA high school beginning in ninth grade

*** 10 hours per year enrolled in a CNCA High School

**** In exceptional instances, such as newcomers beginning in 11th grade, the minimum number of credits required for graduation might be reconsidered, contingent on approval by CEO.

***NOTE: A charter school cannot receive a rating in this category greater than a 1 if the school has been identified as Low performing charter school based on the state's published list.**



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**A1: DASHBOARD SCHOOLWIDE ELA INDICATOR - QUALITY INDICATOR #1**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELA data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard ELA Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELA Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A2: DASHBOARD SCHOOLWIDE MATH INDICATOR - QUALITY INDICATOR #2

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Math data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Green; or Yellow and at/above statewide average <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Yellow and below statewide average; or Orange <input type="checkbox"/> The schoolwide Dashboard Math Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Math Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/1/2022**A3: DASHBOARD SCHOOLWIDE ENGLISH LEARNER PROGRESS INDICATOR (ELPI) - QUALITY INDICATOR #3**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide ELPI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard ELPI color is Blue <input type="checkbox"/> The schoolwide Dashboard ELPI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard ELPI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard ELPI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the ELPI on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input type="checkbox"/> Other: (Specify)

A4: DASHBOARD SCHOOLWIDE COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide CCI data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard CCI color is Blue <input type="checkbox"/> The schoolwide Dashboard CCI color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard CCI color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the CCI on the Dashboard <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/1/2022**A5: DASHBOARD SCHOOLWIDE CHRONIC ABSENTEEISM INDICATOR - (GRADES K-8) - QUALITY INDICATOR #5**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Chronic Absenteeism Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Chronic Absenteeism Indicator color is either Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Chronic Absenteeism Indicator on the Dashboard <input type="checkbox"/> Not Applicable - The Chronic Absenteeism Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A6: DASHBOARD SCHOOLWIDE SUSPENSION RATE INDICATOR - QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Suspension Rate Indicator data (CDE)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Green; or Yellow and at/below statewide percentage <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Yellow and above statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Suspension Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Suspension Rate Indicator on the Dashboard	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/1/2022**A7: DASHBOARD SCHOOLWIDE GRADUATION RATE INDICATOR - (GRADES 9-12) - QUALITY INDICATOR #7**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- California School Dashboard Schoolwide Graduation Rate Indicator data (CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Blue <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Green; or Yellow and at/above statewide percentage <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Yellow and below statewide percentage; or Orange <input type="checkbox"/> The schoolwide Dashboard Graduation Rate Indicator color is Red <input checked="" type="checkbox"/> Not Available - No color assigned for the Graduation Rate Indicator on the Dashboard <input type="checkbox"/> Not Applicable - Graduation Rate Indicator is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Provide Graduation Requirements (Additional info within "Notes" section above) (B2.5) <input type="checkbox"/> Other: (Specify)

A8: DASHBOARD SUBGROUP ELA - QUALITY INDICATOR #8

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard ELA (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have "Status/Distance From Standard (DFS)" scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have "Status/DFS" scores above the statewide averages <input type="checkbox"/> None of the school's numerically significant subgroups have "Status/DFS" scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/1/2022**A9: DASHBOARD SUBGROUP MATH - QUALITY INDICATOR #9**

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide averages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide averages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> LAUSD Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)

A10: DASHBOARD SUBGROUP COLLEGE/CAREER INDICATOR (CCI) - (GRADES 9-12) - QUALITY INDICATOR #10

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Performance of all numerically significant subgroups (30 or more students) on the California School Dashboard CCI (Students with Disabilities, English Learners, and Socioeconomically Disadvantaged, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> All numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> The majority of numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> Less than a majority of the numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input type="checkbox"/> None of the school’s numerically significant subgroups have “Status/DFS” scores above the statewide percentages <input checked="" type="checkbox"/> Not Available - No assessment of performance for this indicator <input type="checkbox"/> Not Applicable - CCI is not applicable for the grade levels assigned at the charter school	<input type="checkbox"/> California School Dashboard Report (CDE) <input type="checkbox"/> Office of Data & Accountability’s Data Set (B2.1) <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/1/2022

A11: ENGLISH LEARNER RECLASSIFICATION - QUALITY INDICATOR #11

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2020-2021 (CDE)

	Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input type="checkbox"/> The school reclassifies English Learners at a rate higher than the state average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the state average <input checked="" type="checkbox"/> The school reclassifies English Learners at a rate lower than the state average <input type="checkbox"/> The school did not reclassify any of its English Learners <input type="checkbox"/> Not Available - The school did not have any English Learners <input type="checkbox"/> Not Applicable - No assessment of performance for this indicator 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reclassification report (CDE) <input checked="" type="checkbox"/> Office of Data & Accountability's Data Set (B2.1) <input type="checkbox"/> Summative ELPAC report (CDE) (B2.3) <input checked="" type="checkbox"/> Reclassification Criteria for all applicable grade levels (Additional info within "Notes" section above) (B2.4) <input checked="" type="checkbox"/> Rate of "At Risk" ELs in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above) <input checked="" type="checkbox"/> Rate of "LTELs" in comparison to the state average <ul style="list-style-type: none"> <input type="checkbox"/> Higher <input type="checkbox"/> Same <input checked="" type="checkbox"/> Lower (Additional info within "Notes" section above)



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DATE OF VISIT: 3/1/2022**A12: VERIFIED DATA - PERFORMANCE QUALITY INDICATOR #12****VERIFIED DATA****For Informational Use (Not Scored at This Time)**

The information provided on verified data is to determine the charter school's verified data implementation. The renewal criteria for charter schools identified by the CDE as Middle and Low performing shall include the consideration of clear and convincing data, demonstrated by verified data, showing either of the following: (a) The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or (b) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers (Ed. Code, § 47607(c)(2)(B)).

The information below is based on charter school's self-reported data and responses to questions provided prior to the oversight visit.

The State Board of Education (SBE), at its November 2020 meeting, approved the criteria to define verified data and the list of valid and reliable assessments and measure of postsecondary outcomes (<https://www.cde.ca.gov/sp/ch/verifdata.asp>). The charter school identified the academic progress indicator(s) (verified data) used by the charter school during the 2021-2022 academic school year.

- | | | |
|---|--|--|
| <input type="checkbox"/> Adaptive, Diagnostic Assessment of Mathematics (ADAM)/Diagnostic Online Math Assessment (DOMA) by Let's Go Learn | <input type="checkbox"/> FastBridge by Illuminate | <input type="checkbox"/> RAPID by Lexia Learning |
| <input type="checkbox"/> California Assessment of Student Performance and Progress (English Language Arts/Literacy and Mathematics) (methodology mutually agreed upon by the chartering authority and charter school) | <input checked="" type="checkbox"/> iReady by Curriculum Associates | <input type="checkbox"/> Reading Inventory by Houghton Mifflin Harcourt |
| <input type="checkbox"/> Diagnostic Online Reading Assessment (DORA) by Let's Go Learn | <input type="checkbox"/> Math Inventory by Houghton Mifflin Harcourt | <input type="checkbox"/> SAT Suite by College Board |
| <input type="checkbox"/> easyCBM by Riverside Insights | <input type="checkbox"/> mCLASS by Amplify | <input type="checkbox"/> Star Assessments by Renaissance |
| <input type="checkbox"/> ELPAC by Educational Testing Service | <input type="checkbox"/> Measures of Academic Progress by NWEA | <input type="checkbox"/> The school is not using a state approved verified data (see Verified Data Notes below): |



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Verified Data Assessment	Grade Levels Assessed	95% Participation Rate (Met/Not Met)	Frequency of Administration of Verified Data Assessment
1. iReady by Curriculum Associates (ELA)		<input type="checkbox"/> Met <input checked="" type="checkbox"/> Not Met	
2. iReady by Curriculum Associates (Math)		<input checked="" type="checkbox"/> Met <input type="checkbox"/> Not Met	
3. [Add additional as needed]		<input type="checkbox"/> Met <input type="checkbox"/> Not Met	

If the charter school did not meet the 95% participation rate, the charter school provided the following plan to address participation rate as follows:
This year we administered the MOY I-Ready assessments two days before the Winter Break. Make ups were to occur after the break but then COVID surge occurred.

The charter school disaggregated student performance data for the subgroups: Yes No

If applicable, the charter school provided disaggregated student performance data for the following subgroups:

- | | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaska Native | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian | <input type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Black or African American | <input checked="" type="checkbox"/> Latino | <input type="checkbox"/> White |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Native Hawaiian or Pacific Islander | |
| <input type="checkbox"/> Filipino | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged | |

The charter school provided the following description of how the school implemented protocols to ensure the assessment(s) are administered as intended:
The assessments were administered as intended. I-Ready assessments are computer-based assessments. Prior to testing, all computers were checked prior to testing to ensure they met the security requirements. Teachers debriefed students on the importance of the assessment and expectations for behavior during the test. Each testing environment was secured. Teachers ensured that student electronic devices were placed in his/her backpack. Students also tested in the same cohort each day. Students were not allowed to talk during the examination period. The whole school spent 3.5 hours on the ELA section and 3.5 hours on the Math section. Any student who needed time above that worked in small groups in the college center.

The charter school affirmed that the assessments were administered as intended, consistent with the test's publishers' administration and test security procedures:
 Yes No



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DATE OF VISIT: 3/1/2022**HIGH SCHOOLS ONLY:**

The California Department of Education (CDE) adopted postsecondary indicator(s) data to be used by the school to verify postsecondary outcomes “as defined by college enrollment, persistence, and completion... equal to similar peers.” The school is using the following data source(s):

- | | | |
|---|---|---|
| <input type="checkbox"/> California Department of Education DataQuest College-Going Rate | <input type="checkbox"/> National Student Clearinghouse Student Tracker | <input type="checkbox"/> University of California Undergraduate Graduation Rates |
| <input type="checkbox"/> California State University Enrollment Dashboard Student Origin | <input type="checkbox"/> University of California Admissions by School Source | <input type="checkbox"/> The school is not using a state identified data sources (see Verified Data Notes below): |
| <input type="checkbox"/> Cal-PASS Plus High School to Community College Transition Report | | |

The postsecondary data includes the results of at least 95% percent of eligible students: Yes No

The postsecondary data includes the number of missing or non-participating students: Yes No

N/A

The charter school provided evidence of comparing the data to similar peers (which may include, but not limited to, similar demographics, pupil subgroups, first-time college attendance, or other similar circumstances and if not available, comparison to statewide data): Yes No

N/A

Verified Data Notes:

None

Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):

N/A



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DATE OF VISIT: 3/1/2022**LOCAL CONTROL ACCOUNTABILITY PLAN 2021-2022 (For Informational Purposes Only)***The CSD reviewed the Local Control Accountability Plan.*

All requested template information and descriptions were provided:	Sources of Evidence
<ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCFF Budget Overview for Parents <input checked="" type="checkbox"/> Annual Update for the 2019-202 LCAP Year <input checked="" type="checkbox"/> Annual Update for the 2020-2021 Learning Continuity and Attendance Plan <input checked="" type="checkbox"/> 2021-2024 Plan Summary <input checked="" type="checkbox"/> Stakeholder Engagement <input checked="" type="checkbox"/> Goals and Actions <input checked="" type="checkbox"/> Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students <input checked="" type="checkbox"/> Expenditures Tables 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Local Control Accountability Plan (B2.7) <input checked="" type="checkbox"/> Board Agenda and Minutes (B2.7)

Notes:
None



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <p>O1: SCHOOL SAFETY AND OPERATIONS: SCHOOL SAFETY PLAN AND PROCEDURES</p> <p>The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety. Based on the binder review, and interviews with school leaders, the school provided the following evidence:</p> <ul style="list-style-type: none"> • A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site • Comprehensive Health, Safety, and Emergency preparedness plan, including emergency team roles and assignments, evacuation route maps, emergency procedures and drills • COVID 19 Visitor Policy and Procedures • Completion of training course(s) for Child Abuse, Blood Borne Pathogens, Suicide Prevention and Awareness, and Epi-pen (6 staff members) • Documentation of student immunizations and health screenings per applicable law and terms of the charter • Student ID cards contain the phone number of the National Suicide Prevention • Pupil Suicide Prevention Policy in compliance with AB 2246 • Per AB 2009, the school has automated external defibrillator(s) (AED) <p>O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM</p> <p>The school has substantially implemented the educational program, including key features, outlined in the school’s charter and aligned to California State Content Standards specific to the grade levels served. Based on the binder review and interviews with school leadership and teachers, the school provided the following evidence:</p> <ul style="list-style-type: none"> • The school implements a grade-level-appropriate California academic standards-based instructional program as evidenced by lesson plans, curriculum maps and pacing guides for ELA, ELD, Math (CPM), History, and Science • A Literacy Framework 5-year plan which includes standards, objectives, and agendas • Classroom observations provided examples of the school focus on Close reading, student to student interaction, and social justice lesson tie in • Teachers utilize “Lesson Studies”- to plan lessons centered on the school’s instructional focus. Teachers then observe each other and give feedback as a group • WASC accreditation letter dated 5/1/2017, six-year cycle ending June 30, 2023 • A-G high school courses have been approved through UC Doorway • The school offers Advance placement courses in Biology, Calculus, English Language and Composition, Spanish Language and Culture, U. S. Government and Politics, World History, 2-D Art and Design, and Drawing 	



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DATE OF VISIT: 3/1/2022**O7: PROFESSIONAL DEVELOPMENT**

The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter. Based on the binder review and interviews with school leadership, the school provided the following evidence:

- Summer professional development (July 29- August 6, 2021) that includes the following:
 - Covid Protocols and Operations
 - iReady assessment, student data analysis
 - Strategic Plans for Student achievement, Social Justice, Technology and Mental Health
 - Restorative Practices Training
 - Standards Based Grading Norms
 - Special Education and “Passports” overview
- The school provides weekly professional development sessions that include the following:
 - Mandated report – Pathogens and Sexual Harassment prevention training
 - Differentiated Close Reading strategies
 - iReady data analysis and planning
 - Differentiated Standard based grading alignment
 - Lesson Study planning (selected strategies)
 - Ethnic Studies trauma informed instruction

Areas Noted for Further Growth and/or Improvement**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis

The school reclassifies English Learners at a rate lower than the state average (0.6% vs. 6.9%)

In light of these results, and to support improved academic achievement for EL students, the school has shared strategies, interventions and supports as noted in the Student Achievement and Educational Performance indicator of this report.

O5: SPECIAL EDUCATION

The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements

- At the time of the visit, review of Welligent reports revealed the following:
 - Welligent 200 report revealed that twenty four IEP's were overdue



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- Welligent 300 report revealed six records in tier 6, three records in tier 5 and sixteen records in tier 4

On June 3, 2022, the Charter Schools Division (CSD) issued Camino Nuevo Charter Academy High 2 a Notice to Cure due to noncompliance with applicable law, district policy and charter terms related to providing a free appropriate public education (FAPE) to students with disabilities. The Governing board, and CNCA were asked to respond by June 17, 2022. The CSD will continue to monitor the Notice to Cure through ongoing oversight.

Corrective Action Required

None noted that require immediate action to remedy concerns indicated in this report.

Notes:

None

***NOTE:**

- *A charter school cannot receive a rating in this category greater than 1 for any of the following reasons: (1) Failed to complete criminal background clearances for any new staff and/or sole proprietor (as defined on the Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022) prior to employment; and/or failed to obtain DOJ clearance certification, as appropriate, from a vendor; or (2) Failed to have Health, Safety, and Emergency Plan in place.*
- *A charter school cannot receive a rating in this category greater than 2 for any of the following reasons: (1) Failed to conduct child abuse mandated reporter training in accordance with Education Code 44691; or (2) Any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.*

O1: SCHOOL SAFETY PLAN AND PROCEDURES - QUALITY INDICATOR #1

The school has a system in place to ensure:

- A current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- A current site-specific comprehensive Health, Safety, and Emergency Plan is completed
(Note: for co-locations, the charter school adheres and complies with the District school's Integrated Safe School Plan)
- A visitor's policy is visible in the school's main office and Parent-Student Handbook
- Documentation of student immunizations
- Documentation of health screenings per applicable law and terms of the charter (vision screenings upon school entry and every third year thereafter through grade 8 and hearing screenings are mandated in kindergarten/first grade and in second, fifth, eighth, tenth/eleventh grade and upon first school entry)



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- A Board adopted Pupil Suicide Prevention Policy (grades 1-6 and/or grades 7-12, as applicable), as outlined in Ed. Code, § 215
- Needy students receive one nutritionally adequate free or reduced priced meal each school day, as outlined in Ed. Code, § 47613.5
- For schools offering an interscholastic athletic program, at least one automated external defibrillator (AED) is onsite and available for use, as outlined in Ed. Code, § 35179.4 and 35179.6
- For schools serving grades 7-12, Student ID cards have the phone number of the National Suicide Prevention Lifeline printed on at least one side, as outlined in Ed. Code, § 215.5

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place to ensure the protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input checked="" type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety in compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3.2a) <input checked="" type="checkbox"/> Student immunization (B3.2b) <input checked="" type="checkbox"/> Health screening (B3.2b) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3.1b) <input checked="" type="checkbox"/> Evacuation route maps (B3.1b) <input checked="" type="checkbox"/> AED (schools with an interscholastic athletic program) (B3.2e) <input checked="" type="checkbox"/> Student ID card printed with the National Suicide Prevention Lifeline phone number (B3.2f) <input type="checkbox"/> Board adopted policy on pupil suicide prevention (grades K-6) (B3.1g) <input checked="" type="checkbox"/> Board adopted policy on pupil suicide prevention (grades 7-12) (B3.1f) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Visitor's Policy (B3.1a) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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DATE OF VISIT: 3/1/2022**O2: HEALTH AND SAFETY TRAINING AND PREPARATION – QUALITY INDICATOR #2*****The school has a system in place to ensure:***

- The school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency (includes threat assessment protocol)
- School staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting, as outlined in Ed. Code, § 44691
- Maintenance of an emergency epinephrine auto-injector (“epi-pen”) onsite and training has been provided to volunteer staff member(s) in the storage and emergency use of the epi-pen, per applicable laws
- Pupil Suicide Prevention and Awareness Training (as applicable)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure required health and safety training for the protection of students and staff is completed and in compliance with applicable legal and charter school requirements related to health and safety	<input checked="" type="checkbox"/> Documentation of emergency drills and training (B3.1c) <input checked="" type="checkbox"/> Provision and location of onsite emergency supplies (B3.1b) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3.1d and B3A.5) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3.1e and B3A.5) <input checked="" type="checkbox"/> Pupil Suicide Prevention and Awareness Training (B3.1f, g and B3A.5) <input checked="" type="checkbox"/> Epi-pen and training (B3.2c) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> (“ESSA Grid”) (B3A.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**O3: IMPLEMENTATION OF THE EDUCATIONAL PROGRAM- QUALITY INDICATOR #3**

The school has systems in place to ensure alignment to the curricular and educational program outlined in the approved charter petition by:

- Implementing key features of the educational program described in the charter
- Implementing standards-based instruction schoolwide in accordance with the California State Content Standards specific to the grade levels served and aligned with the needs of students
- Implementing assessments to measure the development of grade-level appropriate academic and non-academic skills
- Reviewing progress towards annual goals for all students and subgroups the school serves consistent with educational outcomes detailed in the California School Dashboard
- Providing teacher, staff, and administrator professional development specific to supporting desired student outcomes and key features outlined in the school's charter
- Implementing a system to monitor student progress toward and completion of graduation and A-G requirements (**high schools only**)

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input checked="" type="checkbox"/> The school has substantially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has partially implemented the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served <input type="checkbox"/> The school has minimally implemented, or not at all, the educational program, including key features, outlined in the school's charter and aligned to California State Content Standards specific to the grade levels served	<input checked="" type="checkbox"/> Implementation of an educational program serving all grade levels approved to be served per charter (B3.3i, j, k) <input type="checkbox"/> California State Content Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input type="checkbox"/> Technology readiness to administer CAASPP assessments (B3.3c) *new schools only <input checked="" type="checkbox"/> WASC accreditation (B3.3d) <input checked="" type="checkbox"/> UC Doorways course approval documentation (B3.3e) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**O4: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - QUALITY INDICATOR #4***The school has a system in place to ensure:*

- Implementation of differentiated instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all numerically significant subgroups identified in the school's LCAP and by the CDE
- Implementation of internal student assessments aligned with instructional outcomes to determine student mastery of California State Content Standards
- Disaggregation and analysis of data on a regular basis to address individual student needs and guide instructional planning and use of interventions
- Implementation, review, and modification, as appropriate, of its Master Plan for English Learners (EL identification, designated and integrated ELD standards-based instruction, progress monitoring, assessment, and reclassification)
- A staff person is designated to assist and support foster youth/students experiencing homelessness

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis <input type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis <input checked="" type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis <input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Standards-based instructional program (B3.3a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for all students, including but not limited to foster youth, low-income, English Learners, students with disabilities, at-risk students, and high performing students (B3.3i) <input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3.3i) <input checked="" type="checkbox"/> Implementation of a data analysis system (B2.1 and B2.6) <input checked="" type="checkbox"/> Internal assessment and analysis documentation (e.g., School Internal Assessment Data Report or equivalent) (B2.6) <input checked="" type="checkbox"/> Foster youth/students experiencing homelessness designee <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**O5: SPECIAL EDUCATION - QUALITY INDICATOR #5***The school has a system in place to ensure that the school:*

- Provides special education programs and services in accordance with students' IEPs
- Provides special education training for staff
- Conducts a special education self-review annually, using the Special Education Self-Review Checklist
- Maintains timely IEP timeline records and accurate service provision records in Welligent

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input checked="" type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements <input type="checkbox"/> Not Applicable - Charter school participates in LAUSD's Option 1 SELPA	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> District Validation Review (DVR) (B3.4a) <input checked="" type="checkbox"/> Self-Review Checklist (B3.4a) <input checked="" type="checkbox"/> Welligent reports and/or other documentation, including from the Division of Special Education (B3.4a) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Intervention and support for students with disabilities (B3.3i) <input checked="" type="checkbox"/> Consultation with Charter Operated Programs office <input checked="" type="checkbox"/> Other special education documentation (B3.4a) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> MOU Non-LAUSD SELPA <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - QUALITY INDICATOR #6**

The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:

- Align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, data monitoring and, includes a discipline system complaint process
- Provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive
- Minimize discretionary suspensions and expulsions
- Reduce or eliminate suspension disproportionality for student subgroups
- Minimize chronic absenteeism for all students and student subgroups
- Procedures for preventing acts of bullying, including cyberbullying, in accordance with the requirements of Ed. Code, § 32283.5 and 234.4

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input checked="" type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (B3.4c) <input checked="" type="checkbox"/> Implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3.4b) <input checked="" type="checkbox"/> Implementation of tiered behavior intervention, such as SST/COST (B3.4b) <input checked="" type="checkbox"/> Implementation of alternatives to suspension (B3.4b) <input checked="" type="checkbox"/> Implementation of schoolwide positive behavior support system (B3.4b) <input checked="" type="checkbox"/> Data monitoring (B3.4b) <input checked="" type="checkbox"/> LAUSD Office of Data & Accountability's Data Set for suspension, expulsion, disproportionality, and chronic absenteeism (B2.1) <input type="checkbox"/> Chronic absenteeism rates <input checked="" type="checkbox"/> Implementation of procedures for preventing acts of bullying, including cyberbullying (B3.4b) <input type="checkbox"/> Stakeholder focus group <input type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**O7: PROFESSIONAL DEVELOPMENT - QUALITY INDICATOR #7*****The school:***

- Has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs
- Provides faculty and other instructional staff with professional development opportunities to improve instructional practice
- Provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Professional development documentation (e.g. professional development year-long plan agendas, and sign-ins) (B3.4c) <input checked="" type="checkbox"/> Professional development training materials (B3.4c) <input checked="" type="checkbox"/> System to assess professional development needs (B3.4c) <input type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**O8: STAKEHOLDER ENGAGEMENT AND INVOLVEMENT - QUALITY INDICATOR #8**

The school has a system for stakeholder engagement, including gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- Provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school's charter, and the school LCAP
- Implements a School Site Council (SSC) and/or English Learner Advisory Committee (ELAC), in accordance with legal requirements (e.g., member composition of committee/council, legally required topics, etc.), if applicable
- Engages in communication that notifies parents, teachers, pupils and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has a highly developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a partially developed system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no system for stakeholder engagement, including gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1.10a) <input checked="" type="checkbox"/> LCAP (B3.3b) <input checked="" type="checkbox"/> Documentation of SSC and ELAC meetings (e.g., calendars, agendas, minutes, roster, and sign-in) (B3.4d) <input checked="" type="checkbox"/> Stakeholder consultation (B3.4d) <input checked="" type="checkbox"/> Parent/stakeholder involvement and engagement (B3.4d) <input checked="" type="checkbox"/> Communication to parents and other stakeholders of complaint resolution process(es) (B3.4d) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Stakeholder focus group <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

O9: TRANSPARENCY FOR STAKEHOLDERS- QUALITY INDICATOR #9

The school's documents that are available both manually and electronically serve as a vehicle for transparency through its displays and provision of information.

- Information is easily accessible to the public and school stakeholders, and is presented in English and applicable languages as required by law
- Applicable categories described in Charter School Transparency Resolution
- UCP and all complaint procedures
- Title IX information in accordance with Ed. Code, § 221.61**
- Suicide Prevention policy in accordance with Ed. Code, § 215**
- Notification requirements to pupils and parents or guardians of pupils on how to initiate access to available pupil mental health services on campus, in the community, or both no less than twice during the school year, in accordance with Ed. Code, § 49428
- Ensure that specified information on bullying and harassment prevention is readily accessible in a prominent location on the LEA's existing website in a manner that is easily accessible to parents or guardians of pupils, in accordance with Ed. Code, § 234.1 et seq.**
- Provides all stakeholders with appropriate, accessible, and relevant information about individual student and schoolwide academic progress and performance
- Identifies and implements the most appropriate methods of informing parents and guardians of pupils in grades 6-12, of human trafficking prevention resources, in accordance with Ed. Code, § 49381
- Informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)

“**” Indicates that the policy must be posted on website.

Rubric	Sources of Evidence
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system to share information with stakeholders, that is easily accessible via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a well-developed system to share information with stakeholders via its documents available both manually, electronically and on its website <input type="checkbox"/> The school has a partially developed system to share information with stakeholders via its documents available manually/electronically or on its website <input type="checkbox"/> The school has a minimally developed system to share information with stakeholders with limited to no availability of documents manually/electronically or on its website 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review of the availability of information to the public/stakeholders (B3.4e) for: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> LCAP <input checked="" type="checkbox"/> UCP Procedure and Forms <input checked="" type="checkbox"/> Complaint Procedure and Forms <input checked="" type="checkbox"/> Title IX Information <input checked="" type="checkbox"/> Suicide Prevention and Awareness <input type="checkbox"/> Financial Audit <input checked="" type="checkbox"/> Student Demographics <input checked="" type="checkbox"/> Student Achievement Information <input checked="" type="checkbox"/> Sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3.4e) <input checked="" type="checkbox"/> Parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3.4e) <input checked="" type="checkbox"/> Provision of stakeholder access to school's approved charter (B3.4e) <input checked="" type="checkbox"/> Informing parents/guardians of human trafficking prevention resources (grades 6-12) (B3.4e) <input checked="" type="checkbox"/> Notification of access to available mental health services (B3.4e) <input checked="" type="checkbox"/> Specified information on bullying and harassment prevention (B3.4e) <input checked="" type="checkbox"/> School website (B3.4e) <input type="checkbox"/> Other: (Specify)
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022**O10: EVALUATION OF SCHOOL STAFF - QUALITY INDICATOR #10**

The school has a system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements, including:

- Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff
- Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evaluation procedures with clear performance standards for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Evaluation tool for all school-based staff, including but not limited to administrators, certificated staff, and classified staff (B3.4f) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O11: CLEARANCES AND CREDENTIALING COMPLIANCE - QUALITY INDICATOR #11

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- All certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- Individuals employed in a teaching position during the 2019–20 school year obtain the appropriate certificate, permit, or other document for their certificated assignment no later than July 1, 2025 (Ed. Code, § 47605.4(a).)
- The charter school maintains appropriate assignments and monitoring throughout the year and addresses Exceptions (and makes Determinations, as appropriate) in CalSAAS during the CTC-identified annual window.
- Charter school identifies its charter user(s) who participate in CTC trainings as well as those through LACOE and/or LAUSD, and they establish internal processes that address not only the CalSAAS monitoring, but also the accurate submission of CALPADS Codes as they relate to the CalSAAS Determinations.
- The school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- The school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

- The school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, and Mandated Reporter Training 2021-2022</i> form (“ESSA Grid”) (B3A.1a) <input checked="" type="checkbox"/> Human Resources policies and procedures regarding ESSA qualifications and credentialing requirements <input type="checkbox"/> CalSAAS detail and summary reports; HR procedures for the CalSAAS; List of CalSAAS users who actively engage in the assignment monitoring process <input checked="" type="checkbox"/> Staff rosters and school master schedule (B3A.1b and B3A.1c) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A.1d) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A.2a, B3A.3, and B3A.4) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A.2b) <input checked="" type="checkbox"/> Vendor certifications (B3A.6) <input type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A.7) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT (if applicable):

N/A



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Camino Nuevo High School 2**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **3/1/2022**

Location Code: **7624**
 School Name: **Camino Nuevo High 2**
 FY Start Date: **2013-14**

Charter #: **1540**
 CDS Code: **1964733 0127910**

7624 Camino Nuevo High 2	2018-2019					2019-2020					2020-2021				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		0	996,596	902,897	902,896		911,326	910,816	1,190,599	1,190,598		736,673	651,881	989,849	989,848
Current Assets		0	1,429,768	1,419,989	1,419,988		1,423,968	1,374,666	1,787,651	1,787,650		2,689,537	2,731,178	2,763,449	2,763,448
Fixed and Other Assets		0	801,676	902,699	902,700		1,037,658	989,669	1,063,338	1,063,340		976,264	1,015,274	1,180,086	1,180,088
Total Assets		0	2,231,444	2,322,688	2,322,688		2,461,626	2,364,335	2,850,989	2,850,990		3,665,801	3,746,452	3,943,535	3,943,536
Deferred Outflow		0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		0	111,386	180,758	180,759		141,174	117,651	348,136	376,124		502,788	716,601	509,758	545,148
Other Long Term Liabilities		0	32,308	0	0		29,385	29,385	27,988	0		27,988	27,988	35,390	0
Unfunded OPEB Liabilities/Deferred Inflow		0	0	0	0		0	0	0	0		0	0	0	0
Total Liabilities		0	143,694	180,758	180,759		170,559	147,036	376,124	376,124		530,776	744,589	545,148	545,148
Net Assets		2,199,214	2,087,750	2,141,930	2,141,929		2,291,067	2,217,299	2,474,865	2,474,866		3,135,025	3,001,863	3,398,387	3,398,388
Total Revenues	6,800,492	6,758,210	6,777,829	6,872,641	6,872,641	7,000,908	6,859,550	6,915,410	6,846,024	6,846,026	6,555,988	7,544,930	7,561,794	7,818,934	7,818,934
Total Expenditures	6,729,831	6,529,939	6,661,022	6,701,654	6,701,654	6,846,667	6,710,413	6,840,042	6,513,090	6,513,089	6,247,488	6,884,770	7,034,796	6,895,412	6,895,412
Net Income / (Loss)	70,661	228,271	116,807	170,987	170,987	154,241	149,137	75,368	332,934	332,937	308,500	660,160	526,998	923,522	923,522
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	70,661	228,271	116,807	170,987	170,987	154,241	149,137	75,368	332,934	332,937	308,500	660,160	526,998	923,522	923,522
Net Assets, Beginning	1,909,274	1,970,943	1,970,943	1,970,943	1,970,942	2,087,750	2,141,930	2,141,931	2,141,931	2,141,929	2,217,299	2,474,865	2,474,865	2,474,865	2,474,866
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	(31,815)	0	0	0	0	70,989	0	0	0	0
Net Assets, Beginning, Adjusted	1,909,274	1,970,943	1,970,943	1,970,943	1,970,942	2,055,935	2,141,930	2,141,931	2,141,931	2,141,929	2,288,288	2,474,865	2,474,865	2,474,865	2,474,866
Net Assets, End	1,979,935	2,199,214	2,087,750	2,141,930	2,141,929	2,210,176	2,291,067	2,217,299	2,474,865	2,474,866	2,596,788	3,135,025	3,001,863	3,398,387	3,398,388

7624 Camino Nuevo High 2	Audited Financials					2021-2022				
	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	1,036,743	902,896	1,190,598	989,848	0		2,822,450	0	0	0
Current Assets	1,516,403	1,419,988	1,787,650	2,763,448	0		3,346,953	0	0	0
Fixed and Other Assets	726,507	902,700	1,063,340	1,180,088	0		1,138,787	0	0	0
Total Assets	2,242,910	2,322,688	2,850,990	3,943,536	0		4,485,740	0	0	0
Deferred Outflow	0	0	0	0	0		0	0	0	0
Current Liabilities	271,968	180,759	376,124	545,148	0		442,983	0	0	0
Other Long Term Liabilities	0	0	0	0	0		35,614	0	0	0
Unfunded OPEB Liabilities/Deferred Inflow	0	0	0	0	0		0	0	0	0
Total Liabilities	271,968	180,759	376,124	545,148	0		478,597	0	0	0
Net Assets	1,970,942	2,141,929	2,474,866	3,398,388	0		4,007,143	0	0	0
Total Revenues	6,675,663	6,872,641	6,846,026	7,818,934	0	8,288,503	9,343,301	0	0	0
Total Expenditures	6,242,844	6,701,654	6,513,089	6,895,412	0	8,031,323	9,191,170	0	0	0
Net Income / (Loss)	432,819	170,987	332,937	923,522	0	257,180	152,131	0	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	(384,277)	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	48,542	170,987	332,937	923,522	0	257,180	152,131	0	0	0
Net Assets, Beginning	1,922,400	1,970,942	2,141,929	2,474,866	0	3,001,863	3,398,387	0	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	210,821	456,625	0	0	0
Net Assets, Beginning, Adjusted	1,922,400	1,970,942	2,141,929	2,474,866	0	3,212,684	3,855,012	0	0	0
Net Assets, End	1,970,942	2,141,929	2,474,866	3,398,388	0	3,469,864	4,007,143	0	0	0



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DATE OF VISIT: 3/1/2022

FISCAL OPERATIONS	RATING
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 4, <i>Accomplished</i>.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>	4
<p>Camino Nuevo High School 2's (CNCHS2) fiscal condition is positive and has been upward trending since the 2017-2018 fiscal year. According to the 2020-2021 independent audit report, the school had positive net assets of \$3,398,388 and net income of \$923,522. The 2021-2022 First Interim report projected positive net assets of \$4,007,144 and net income of \$152,131.</p> <p>According to Camino Nuevo Charter Academy's (CNCA) independent audit report dated June 30, 2021, CNCHS2 is one of six schools operated by CNCA (including Camino Nuevo Charter High 1 (CNHS1), which was closed effective June 30, 2021). CNCA currently has five schools in operation, all of which are authorized by the Los Angeles Unified School District (LAUSD). CNCA, its related parties, and its charter schools reported positive net assets of \$79,906,570, and a net loss of (\$1,740,856) that was primarily due to the closing of CNHS1. CNCA (the CNCA Central Admin Office), without its related parties and its charter schools, reported negative net assets of (\$71,868) and net income of \$0 due to the asset transfer to and service agreements with Pueblo Nuevo Education and Development Group (PN-EDG). See further details under Item 31 in the Notes section below. According to CNCA, CNCHS2 pays annual management fees of 12% to PN-EDG for administrative services which Education Code Section 47632(f) defines as: "all funding except funding for capital outlay," for each CNCA school, as projected by PN-EDG on or about July 1, 2021, for services that include home support. In addition, to benefit and further the CNCA schools' charitable and educational purposes, since July 1, 2016, the contractual arrangements between CNCA and PN-EDG each year have been governed by an Agreement for Limited Services. Each of these Agreements are for twelve-month periods, commencing on July 1 each year, and are renewed annually. PN-EDG supports CNCA by administering many of the charitable activities that CNCA historically performed [e.g., early childhood services (pre-school), alumni services, development, and integrated community support], to enable CNCA to focus on charter school operations.</p> <p>Per the Sixth Amendment for Limited Services of July 1, 2021, "PN-EDG shall invoice CNCA every three (3) months for services performed, with a delineation between the Base Compensation for the limited services as described in Section 3.1 and the Mental Health Program Compensation for the services as described in Section 3.2. CNCA shall prepay the first payment (reflecting a three (3) month period) in the amount of \$1,269,574 as Base Compensation and \$284,250 as Mental Health Program Compensation, which shall be due to PN-EDG no later than July 1, 2021. After the initial three (3) month period, the Parties shall adjust the subsequent invoice to reflect the services performed and prepaid during that period. CNCA shall submit payment to PN-EDG for each school within twenty (20) calendar days of the deposit by the State with the County Treasurer of the state aid portion of each CNCA school."</p>	



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- The school's fiscal condition is positive.

	2017-2018 (Audited Actuals)	2018-2019 (Audited Actuals)	2019-2020 (Audited Actuals)	2020-2021 (Audited Actuals)	2021-2022 (First Interim)
Net Assets	\$1,970,942	\$2,141,929	\$2,474,866	\$3,398,388	\$4,007,144
Net Income/Loss	\$432,819	\$170,987	\$332,937	\$923,522	\$152,131
Transfers In/Out	(\$384,277)*	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$456,625

* The \$384,277 outbound money transfer summarized in the financial table above represents the one-time asset transfer from CNCHS2 to PN-EDG made on March 30, 2018, as approved by CNCA's governing board on June 13, 2017 (per CNCA's Board Resolution No. 2017-6-13). See further details regarding the rationale and purpose of this one-time transfer to PN-EDG from the then-six CNCA charter schools under **Item 31** in the **Notes** section below.

Areas Noted for Further Growth and/or Improvement:

No significant items noted.

Other Observations (Items described in this section, while not addressed in the charter school's Fiscal Policies and Procedures, are recommended for improvement to align with optimal business practices).

- Late Fees and/or Finance Charges:**

Based on the CSD's review of a sample of CNCA schools' check registers, bank statements, and related supporting documentation for the period spanning from October 2020 through October 2021, a sample of 41 checks, and 1 bank transaction (related to vendor payments) were selected for further review. The CSD noted five checks provided by CNCA referenced late fees, over limit fees, and/or finance charges. These late fees and finance charges, as reflected on invoices, are summarized below.



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Item #	Check #	Vendor Name	Posting Date	Check Amount	Late Fees/ Finance Charges/ Over Limit Fees	CSD's Comments
1	1031557	Pitney Bowes Purchase Power	7/7/2021	\$23.66	\$23.66	Finance charges at Camino Nuevo Charter Academy 3 (CNCA3)
2	1031629	Pitney Bowes Purchase Power	7/29/2021	\$996.86	\$187.54	\$42.99 in late fees and meter postage overage fees at CNCA3; and a total of \$144.55 in late fees and finance charges at CNCHS2
3	1031681	Pitney Bowes Purchase Power	8/25/2021	\$81.78	\$81.78	Late fees and finance charges at CNCHS2
4	1031697	Pitney Bowes Purchase Power	9/1/2021	\$761.96	\$61.96	Late fees, meter postage overage fees, and finance charges at CNCA3
5	P006447	Pitney Bowes Purchase Power	10/15/2021	\$16.26	\$16.26	Finance charges at CNCHS2
			TOTAL	\$1,880.52	\$371.20	

In response to the CSD's observations above, CNCA stated: "... Pitney Bowes clarified that the "finance charge" is a late fee that comes from the bank because there is a credit line, and the "late fee" is the fee that they themselves assess, they were unable to make adjustments to these fees. They recommended that Camino begin paying via credit card. On 01/28/2022 all Camino Sites using Pitney Bowes were instructed to change the payment method to Amex payments in order to ensure timely payments to this vendor and avoid future fees."

The CSD recommends that the school implement procedures to track all recurring and non-recurring invoices and billing statements and ensure that all vendors are paid timely, to prevent the school from incurring additional late fees, over limit fees, and/or finance charges in the future.

2. Inaccurate Billing Rates and Overpayment to Vendors:

Based on the CSD's review of a sample of the CNCA schools' check registers and related supporting documentation for the period spanning from October 2020 through October 2021, the CSD noted one check from Camino Nuevo Charter Academy 4 for which vendor's invoiced rates differed (i.e. charged higher server rate) from its approved contracted rates (Check #A001705, in the amount of



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\$33,256.19, dated 10/15/2021 and made payable to Better 4 You Meals, Inc.), resulting in a higher invoiced amount of \$60.93 for this payment.

In response to the CSD's observations above, CNCA indicated that the vendor made an invoicing error that affected all CNCA sites. The CSD was advised that the vendor would issue credit payments to all CNCA sites after adjustments have been calculated. CNCA stated that "[they] will include prices for servers in [their] compliance edit checks going forward, [which] are reviewed monthly by the schools."

The CSD recommends that CNCA ensure that systems are in place to include the process of comparing its vendor invoices against its approved contract prices to ensure that the correct rates and prices are billed and paid to align with CNCA's updated process described above.

The CSD will monitor these issues referenced in the "Other Observations" section of this report through oversight. The results may be factored into the school's rating for next year.

Corrective Action Required:

None noted that require immediate action to remedy concerns in this report.



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1. Reviewed independent audit report for the Fiscal Year ended June 30, 2021 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weaknesses: None Reported
 - c. Deficiencies/Findings: None Reported
 - d. Lack of Going Concern: None Reported
2. Governing board meeting minutes reflecting the presentation of financial reports, such as balance sheets, income statements, and cash flow statements were provided.
3. Governing board meeting minutes reflecting the adoption of the 2021-2022 budget were provided.
4. Evidence of CNCHS2 offering STRS, PERS, and/or Social Security benefits to its employees and proof of payment was provided.
5. Governing board meeting minutes reflecting the selection of the current independent auditor were provided.
6. Governing board meeting minutes reflecting the discussion of the most current independent audit report were provided.
7. Per the 2020-2021 audit report, the school's unrestricted ending fund/net asset balance is \$3,398,388 and total expenditures equal \$6,895,412. Therefore, the school's reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 is 49.28%, which exceeds the minimum 4% based on the school's Average Daily Attendance (ADA) of 456.20 per the school's 2021-2022 First Principal Apportionment data reported.
8. Per the 2020-2021 audit report, the school's cash and cash equivalents is \$989,848 and total expenditures equal \$6,895,412. Therefore, the school's cash reserve level is 14.36%, which exceeds the recommended 5%.
9. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD were provided.
10. Governing board meeting minutes reflecting the receipt, review, and discussion of the most current Annual Performance-Based Oversight Visit report were provided.
11. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures were provided.
12. A copy of the charter school's organizational chart, which depicts the current reporting structure of the charter school, including but not limited to, any board member, or school employee, who handle day-to-day finances and/or have responsibilities outlined within the charter school's financial policies and procedures, was provided.
13. An itemized accounting regarding total compensation paid in Fiscal Year 2020-2021 to all executives, school leaders, administrators, directors, and non-certificated staff either employed directly by the school or the entity managing the charter school, including the organization's home office, charter management organization, or related entities which may have decision-making authority over the school was provided.
14. The most current accounts payable aging report was provided.
15. Reviewed the following 41 checks and 9 electronic credit/debit transactions. The CSD's observations were noted under the Other Observations section above.
 - a. Check numbers (Wells Fargo Bank Account Ending in X7830): 1030316, 1030487, 1030500, 1030502, 1030578, 1030584, 1030620, 1030719, 1030748, 1030985, 1031074, 1031280, 1031288, 1031369, 1031395, 1031515, 1031523, 1031537, 1031557, 1031629, 1031681, 1031697, 1031702, 1031716, 1031732, 1031741, A001705, A001747, A001925, P002912, P003386, P003847, P003849, P003945, P003946, P004459, P005035, P005916, P006447, P006855, and P007088.
 - b. Reviewed 9 (debit) and credit transactions (Wells Fargo Bank Account Ending in X7830 for the months of April 2021 through September 2021 for sample testing. Transaction descriptions are: (1) Date: 4/2/2021, Amount: \$21,504.39; (2) Date: 4/12/2021, Amount (\$357.14); (3)



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Date: 4/26/2021, Amount: \$525,068.90; (4) Date: 5/17/2021, Amount: **(\$836.69)**; (5) Date: 6/29/2021, Amount: **(\$362.75)**; (6) Date: 7/26/2021, Amount: \$4,174.58; (7) Date: 8/16/2021, Amount: **(\$74,530.00)**; (8) Date: 9/13/2021, Amount: **(\$517.85)**; and (9) Date: 9/17/2021, Amount: **(\$375,000.00)**.

16. Reviewed credit card statements from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. American Express Credit Card Ending in X1502 (Chief Executive Officer)
 - b. American Express Credit Card Ending in X1478 (Vice President of Programs)
 - c. American Express Credit Card Ending in X2427 (Director of Facilities)
 - d. American Express Credit Card Ending in X5065 (Vice President of Human Resources)
 - e. American Express Credit Card Ending in X2005 (Governing Board Member)
 - f. American Express Credit Card Ending in X1510 (Vice President of Instruction & Curriculum)
 - g. American Express Credit Card Ending in X2419 (Vice President of Leadership)
 - h. American Express Credit Card Ending in X1528 (Director of Development)
 - i. American Express Credit Card Ending in X1551 (Director of Strategy & Operations)
 - j. American Express Credit Card Ending in X2542 (School Principal, Camino Nuevo Charter Academy #3 Castellanos)
 - k. American Express Credit Card Ending in X1452 (School Principal, Camino Nuevo Charter Academy #1 Burlington)
 - l. American Express Credit Card Ending in X1536 (School Principal, Camino Nuevo Charter Academy #2 Kayne Siart)
 - m. American Express Credit Card Ending in X1569 (School Principal, Camino Nuevo Elementary #3 Eisner)
 - n. American Express Credit Card Ending in X2385 (School Principal, Camino Nuevo Elementary #4 Cisneros)
 - o. American Express Credit Card Ending in X1445 (School Principal, Camino Nuevo High #2 Dalzell Lance)
17. Reviewed bank statements and bank reconciliations from April 2021 through September 2021. Selected the months of April 2021 through September 2021 for sample testing. No discrepancies were noted.
 - a. Wells Fargo Business Checking Account Ending in X7830 (Operating Account)
 - b. Wells Fargo Money Market Account Ending in X9941 (Investment Account)
 - c. Wells Fargo Bank Money Market Account Ending in X6837 (CNCA Collateral Account)
18. Segregation of Duties (SOD) reviews were conducted remotely at Camino Nuevo Charter High School 2 and Camino Nuevo Charter Elementary School 3 via videoconference. No discrepancies were noted.
19. Equipment inventory was provided.
20. The Education Protection Account (EPA) allocation and expenditures pertaining to the prior Fiscal Year (i.e., 2020-2021) are posted on the charter school's website.
21. The most current Audited Financial Statements are posted on the charter school's website.
22. The 2021-2022 Local Control and Accountability Plan was submitted to LAUSD.
23. The most current Local Control and Accountability Plan is posted on the charter school's website.
24. CNCA disclosed the following loan and/or line of credit financing with PN-EDG and third party entities: (a) Critical needs financing from PN-EDG to Camino Nuevo Charter High (Miramar) in the amount of \$632,000 (consisting of board approved requests of \$250,000, \$125,000 and \$257,000 in Fiscal Years 2018-2019, 2019-2020, and 2020-2021, respectively); (b) PN-EDG restricted fund loan to CNCA3 in the form of a Promissory Note for Fifteenth and Ardmore, LLC (Borrower) and Wells Fargo Bank, National Association (Lender). The terms of the Promissory Note are: Principal amount - \$1,629,670.25; Date of Note – June 27, 2019; Annual interest rate - 4.25%; and Payments – 35 regular payments



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each at \$18,240 and a final irregular payment of \$1,173,721.90; (c) Proposition 1D Funding Agreement for Camino Nuevo Charter High (Miramar) executed on April 25, 2011; (d) Proposition 55 Funding Agreement for Camino Nuevo Charter Academy #2 executed on April 25, 2011; and (e) Revolving Line of Credit in the amount of \$2,000,000 entered with Wells Fargo Bank on February 18, 2013 and renewed on September 3, 2021. In support of the financing arrangements identified in a, b, c, d, and e above, CNCA submitted copies of signed agreements and minutes of the board approving the financial arrangements.

See further details regarding the PN-EDG's financial support (i.e., Items 24(a) and 24(b)) under Item 31 below.

25. CNCA indicated that it did not apply for the Paycheck Protection Program (PPP) through the U.S. Small Business Administration as of the date of this report.
26. Documentation pertaining to grants that the school received during both Fiscal Years 2020-2021 and 2021-2022 due to the COVID-19 pandemic was provided.
27. Pursuant to AB 1871, a signed and dated written statement that indicates that CNCHS2 is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day was provided.
28. CNCA disclosed two legal actions items that might have a material impact on the financial liability of the organization and one settlement agreement below:
 - a. Camino Nuevo Elementary School 3 Claim: On September 11, 2020, CNCA was served with this claim. CNCA and Youth Policy Institute have been sued by the guardians of two minor children due to the alleged inappropriate conduct by an employee of Youth Policy Institute during after school programming. The CSD was advised that CNCA is continuing to work with its insurance carrier in resolving this claim.
 - b. Camino Nuevo High School 1 Claim: On November 1, 2021, Better and Best Building Services filed a claim for breach of contract. CNCA canceled nightly janitorial cleaning services with Better and Best Building Services at CNHS1 due to financial hardship. Per CNCA, at that time, the vendor waived the early termination fee but is now asking for that money because he was not awarded a cleaning contract for all CNCA schools through CNCA's procurement process. The CSD was advised that CNCA is working with its insurance carrier in resolving this claim.
 - c. Camino Nuevo Charter High Notice of Default: On August 18, 2020, LAUSD's Facilities Services Division issued a Notice of Default to Camino Nuevo Charter Academy for \$1,177,434.06; as an outstanding amount due in connection with the Charter School Lease and Joint Use Agreement for its occupancy of Central Region High School #12 at 1217 Miramar Street, Los Angeles, CA 90017. On September 9, 2020, CNCA issued a payment to LAUSD for the amount of \$211,293 as a credit towards the amount sought by LAUSD. On July 16, 2021, CNCA entered into a settlement agreement with LAUSD and issued a payment of \$216,141 pursuant to the settlement agreement.
29. The 2020-2021 audited and unaudited actuals nearly mirror each other.
30. CNCHS2's reported Norm Enrollment was 461, 460, 451, 474, and 507 for Fiscal Years 2017-2018, 2018-2019, 2019-2020, 2020-2021, and 2021-2022, respectively, representing an accumulated growth in enrollment of 46 students since Fiscal Year 2017-2018. The CSD will continue to monitor the school's student enrollment through oversight.
31. Per CNCA, CNCA is a California nonprofit public benefit corporation, established to operate one or more schools and provide related comprehensive public education programs for students in kindergarten through twelfth grades in low-income, predominantly immigrant, and multilingual areas. PN-EDG was incorporated on March 9, 2016 as a California nonprofit public benefit corporation and serves as the sole statutory member of CNCA, as defined in California Corporations Code Section 5056. On January 10, 2017, the LAUSD Board of Education approved the material revision requests submitted by the then-six CNCA charter schools, which called for CNCA's adoption of PN-EDG as the sole statutory member corporation. Beginning in 2017-2018, PN-EDG also provided home support services to CNCA charter schools. CNCA's Board Resolution No. 2017-6-13, item #11, stated that CNCA's governing board approved the transfer of \$4 million in surplus funds [representing a



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portion of the consolidated cash reserves held by CNCA] to PN-EDG. The 2017-6-13 Board Resolution further declared that PN-EDG shall maintain these funds in a separate bank account, to document that the funds are expended in furtherance of CNCA's charitable purpose to provide comprehensive public education programs for students in kindergarten through twelfth grade. CNCA indicated that these funds (aka "PN-EDG Opportunity Reserves Fund") are completely restricted to supporting and benefitting CNCA's K-12 programming consistent with its discussion with LAUSD during the material revision process. CNCA provided the CSD with the California Attorney General's "no objection" letter dated October 12, 2017 pertaining to the asset transfer proposed by CNCA. Per the bank records provided by CNCA, on March 30, 2018, the \$4 million in funds were transferred from CNCA to PN-EDG. According to CNCA, the one-time asset transfer amounts from each school were calculated based on the June 30, 2017 unrestricted net position for each of the six CNCA charter schools, divided by the total unrestricted net position of the six CNCA charter schools (pro-rata share), and multiplied by \$4 million. Based on CNCA's calculation, CNCHS2's pro-rata share of this one-time asset transfer was \$384,277.

Per CNCA (and the associated bank records reviewed by the CSD), on June 13, 2018, PN-EDG made a disbursement as a single CNCA \$250,000 interest-free loan to Camino Nuevo CNHS1 (which was approved by the CNCA governing board on June 12, 2018). The stated purpose of this loan by CNCA was to support this charter school's operational needs, specifically "to provide working capital to enhance administrative support and instructional coaching." CNCA further stated that this \$250,000 loan has no repayment date. Documentation provided by PN-EDG includes a CNCA governing board monitoring timeline (specifically tied to student enrollment), which will ultimately determine the repayment terms of this loan. CNCA asserted that, while the \$250,000 interest-free loan was only one example, "the Restricted Opportunity Reserve Fund has the potential to support the CNCA K-12 program via variety of methods, including, but not limited to: Working Capital; Special Education Extraordinary Needs; School Facilities; K-12 Program Priorities; and Technology Infrastructure Improvements." Per CNCA and documentation furnished to the CSD, on June 13, 2018, the \$250,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per the email communication from PN-EDG to the CSD in November 2019 and documentation provided to the CSD (including CNCA's governing board meeting minutes dated November 12, 2019 and PN-EDG's governing board meeting minutes dated November 19, 2019), due to CNHS1's lower than expected student enrollment in 2019-2020, both the CNCA and PN-EDG governing boards approved a "Critical Needs Request" of \$125,000 loan from the PN-EDG Opportunity Reserves Fund to CNHS1. Similar to the aforementioned \$250,000 loan to CNHS1, the additional \$125,000 loan to CNHS1 was also interest-free with no specified repayment date. Per CNCA and the documentation furnished to the CSD, on December 16, 2019, the \$125,000 loan proceeds were disbursed from PN-EDG Opportunity Reserves Fund to CNHS1.

Per CNCA governing board minutes of June 16, 2020, the Board unanimously approved an additional critical needs funding request in the amount of \$257K for CNHS1 in order to maintain essential services. Upon inquiry by the CSD, on March 9, 2022, Excellent Education Development (ExEd), CNCA's back office service provider, confirmed that the transfer of \$257K was not needed after all, and therefore, was not disbursed.

The CNCA governing board voted to close CNHS1 as of the year ended June 30, 2021. According to CNHS1's closeout audit, which is included in CNCA's 2020-2021 annual independent audit, "all assets remaining after the satisfaction of liabilities and dispositions (or return) have been transferred to [CNCH2]," including the \$250,000 and \$125,000 intercompany loans mentioned above. Furthermore, the closeout audit indicates that CNHS1 vacated the facility resulting in the termination of the Proposition 1D agreement and loan forgiveness of \$9,021,398.



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Furthermore, as part of CNCA3's New Markets Tax Credit (NMTC) unwind/refinancing transaction (as described under Item 28 of CNCA3's 2019-2020 Annual Performance-Based Oversight Visit Report), on June 19, 2019, PN-EDG withdrew \$1,629,670.25 from PN-EDG's Wells Fargo Bank account ending in X5336 to pay off Note A associated with the NMTC loan to Fifteenth & Ardmore Investments, LLC, originated on or around June 21, 2012. On July 5, 2019, a new account ending in X5124 was opened at Wells Fargo Bank (in the name of PN-EDG) and an amount of \$1,629,670.25 was deposited as the opening balance with the proceeds of a new loan between Fifteenth and Ardmore, LLC (the Borrower) and Wells Fargo Bank (the Lender). This loan has a maturity date of July 1, 2022. According to the information provided by PN-EDG's then-CFO, the purpose of this account is to provide a cash guaranty to this new loan. PN-EDG's then-CFO stated: "The current \$1,629,670.25 loan will be refinanced by Fifteenth and Ardmore, LLC on or about July 1, 2022, at which time the source of funds will be determined." As of January 31, 2022, the account balance was \$1,631,474 and there have not been account activities except for interest earned during Fiscal Year 2021-2022. The CSD will continue to monitor the disposition of this cash deposit and the financing activities relative to CNCA3's Eisner Campus in the future through oversight.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

N/A



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DATE OF VISIT: 3/1/2022**Fiscal Operations Rubrics***Existing School* – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating of 1-4]*New School* – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating of 1-2]

<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished [Rating of 4].</i></p>	<p><i>An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient [Rating of 3].</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The cash balance at the beginning of the school year is positive; 3. The two most current audits show no material weaknesses, deficiencies and/or findings; 4. All vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school consistently adheres to the governing board approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The cash balance at the beginning of the school year is positive; 3. The most current audit shows no material weaknesses, deficiencies and/or findings; 4. Vendors and staff are paid in a timely manner; 5. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term; 6. Charter school generally adheres to the governing board-approved Fiscal Policies and Procedures; 7. Governing board adopts the annual budget; 8. Governing board reviews and approves reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 9. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 10. There is no apparent conflict of interest; 11. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]); 12. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website; 13. The LCAP is submitted to the appropriate agencies;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Accomplished [Rating of 4]**.*

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no discrepancies cited in the Areas Noted for Further Growth and/or Improvement;
17. Audited and unaudited actuals nearly mirror each other;
18. Proper segregations of duties are in place;
19. There are no outstanding fiscal-related tiered intervention notices issued to the school; and
20. If applicable, all LAUSD Board of Education-approved fiscal benchmark(s) are met by the required deadline(s).

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in California Code of Regulations (CCR), Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.

*An existing school that meets all of the Required Criteria and two of the Supplemental Criteria listed below would be assessed eligible to be considered as **Proficient [Rating of 3]**.*

14. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals;
15. Requests for information made by the Charter Schools Division and LAUSD are processed or submitted by the charter school in a timely manner;
16. There are no significant recurring issues;
17. Audited and unaudited actuals nearly mirror each other; and
18. There are no outstanding fiscal-related tiered intervention notices issued to the school.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450 (<https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450>) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);
2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses;
3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and
4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

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DATE OF VISIT: 3/1/2022

An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

REQUIRED CRITERIA

1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond);
2. The cash balance at the beginning of the school year is positive;
3. Vendors and staff are paid in a timely manner;
4. Governing board approves Fiscal Policies and Procedures, at a minimum, once prior to each charter renewal term;
5. Governing board adopts the annual budget;
6. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day (pursuant to AB 1871 [Ed. Code § 47613.5]);
7. The Education Protection Account allocation and expenditures, the most current Audited Financial Statements, and the most current governing board-approved LCAP are posted on the charter school's website;
8. The LCAP is submitted to the appropriate agencies;
9. Have an audit conducted annually by an independent auditing firm; and
10. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD.

Note: Other circumstances and information could influence the rating, which may include the supplemental criteria below, and will be noted in the evaluation.

SUPPLEMENTAL CRITERIA

1. The school maintains the minimum reserve for economic uncertainty as defined in CCR, Title 5, Section 15450

An existing school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

Existing Schools (based on the most current audit):

An existing school is one that has at least one annual independent audit on file with the Charter Schools Division

An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:

A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for *Accomplished*, *Proficient*, or *Developing*. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no *feasible* financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.

Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

<p><i>An existing school that meets all of the Required Criteria and two of the supplemental criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p>(https://www.law.cornell.edu/regulations/california/5-CCR-Sec-15450) per the most current audit (e.g., unrestricted fund balance divided by total expenditures);</p> <ol style="list-style-type: none"> 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. Enrollment is stable or changing at a manageable rate (e.g., the school still maintains a balanced budget, etc.); and 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting. 	

<p><i>A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as <u>Developing</u> [Rating of 2].</i></p>	<p><i>A new school would be assessed as <u>Unsatisfactory</u> [Rating of 1] based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division; 2. The cash balance at the beginning of the school year is positive; 3. If enrollment is significantly below the enrollment per the school's <i>Pupil Estimates for New or Significantly Expanding Charters</i> report and/or its approved petition budget, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow projections; 4. Projected debt, if any, is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school; 5. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues 	<p><u>New Schools:</u></p> <p><i>An Unsatisfactory rating is assessed based on the following conditions, including, but not limited to:</i></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for <i>Accomplished</i>, <i>Proficient</i>, or <i>Developing</i>. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. The charter school has shown no <i>feasible</i> financial plans, and/or immediate sources of funding to maintain a viable budget and/or sustain the school's operation to mitigate the negative fiscal condition. The charter school's governing board members and/or leadership lack fiscal capacity.</p> <p>Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition.</p>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Camino Nuevo High School 2

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/1/2022

A new school that meets all of the Required Criteria listed below would be assessed eligible to be considered as Developing [Rating of 2].

A new school would be assessed as Unsatisfactory [Rating of 1] based on the statements below:

6. As a practice, the governing board reviews and approves the charter school's financial reports as evidenced by the governing board meeting minutes;
7. A signed written statement which indicates that the charter school is providing each needy pupil with one nutritionally adequate free or reduced-price meal during each school day is provided (pursuant to AB 1871 [Ed. Code § 47613.5]);
8. The most current governing board-approved LCAP is posted on the charter school's website; and
9. The LCAP is submitted to the appropriate agencies.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Note: A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.

Note: Other circumstances and information could influence the rating and will be noted in the evaluation.

Coversheet

Independent Study Policy

Section:	XI. Independent Study Policy
Item:	A. Independent Study Policy
Purpose:	Vote
Submitted by:	
Related Material:	Introduction and ISP Updates .pdf 2022-2023 Independent Study Policy (Revised).pdf

Personal Introduction and Independent Study Policy Updates

Jessica Cuellar

Vice President of Student and Family Supports



Jessica Cuellar

Vice President of Student and Family Supports

Personal History

- Born and raised in Huntington Park, CA
- Proud daughter of immigrant parents
- First generation college graduate
- Attended Loyola Marymount University for Bachelor's and Master's degrees

Work History

- 10+ years experience in Pre-K-12 education
 - Special Education Teacher and School Leader
- TFA 2012 Corps Member
- LMU Fieldwork Instructor
- TFA Special Education Content Steward
- E4E National Teacher Policy Team

Independent Study Policy

- Below is brief historical context of the Independent Study Policy expectations since the 2021-2022 school year:
 - 2021-22: IS mandate for school districts and county offices of education
 - 2021-22: No IS mandate for charter schools, except where an offer of IS is required by J-13 process
 - 2022-23: No IS mandate for any LEA except where an offer of IS is required by the J-13 process

Independent Study Policy

- Given that LEA's are not required to offer Independent Study, CNCA is returning to pre-pandemic practices by ensuring high quality in person instruction. However, CNCA may offer independent study to meet the educational needs of students enrolled at a CNCA school.
- CNCA's independent study policies have been established by CNCA in alignment with Education Code 51744 et seq., updated to meet the requirements of Assembly Bill 181 (2022) and adopted pursuant to Education Code 51747 and 5 C.C.R. 11701.
- Attached please find the 2022-2023 Camino Nuevo Charter Academy Independent Study Policy.

Independent Study Policy Notable Changes

- Updated language and requirements on certificated staff who can support students during Independent Study
- Updated language and requirements for a student with exceptional needs participation requirements in Independent Study
- Updated language for oversight of the Independent Study program, including new protocols for attendance and participation in synchronous instruction
- Updated language to the written agreements for each student participating in Independent Study



Board Policy: Independent Study Policy

Reference: 6158
Approved: Pending

Camino Nuevo Charter Academy (CNCA) may offer independent study to meet the educational needs of students enrolled at a CNCA School. CNCA's independent study program shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction. CNCA shall provide appropriate existing services and resources to enable students to complete their independent study successfully. Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of an assigned certificated employee or employees. Students who voluntarily choose to enroll in CNCA's independent study program have the alternative option of attending a classroom-based instructional program in a school of their district of residence or potentially at CNCA subject to capacity. CNCA's approval or denial of a request for independent study shall be based on the best educational interests of student as determined by student performance data and in consultation with the students' teachers whenever possible.

These independent study policies have been established by CNCA in alignment with Education Code § 51744 et seq., updated to meet the requirements of Assembly Bill 181 (2022), and adopted pursuant to Education Code § 51747 and 5 C.C.R. § 11701. The following written policies have been adopted by the Board for implementation at CNCA schools and are effective as of the start of the 2022-23 school year:

1. The Principal or designee is responsible for managing the independent study program, which includes reviewing and granting requests for independent study for CNCA students. The Principal or designee will determine if a student qualifies for independent study based on criteria including the below:
 - a. Experienced certificated staff who hold the appropriate subject matter credential and are CNCA employees are available to effectively supervise students in independent study (Education Code § 51749.5(a)(3));
 - b. Ensuring the enrollment does not result in noncompliance with independent study ADA requirements (e.g., ADA-to-Certificated Teacher Ratio per Education Code § 51745.6; ensuring 80% of ADA generated by the CNCA is from classroom-based instruction per Education Code § 47612.5; etc.).
 - c. An individual with exceptional needs, as defined in Education Code § 56026, may participate in independent study if his/her Individualized Education Program ("IEP") specifically provides for such participation. If a parent or guardian of a student with exceptional needs requests independent study pursuant to Education Code § 51745(a)(5), the student's IEP team shall make an individualized determination as to whether the student can receive a free appropriate public education in an independent study placement. A student's inability to work independently, the student's need for adult support, or the student's need for special education or related services shall not preclude the IEP team from determining that the student can receive a free appropriate education in an independent study placement. (Education Code § 51745(c))
 - d. No student that is referred or assigned to a CNCA pursuant to Education Code § 48915 or Education Code § 48917, may be provided with instruction through independent study

unless they are offered the alternative of classroom instruction and they choose independent study.

- e. In accordance with Education Code § 51747.3(c), students enrolling in the independent study program must be residents of Los Angeles County or an adjacent county.

The Principal or designee is responsible for establishing the number of available seats for short-term and full-time independent study and must consider the independent study ADA requirements (see Section 1(b)) in making these determinations. The Executive Director or designee may consider factors under Section 1(a)-(e) and other factors in determining the total number of full-time independent study seats and enrollment eligibility.

2. For students in all grade levels offered by CNCA, the maximum length of time that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be twenty (20) school days. (Education Code § 51747(a).)
3. When any student fails to complete three (3) assignments during any period of twenty (20) school days, or fails to make satisfactory educational progress (defined below in Section 4), the school will conduct an evaluation to determine whether it is in the best interests of the student to remain in independent study, or whether the student should return to or otherwise be placed in a regular in-person school program. A written record of the findings of any evaluation will be maintained in the student's permanent record. This record will be maintained for a period of three years from the date of the evaluation and if the student transfers to another California public school, the record will be forwarded to that school. (Education Code § 51747(b).) CNCA schools may disenroll students who accrue ten (10) unexcused absences due to failure to turn in assignments.
4. For purposes of conducting the evaluation in Section 3, a student is deemed to be making satisfactory educational progress if the student is on track to enter the next grade level at the completion of the current school year and/or progressing toward their goals pursuant to their IEP. The Principal or designee is responsible for making this determination based on all of the following indicators:
 - a. The student's achievement and engagement in the independent study program, as indicated by the student's performance on student-level measures of student achievement and student engagement set forth in Education Code § 52060(d)(4)-(5).
 - b. The completion of assignments, assessments, or other indicators that show the student is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher. (Education Code § 51747(b)(2).)
5. The school will provide content to students aligned to grade level standards that is substantially equivalent to in-person instruction. The CNCA Board of Directors annually certifies that CNCA's independent study policies are the same rigor, educational quality, and intellectual challenge as CNCA's in-person instruction and are aligned to all relevant local and state content standards. For high school students, this includes access to all courses offered by a Camino Nuevo High School for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code § 51747(c).) CNCA will provide support to students in need, such as students not performing at grade level, English learners, individuals with exceptional needs with an individualized educational program pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students

experiencing homelessness or in foster care, and students requiring mental health support. To provide support for English Learners, CNCA will provide support through targeted instruction and intervention via a digital curriculum focused on language development, teacher use of specially designed academic instruction in English (SDAIE), and consultation (as necessary) with District specialists regarding language development. (Education Code § 51747(g)(7))

6. The following provisions in Section 6 of this policy shall not apply to students who participate in independent study at CNCA for fewer than fifteen (15) schooldays per school year and students enrolled in CNCA who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. CNCA shall obtain evidence from appropriately licensed professionals of the need for students to participate in independent study. (Education Code § 51747(i))

6.1 For students who do not generate attendance for more than 10 percent of required minimum instructional time over four continuous weeks of CNCA's approved instructional calendar, students found not participatory in synchronous instructional offerings pursuant to Education Code § 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span, or students who are in violation of their independent study written agreement, CNCA shall:

- a. Verify current contact information for each enrolled student;
- b. Notify parents or guardians of lack of participation within one school day of the student's absence or lack of participation (e.g., via email, message, text, telephone, letter, etc.);
- c. Reach out to the student directly and/or parents or guardians, as well as health and social services as necessary, to determine student's needs for reengagement; and
- d. If the student has failed to complete three (3) assignments during any period of twenty (20) schooldays or is failing to make satisfactory educational progress as defined in Section 4 herein, the school will schedule a student-parent-educator conference (a meeting involving all individuals who signed the student's written agreement) to review the student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being. (Education Code § 51747(d).)

6.2 Based on each student's grade level, their assigned teacher(s) of record will schedule and offer opportunities for synchronous instruction and daily live interaction at least as frequently as set forth in subsections a-b below. (EC § 51747(e).)

"Live interaction" means interaction between the student and CNCA school staff, and may include peers, to maintain school connectedness. Examples of live interaction include check-ins, progress monitoring, provision of services, and instruction, and live interaction can be in-person or in the form of internet or telephonic communication.

"Synchronous instruction" means classroom-style instruction, designated small-group instruction, or one-on-one instruction delivered in person or in the form of internet or telephonic communication by the student's assigned teacher(s) of record, and involving live two-way communication. (EC § 51745.5.)

- a. For students in grades TK-3, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for daily synchronous instruction.

- b. For students in grades 4-12, inclusive, their assigned teacher(s) of record will schedule and offer opportunities for weekly synchronous instruction and daily live interaction.

CNCA will document each student's participation in live interaction and synchronous instruction on each schoolday, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a schoolday will be documented as nonparticipatory for that schoolday. (Education Code § 51747.5(c).)

- 6.3 A student's parent or guardian may request their student return to in-person instruction from independent study by making a written request to Principal or designee or their assigned teacher of record. If there is capacity in the school's in-person program at the student's grade level, the school will transition the student within five schooldays. If there is not capacity in the school's in-person program at the student's grade level, the school will help the student transition to enrolling in the in-person program offered by their district of residence, will transfer the student's educational records within five schooldays, and offer the student an opportunity to join the school's waitlist. (Education Code § 51747(f).)
7. A current written agreement shall be maintained on file for each student participating in independent study at CNCA. The independent study agreement for a student must require and cover a study plan that represents the same amount of study that would be required of a student in the classroom. Written agreements may include subsidiary agreements, such as course contracts and assignment and work records. Pursuant to Education Code § 51747(g), each agreement shall include, but is not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a student's assignments, for reporting his or her academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
 - b. The objectives and methods of study for the student's work, and the methods utilized to evaluate that work.
 - c. The specific resources, including materials and personnel that will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the student should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
 - f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's IEP or plan pursuant to Section 504 of the federal

Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class or program pursuant to EC § 48915 or 48917, the agreement also will include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction. (Education Code § 51747(g).)
- i. CNCA schools will comply with the written independent study agreement signature requirements set forth in Education Code § 51747(g)(9), including:
 - i. For a student participating in an independent study program that is scheduled for more than 14 school days, each independent study agreement will be signed, prior to the commencement of independent study, by the student, the student's parent, legal guardian, or care giver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. Beginning in the 2022-23 school year, for a student participating in an independent study program that is scheduled for less than 15 school days, each written agreement shall be signed within 10 school days of the commencement of the first day of the student's enrollment in independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility of the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the student, as applicable. For purposes of this paragraph, "care giver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
 - ii. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the department, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
 - iii. Before signing a written agreement, the parent or guardian of a student may request that the school conduct a phone, videoconference, or in-person student-parent-educator conference or other school meeting during which the student, parent or guardian, and, if requested by the student or parent, an education advocate, may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the

student in independent study, before making the decision about enrollment or disenrollment in the various options for learning. (Education Code § 51747(h)(2).)

8. Family Rights and Responsibilities: The independent study program entails a commitment by the parent/guardian and the student. Families participating in independent study agree to:
 - a. Support the student, including by monitoring the student's progress in the independent study program and helping the student track important deadlines (e.g., assignment deadlines).
 - b. Complete the independent study agreement.
 - c. Participate in any interventions recommended by the school to promote academic success.
 - d. Complete the CNCA Assignment Sheet and Attendance Record daily to document their student's daily engagement in independent study educational activities.

9. Supervising Teacher Responsibilities:
 - a. Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated CNCA employee. (Education Code § 51747.5.)
 - b. Principal or designee shall oversee the teacher(s) who directly supervise independent study on a regular basis and ensure that the teacher(s):
 - i. Complete designated portions of the independent study agreement and add additional information to the agreement when appropriate.
 - ii. Supervise and approve coursework.
 - iii. Design/identify curriculum objectives.
 - iv. Communicate with students as required by the independent study agreement.
 - v. Assess all work that students are required to submit to the teacher.
 - vi. Personally judge the time value of assigned work or work products completed and submitted by the student.
 - vii. Select and save with each independent study agreement, representative samples of the student's completed and evaluated assignments.
 - viii. Maintain any required records and files on a current basis.
 - ix. When appropriate, determine and assign grades or other approved measures of achievement.

10. CNCA Administrative Responsibilities:
 - a. CNCA will not provide independent study students and parents/guardians with funds or items of value that are not provided for other students who attend regular classes or to their parents/guardians. (Education Code § 51747.3(a).)
 - b. CNCA may claim apportionment credit for independent study only to the extent of the time value of student work products, as personally judged in each instance by a certificated teacher employed by CNCA, or the combined time value of student work product and student participation in synchronous instruction pursuant to Education Code section 51747.5(b)(2). (Education Code § 51747.5(b).)

- c. CNCA will maintain records of the independent study program as required by law. School records maintained by CNCA shall identify all students participating in its independent study program and shall specify the grade level in which each of these students is enrolled.
 - d. CNCA will maintain written or computer-based evidence of student engagement that includes, but is not limited to, a grade book or summary document that, for each class, lists all assignments, assessments, and associated grades. This includes documenting each student's participation in live interaction and synchronous instruction as described above in Section 6.2. (Education Code § 51747.5(c)-(d).)
 - e. Records of the independent study program shall be maintained for audit purposes and shall include the following:
 - i. A copy of the Board policy and procedures related to independent study.
 - ii. A separate listing of the students, by grade level, who have participated in independent study identifying units of the curriculum attempted (also known as the "course of study") and units of the curriculum completed by students, as specified in their independent study agreements.
 - iii. A file of all independent study agreements, with representative samples of each student's work products and a signed acknowledgement by the supervising teacher indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher.
 - iv. A daily attendance register, as appropriate to the program in which the students are enrolled, separate from classroom attendance records, and maintained on a current basis as time values of student work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different individuals. (5 C.C.R. § 11703.)
11. CNCA shall comply with the Education Code Sections 51744 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
 12. No student who qualifies for special education services under the Individuals with Disabilities in Education Act ("IDEA") shall participate in independent study unless it is specifically authorized under his or her Individual Education Plan ("IEP").
 13. The Principal will comply with all applicable law regarding independent study, including ADA-to-certificated employee ratio requirements and course-based independent study requirements (if applicable). (EC § 51744 et seq.; 5 C.C.R. 11700 et seq.)

Coversheet

Enrollment updates

Section: XII. Enrollment Updates
Item: A. Enrollment updates
Purpose: Discuss
Submitted by:
Related Material: August Board Enrollment Update.pdf



SY 2022-2023 Enrollment Update

August Board Meeting

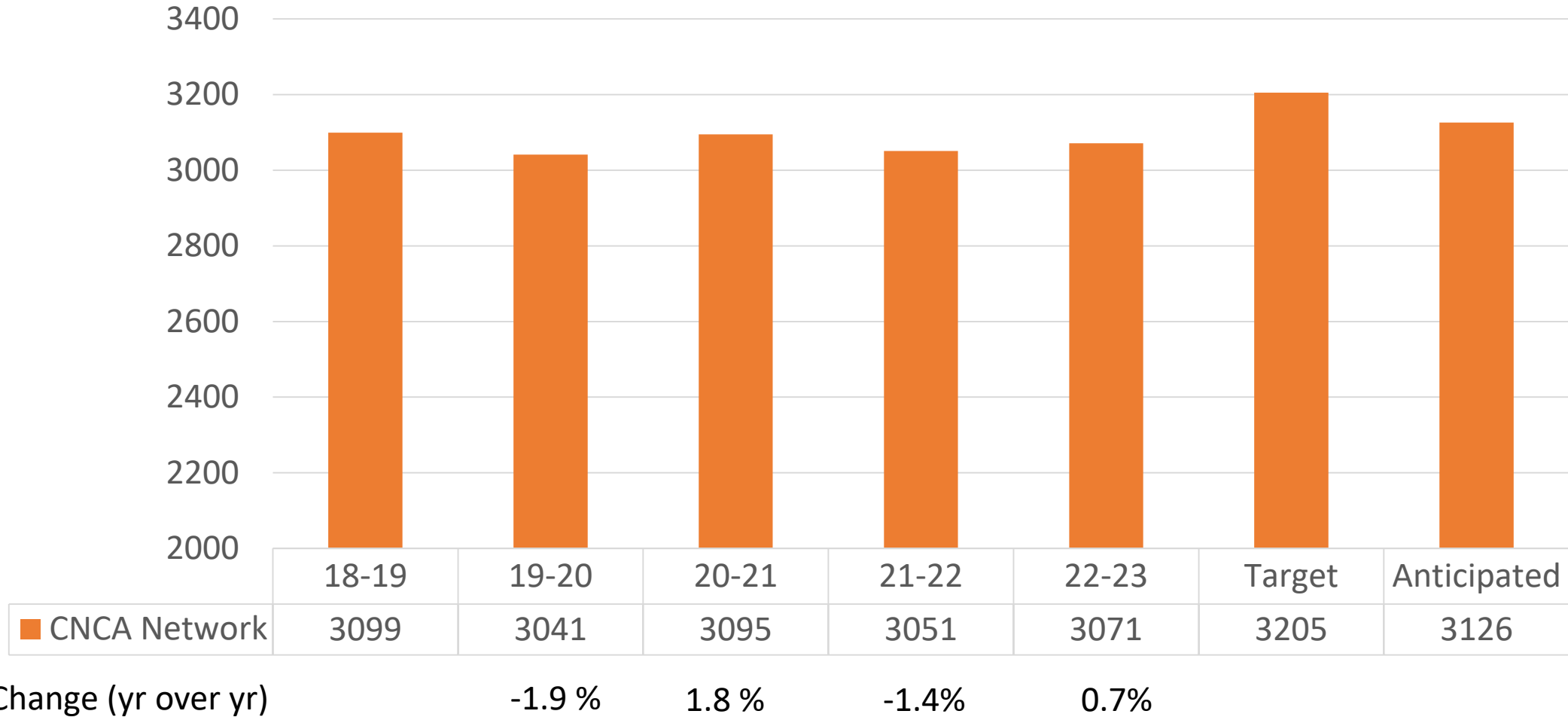
20 años | Camino Nuevo Charter Academy



Crystal Day
Director of Strategic Enrollment

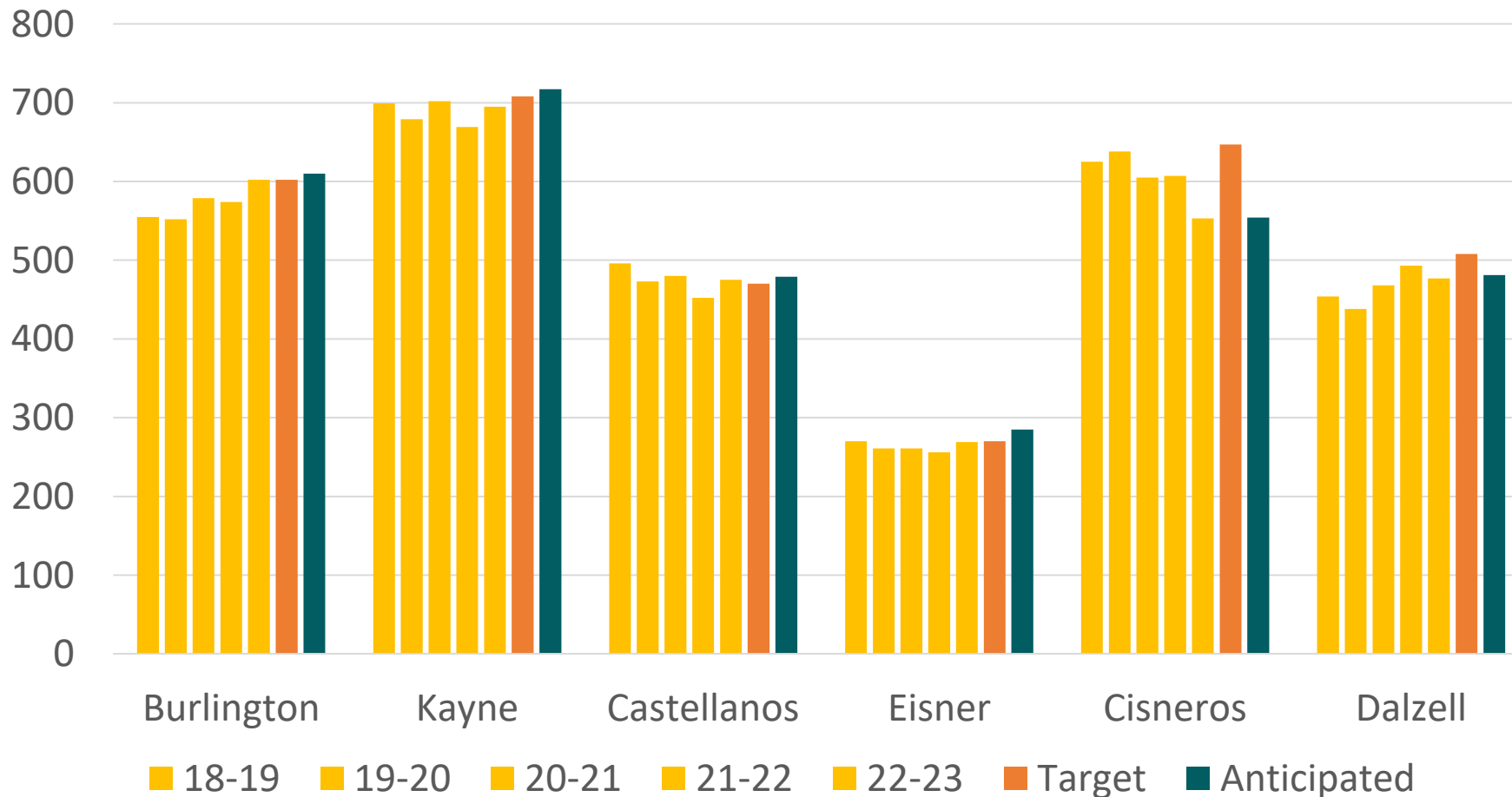


CNCA Network | First Day Enrollment – 5 year history





School Site | First Day Enrollment – 5 year history

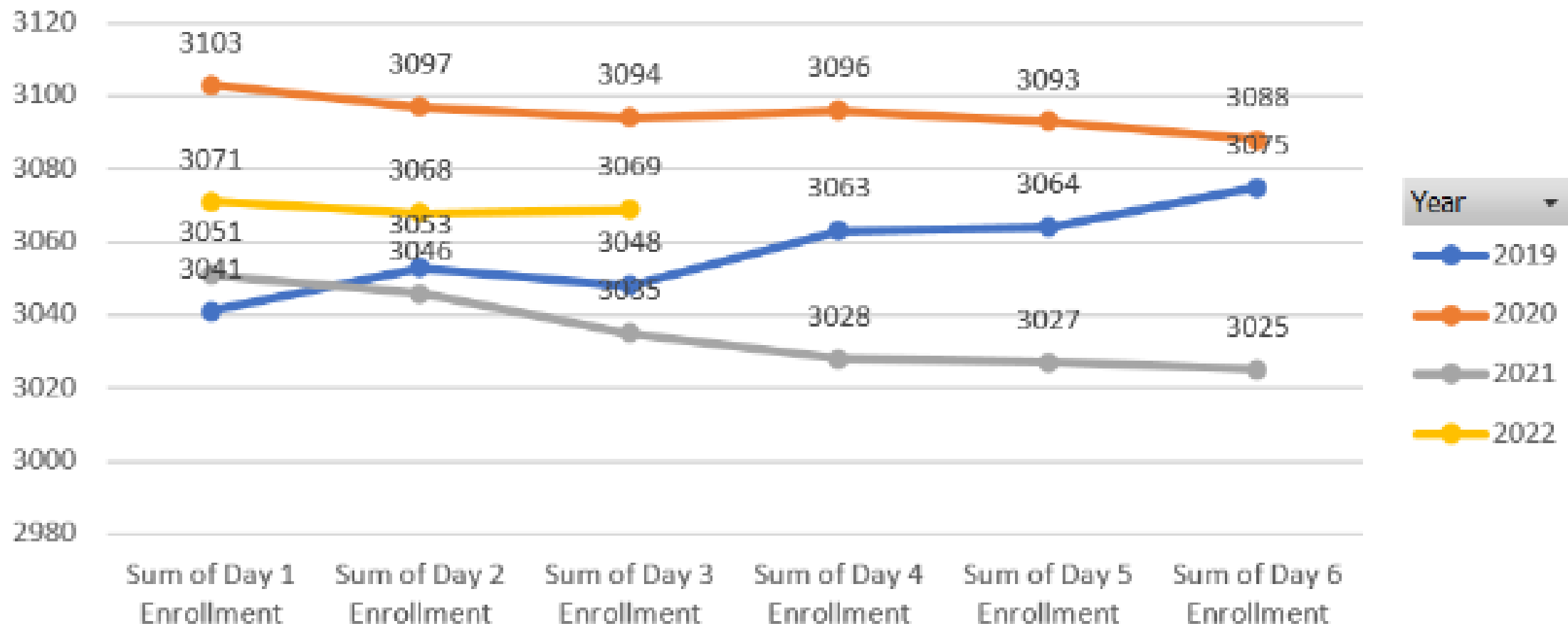


- % Enrolled to Target**
- Burlington 100%
 - Castellanos 100%
 - Eisner 100%
 - Kayne 98%
 - Dalzell 96%
 - Cisneros 86%
 - CNCA 96%



Campus ▾

First Week Enrollment Trends



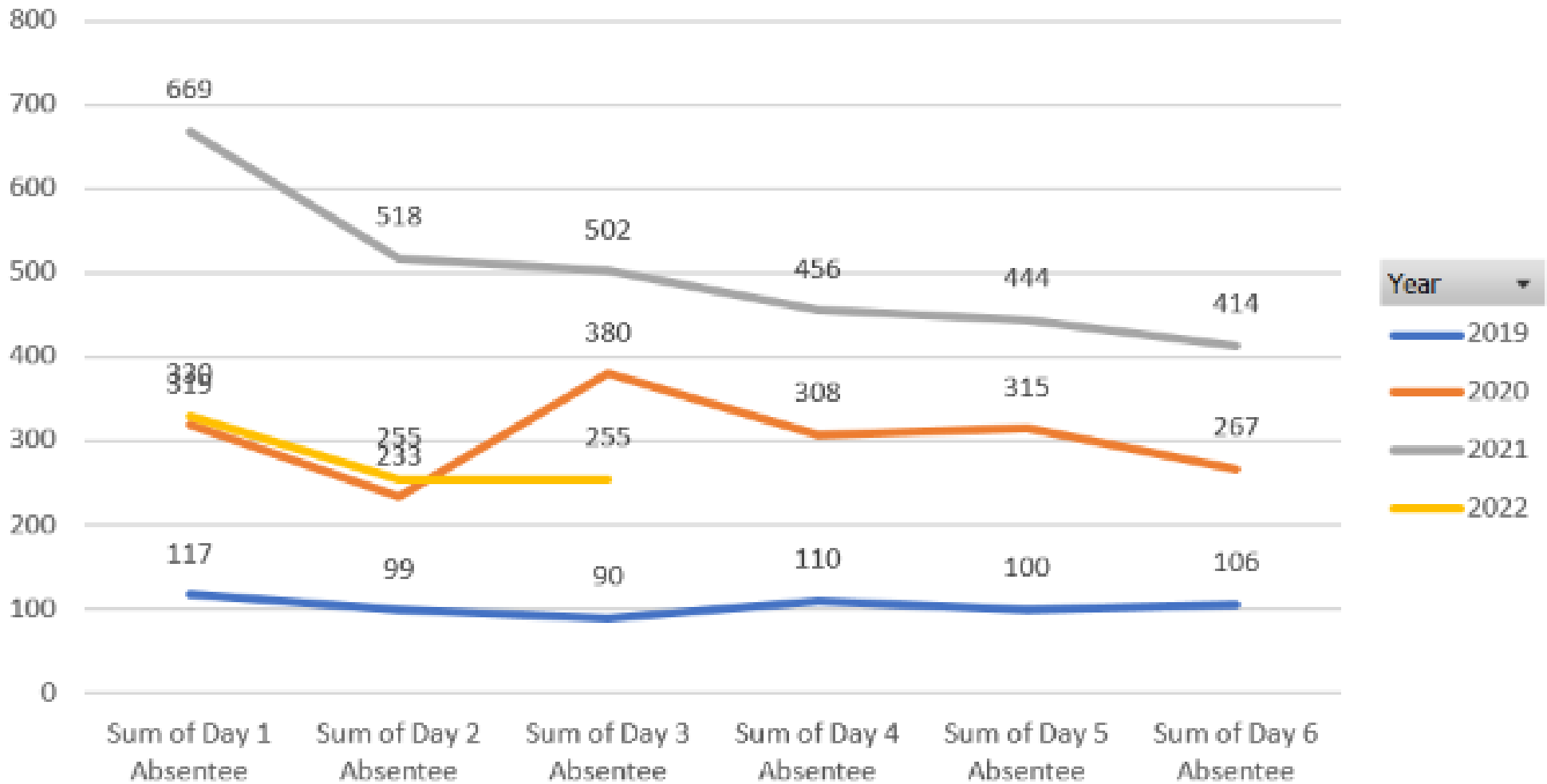
Year ▾

- 2019
- 2020
- 2021
- 2022



Campus ▾

First Week Absentee Trends



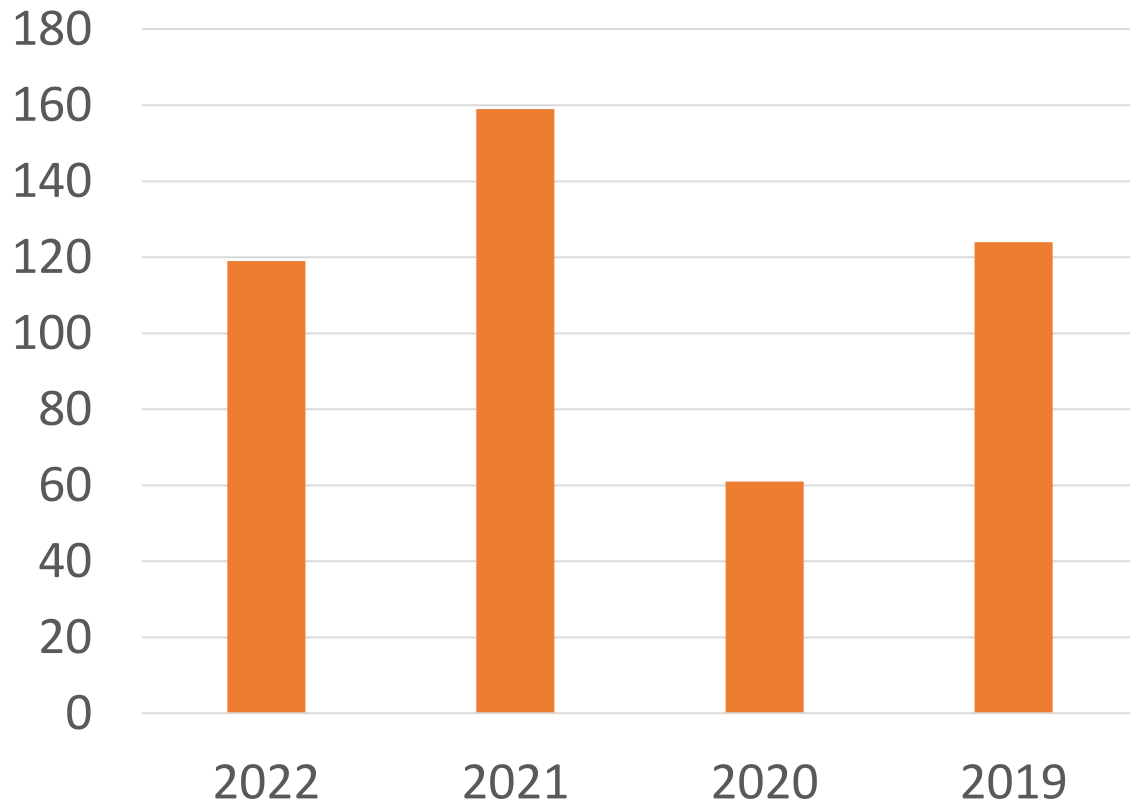
Year ▾

- 2019
- 2020
- 2021
- 2022

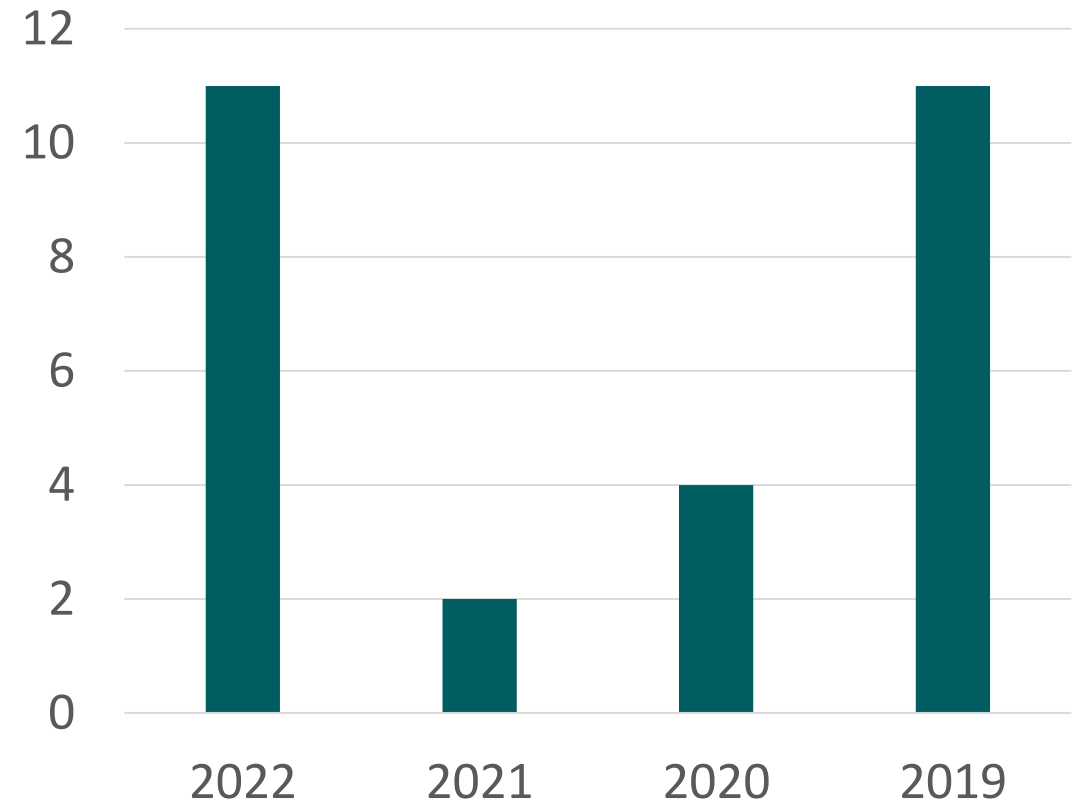


CNCA Network | Exit/Enter Data - 4 year history

of Students who Exit on First Day

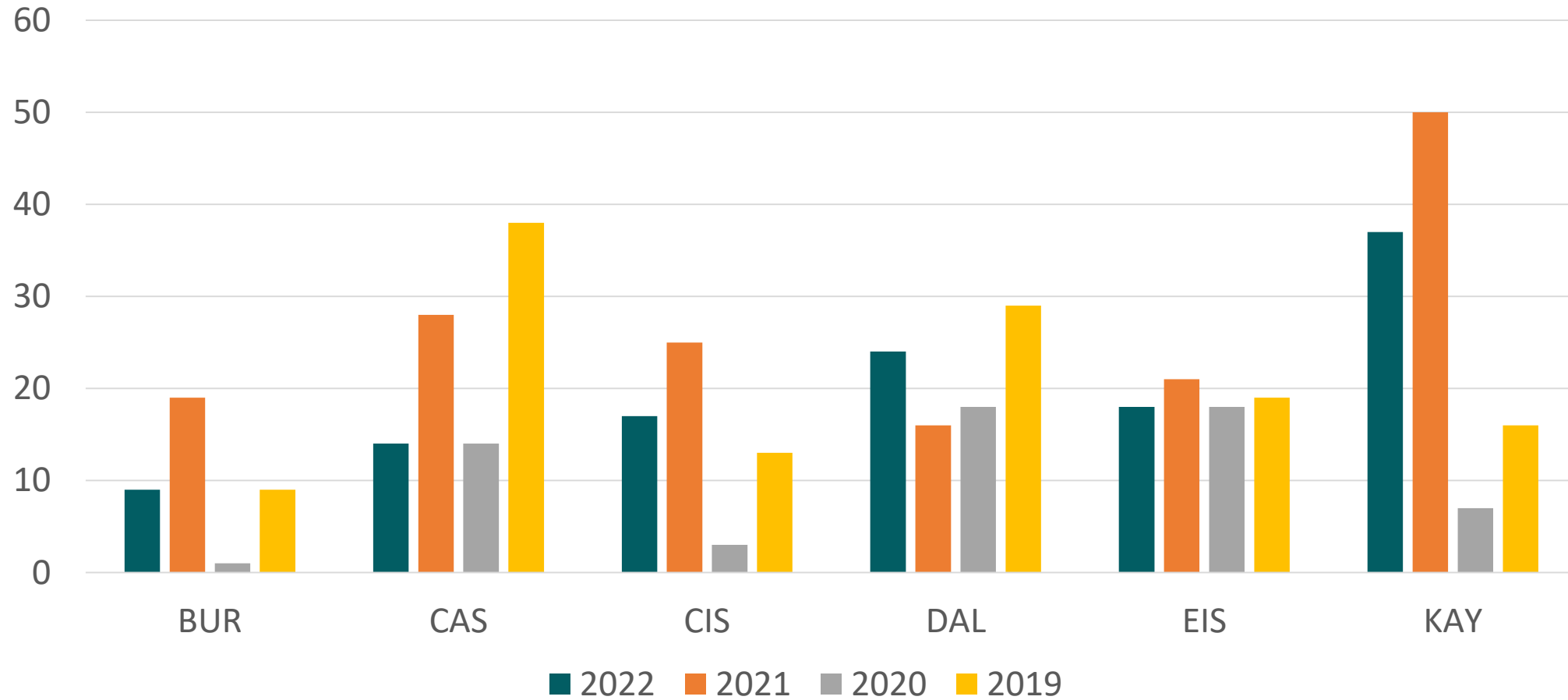


of Students who Enter During First Week



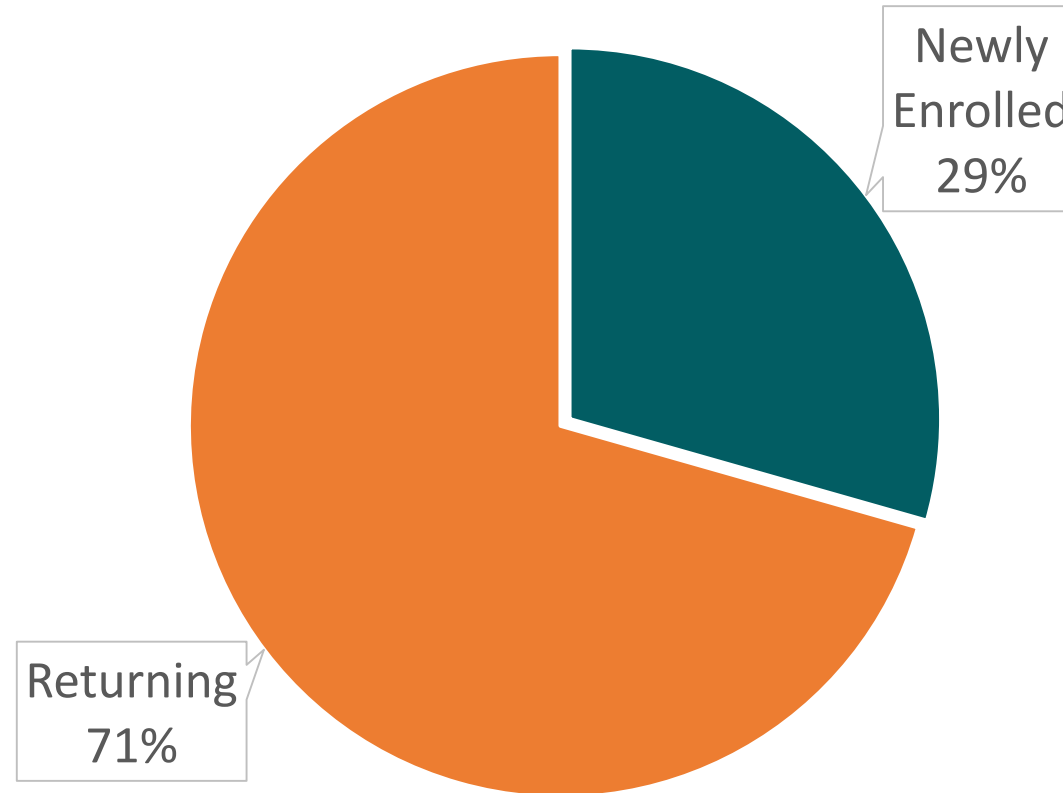


School Site | # of Students who Exit on First Day-- 4 year history





2022 Summer Sweat | CNCA vs Newly Enrolled





Areas of Focus and Strategies in August

Retention

- Dalzell Welcome Picnic this weekend
- ADA tracking
- Communication
- Data mining – exit interviews and surveys

Recruitment

Targeted approach to fill gaps

- CIS: TK to 8th grade
- DAL: 10th – 12th grade
- CAS: TK-K & 3-4th
- KAY: 1-3 & 7-8

Coversheet

Staff Retention Updates

Section: XIII. Staff Retention Updates
Item: A. Staff Retention Updates
Purpose: Discuss
Submitted by:
Related Material: 22-23 Staff Rentention.pdf

2022-2023 Staff Retention



Teacher Retention 2021-2022

Site	Teacher Retention 21-22	Teacher Retention 20-21	Teacher Retention 19-20
BURLINGTON	73%	75%	86%
KAYNE SIART	68%	73%	82%
CASTELLANOS/EISNER	77%	80%	72%
CISNEROS	85%	85%	79%
DALZELL LANCE	89%	75%	91%
Overall Teacher Retention	76 % Retention	78% Retention	80% Retention

Leader Retention 2021-2022

Site	Leader Retention 21-22	Leader Retention 20-21	Leader Retention 19-20
BURLINGTON	83%	100%	100%
KAYNE SIART	66%	100%	66%
CASTELLANOS/EISNER	88%	100%	75%
CISNEROS	83%	100%	100%
DALZELL LANCE	87%	87%	87%
Overall Leader Retention	82%	97%	85%

HSO Retention 2021-2022

Site	HSO Retention 21-22	HSO Retention 20-21	HSO Retention 19-20
HSO	84% Retention	89% Retention	92% Retention

Trends from Exit Interview Data 2020-2021

Reasons for Resigning	
Relocating/Moving closer to home	26%
Culture Mismatch/Inadequate Support	19%
Leaving Education/Teaching Profession	19%
Compensation	13%
Preference for District School Expectations	13%
Health	6%
Other (going back to school)	3%

Trends from Exit Interview Data 2020-2021

What staff enjoyed most:

- Students, families and community we serve
- Relationships with co-workers
- Welcoming environment

What staff enjoyed least:

- Inadequate support
- Work load
- Lack of accountability among students

Focus for 2022-23...

- ❑ Conduct a salary analysis to ensure we remain competitive for multiple years in the future
- ❑ Respond to data from exit interviews to address gaps and understand factors beyond compensation that draw people away
- ❑ Better understand the experiences of people who have stayed at CNCA so we can replicate the experience for others
- ❑ Building belonging through bridging

The background features several overlapping speech bubbles in various colors (maroon, brown, blue, teal, tan) against a dark grey background. Each bubble contains a large, light grey question mark. Two thin white horizontal lines are positioned above and below the word 'Questions?'.

Questions?