

N.E.W. ACADEMY CANOGA PARK Charter Renewal Petition

Submitted: February 8, 2018

Submitted by:
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Submitted to:
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
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Term of Charter
July 1, 2018 – June 30, 2023

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Assurances, Affirmations, and Declarations

N.E.W. Academy Canoga Park (also referred to herein as “NACP” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d) (1).)
- Not charge tuition. (Ed. Code § 47605(d) (1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d) (1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d) (2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d) (1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d) (2) (A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d) (2) (B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d) (3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c) (1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c) (2).)

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

shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

General Information

General Information	
Contact person for N.E.W. Academy Canoga Park is:	Dr. Marta Sanchez, Chief Academic Specialist Dr. Clara M. Guerrero, Interim Principal
Contact address for N.E.W. Academy Canoga Park:	21425 Cohasset St., Canoga Park, CA 91303
Contact phone number for N.E.W. Academy Canoga Park:	818-710-2640
The proposed address or ZIP Code of the target community to be served by N.E.W. Academy Canoga Park is:	21425 Cohasset St., Canoga Park, CA 91303
This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	Northwest
The grade configuration of N.E.W. Academy Canoga Park is:	TK – 5 th
The number of students in the first year will be:	500
The grade level(s) of the students in the first year will be:	TK – 5 th
N.E.W. Academy Canoga Park’s scheduled first day of instruction in 2018-2019 is:	Wednesday, August 15, 2018
The enrollment capacity is:	520
The type of instructional calendar will be	Traditional
The bell schedule for N.E.W. Academy Canoga Park will be:	8:00 – 2:25 (TK – 1 st) 8:00 – 2:40 (2 nd – 5 th)
The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need for a Charter School

N.E.W. Academy Canoga Park (NACP) is a Transitional Kindergarten through Fifth grade elementary school in Canoga Park in the county of Los Angeles. The area was and is a high-density area with both apartment buildings and single-family homes that is largely populated with Latino immigrant families and identified with poverty. Many of our students live in multi-family dwellings in the nearby community. New Economics for Women, through its work to improve the lives of Latinas and their families, and as a community development organization in the early to mid-2000s, saw the need for a school that would empower and help families in the Canoga Park area.

N.E.W. Academy Canoga Park (NACP) first opened its doors when chartered by LAUSD in 2005. It included goals for equipping low-income students for academic success and community participation in a child-centered environment where students work cooperatively, think critically and are self-directed as well as respect cultural diversity.

NACP was re-chartered through LAUSD in 2013. The charter saw a series of successes as well. API around this time was as follows:

Groups		<u>Number of Students Included in 2012 Growth API</u>	<u>2012 Growth API</u>	<u>Number of Students Included in 2013 Growth API</u>	<u>2013 Growth API</u>	<u>Non-Weighted 3-Year Average API*</u>	<u>Weighted 3-Year Average API*</u>
Schoolwide		313	829	304	814	817	817

Charter Renewal Criteria: CAASPP Performance Comparison Data

According to current California law, a charter school “shall” meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: NACP’s academic performance is *at least equal or better than* the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b) (4) (B).)

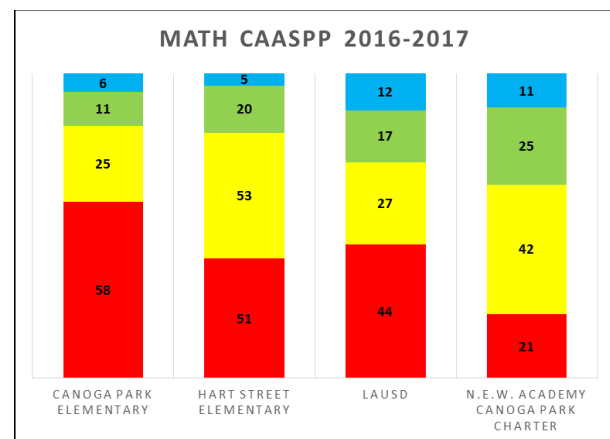
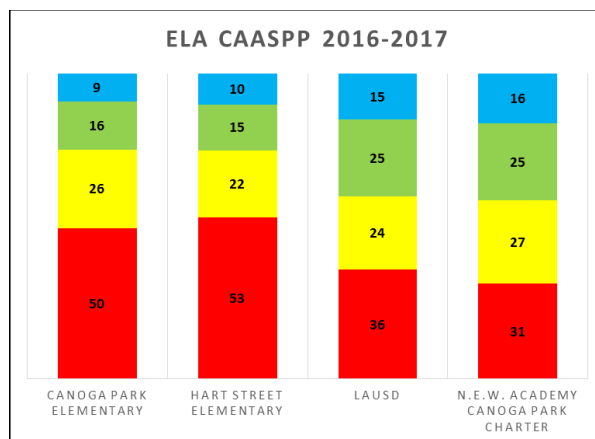
N.E.W. Academy Canoga Park’s performance has gradually progressed over the current charter term. In comparison to surrounding comparison LAUSD schools Canoga Park Elementary and Hart Street Elementary, N.E.W. Academy Canoga Park’s academic performance is higher in both English Language Arts (ELA) and Mathematics as demonstrated by the California Assessment of Student Performance and Progress (CAASPP) results, with a higher percentage of students at

NACP exceeding and meeting standards. NACP has and will continue to meet the needs of the community by implementing a solid curriculum taught with rigor and fidelity. The innovative features of the educational program are successful because staff is trained diligently to apply proper techniques and methods. Our staff acknowledges the student as an individual and modifies lessons to accommodate and target their personal needs.

NACP has valued parent involvement and plans to continue strengthening our collaborations to provide a constant flow of education in school and at home. Areas of challenge such as attendance, Special Education, and Intervention have been recognized and focused on for improvement. Maintaining qualified Resources Specialists and Intervention Aides is a developing opportunity for NACP. As seen in our data, employee turnover has affected our students' academic achievement. NACP plans to recover from these challenges by modifying duties and focusing on the schoolwide flow of communication to strengthen the support of each student.

N.E.W. Academy Canoga Park CAASPP 2016-2017
Comparison to Surrounding LAUSD Schools
DataQuest CDE CAASPP Results

Schoolwide									
	ELA					MATH			
	Canoga Park Elementary	Hart Street Elementary	LAUSD	N.E.W. Academy Canoga Park Charter		Canoga Park Elementary	Hart Street Elementary	LAUSD	N.E.W. Academy Canoga Park Charter
Standard Exceeded	9%	10%	15%	16%	Standard Exceeded	6%	5%	12%	11%
Standard Met	16%	15%	25%	25%	Standard Met	11%	20%	17%	25%
Standard Nearly Met	26%	22%	24%	27%	Standard Nearly Met	25%	23%	27%	42%
Standard Not Met	50%	53%	36%	31%	Standard Not Met	58%	51%	44%	21%



N.E.W. Academy Canoga Park CAASPP 3 Year Overview

DataQuest CDE CAASPP Results

Group: Schoolwide							
	ELA				MATH		
	2014-2015	2015-2016	2016-2017		2014-2015	2015-2016	2016-2017
Standard Exceeded	6%	13%	16%	Standard Exceeded	4%	10%	11%
Standard Met	21%	30%	25%	Standard Met	21%	26%	25%
Standard Nearly Met	29%	27%	27%	Standard Nearly Met	41%	43%	42%
Standard Not Met	44%	30%	31%	Standard Not Met	34%	22%	21%

Subgroup: English Learners							
	ELA				MATH		
	2014-2015	2015-2016	2016-2017		2014-2015	2015-2016	2016-2017
Standard Exceeded	0%	1%	0%	Standard Exceeded	0%	3%	2%
Standard Met	1%	9%	7%	Standard Met	3%	6%	12%
Standard Nearly Met	18%	26%	25%	Standard Nearly Met	31%	47%	42%
Standard Not Met	81%	64%	68%	Standard Not Met	66%	44%	45%

Subgroup: Socioeconomically Disadvantaged							
	ELA				MATH		
	2014-2015	2015-2016	2016-2017		2014-2015	2015-2016	2016-2017
Standard Exceeded	7%	13%	16%	Standard Exceeded	5%	10%	11%
Standard Met	19%	29%	26%	Standard Met	20%	25%	26%
Standard Nearly Met	30%	27%	27%	Standard Nearly Met	41%	42%	42%
Standard Not Met	45%	31%	31%	Standard Not Met	35%	23%	21%

Subgroup: Students with Disability							
	ELA				MATH		
	2014-2015	2015-2016	2016-2017		2014-2015	2015-2016	2016-2017
Standard Exceeded	0%	0%	0%	Standard Exceeded	5%	6%	0%
Standard Met	9%	13%	5%	Standard Met	0%	13%	9%
Standard Nearly Met	14%	13%	23%	Standard Nearly Met	36%	19%	27%
Standard Not Met	77%	75%	73%	Standard Not Met	59%	63%	64%

Subgroup: Hispanic/Latino							
	ELA				MATH		
	2014-2015	2015-2016	2016-2017		2014-2015	2015-2016	2016-2017
Standard Exceeded	6%	12%	15%	Standard Exceeded	5%	10%	11%
Standard Met	19%	29%	26%	Standard Met	19%	23%	25%
Standard Nearly Met	29%	29%	27%	Standard Nearly Met	40%	44%	42%
Standard Not Met	47%	31%	32%	Standard Not Met	36%	23%	22%

Student Comparison	ELA 2015	ELA 2016	ELA 2017		ELA 2015	ELA 2016	ELA 2017	16 to 17 comp	ELA 2015	ELA 2016	ELA 2017	16 to 17 comp
	no base	no base	3rd		no base	3rd	4th		3rd	4th	5th	
Standard Exceeded: Level 4			18%			14%	12%	-2%	6%	16%	18%	2%
Standard Met: Level 3			24%			22%	26%	4%	21%	26%	26%	0%
Standard Nearly Met: Level 2			34%			32%	27%	-5%	26%	23%	21%	-2%
Standard Not Met: Level 1			24%			32%	35%	3%	48%	35%	34%	-1%
	Math 2015	Math 2016	Math 2017		Math 2015	Math 2016	Math 2017		Math 2015	Math 2016	Math 2017	
	no base	no base	3rd		no base	3rd	4th		3rd	4th	5th	
Standard Exceeded: Level 4			13%			7%	7%	0%	2%	10%	14%	4%
Standard Met: Level 3			27%			32%	20%	-12%	28%	27%	30%	3%
Standard Nearly Met: Level 2			39%			37%	55%	18%	29%	52%	32%	-20%
Standard Not Met: Level 1			22%			23%	18%	-5%	40%	10%	23%	13%

Teacher Grade Level Comparison	ELA 2015	ELA 2016	ELA 2017	15 to 17 comp	16 to 17 comp	ELA 2015	ELA 2016	ELA 2017	15 to 17 comp	16 to 17 comp	ELA 2015	ELA 2016	ELA 2017	15 to 17 comp	16 to 17 comp
	3rd	3rd	3rd			4th	4th	4th			5th	5th	5th		
Standard Exceeded: Level 4	6%	14%	18%	12%	4%	4%	16%	12%	8%	-4%	9%	10%	18%	9%	8%
Standard Met: Level 3	21%	22%	24%	3%	2%	18%	26%	26%	8%	0%	23%	43%	26%	3%	-17%
Standard Nearly Met: Level 2	26%	32%	34%	8%	2%	24%	23%	27%	3%	4%	37%	26%	21%	-16%	-5%
Standard Not Met: Level 1	48%	32%	24%	-24%	-8%	54%	35%	35%	-19%	0%	31%	21%	34%	3%	13%
	Math 2015	Math 2016	Math 2017			Math 2015	Math 2016	Math 2017			Math 2015	Math 2016	Math 2017		
	3rd	3rd	3rd			4th	4th	4th			5th	5th	5th		
Standard Exceeded: Level 4	2%	7%	13%	11%	6%	3%	10%	7%	4%	-3%	8%	11%	13%	5%	2%
Standard Met: Level 3	28%	32%	27%	-1%	-5%	17%	27%	20%	3%	-7%	17%	17%	29%	12%	12%
Standard Nearly Met: Level 2	29%	37%	39%	10%	2%	55%	52%	55%	0%	3%	39%	39%	34%	-5%	-5%
Standard Not Met: Level 1	40%	23%	22%	-18%	-1%	25%	10%	18%	-7%	8%	36%	33%	24%	-12%	-9%

Academic Performance

N.E.W. Academy Canoga Park's 2016-2017 Smarter Balanced Assessment Consortium (SBAC), used for the CAASPP system, show 3rd-5th grade level strengths and goals for both ELA and Mathematics. NACP will continue to work on schoolwide horizontal and vertical alignment to ensure a consistent flow in promoting high-quality teaching and student learning. Group work and one-on-one sessions in both ELA and Math will support all students especially those in targeted subgroups. Teachers use the charter school's adopted curriculum and resources to enhance learning. NACP's English language arts curriculum consists of a combination of teacher-developed lessons based on the common core state standards and best practices learned through our ongoing Growing Educator's professional development. Teachers also use Lucy Calkins Readers and Writers Workshop, Open Court (English Only), Tesoros (Dual Language), and our One Book One School Program. For math instruction we use a combination of teacher-developed curriculum based on the common core state standards, Envision math, and the new Cognitive Guided Practice (CGI) strategies acquired through UCLA's professional development and ongoing in-classroom teacher coaching and guidance. STEM and NGSS lessons were developed by teachers with the guidance of science coaches from the Gold Coast Science Network and include ongoing hands-on, project based learning and technology integration. Teachers use Designated and Integrated ELD thematic lessons they've designed to meet the specific needs of the student groups they work with. In addition to our core curriculum teachers also use technology to enhance student strengths and assist in accomplishing student goals in each academic area.

Strength across all grade levels tested in ELA was in Research/Inquiry, which means students scored above standard in investigating, analyzing, and presenting information. While continuing to improve in Research/Inquiry, NACP continues to strengthen Reading, Writing, and Listening domains using Reader's and Writer's Workshop, Achieve3000, Stem Scopes, and English Language Arts / English-Language Development (ELA/ELD). We have increased student exposure to close reading strategies and focused on comprehension to improve fluency in the understanding of literary and non-fictional texts. To accomplish these goals, classrooms have been equipped with a library collection of fictional and non-fictional books at various reading levels that students have access to on a daily basis. Teachers monitor student growth in reading and writing development through mini lessons, classroom projects and daily check-ins with students. Teachers encourage oral language development through structured conversations, group projects and presentations which require students not only to practice their English, but to listen to information being presented by teachers and peers.

In connection, recurring best practices using classroom tools and online resources will support our students in their ability to produce clear, compelling, and well-supported writing. Building confidence in reading and writing will then allow students through partner shares, read aloud stories, and presentations to demonstrate effective communication skills. Assessing ELA benchmarks every six weeks will provide teachers with data to modify implementation for their classroom and individual student needs.

The 3rd and 5th grade students' strength in Mathematics was in Concepts and Procedures, which means students were able to interpret and carry out mathematical procedures with precision and fluency. 4th grade students' strength in Mathematics was in Communicating Reasoning, where students demonstrated a thorough ability to clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

To achieve NACP's mathematical goals, a schoolwide implementation of Cognitively Guided Instruction (CGI) is in place to supplement EnVision Math. This implementation will help in the Problem Solving/Modeling and Data Analysis domain. Math language, conversations, and routines during Envision, Big Brains, and center games and practices will increase student cognitive thinking. Students will be able to apply and associate the proper tools necessary to solve using different strategies. Lower grades will increase number sense, which will allow for upper grades to focus on concept and analysis. Students will be able to master mathematics with reasoning to support their conclusions. Math benchmark assessments within week 6, 24, and 36 will provide teachers data to modify implementation for their classroom and individual student needs.

NACP will continue to implement, track, reflect, and adjust to accomplish objectives and goals. We will track our progress on a yearly basis to ensure growth because when students have a better knowledge of Common Core State Standards, they will proudly leave NACP, college and career ready.

16-17 SBAC Results Summary

Grade 3

ELA/Literacy Achievement

Grade 3	Total	%
Exceeded Standard	15	18%
Met Standard	20	24%
Nearly Met Standard	28	34%
Not Met Standard	20	24%
Total	83	100%

Mathematics Achievement

Grade 3	Total	%
Exceeded Standard	11	13%
Met Standard	22	27%
Nearly Met Standard	32	39%
Not Met Standard	18	22%
Total	83	100%

Grade 4

ELA/Literacy Achievement

Grade 4	Total	%
Exceeded Standard	9	12%
Met Standard	19	26%
Nearly Met Standard	20	27%
Not Met Standard	26	35%
Total	74	100%

Mathematics Achievement

Grade 4	Total	%
Exceeded Standard	5	7%
Met Standard	15	20%
Nearly Met Standard	41	55%
Not Met Standard	13	18%
Total	74	100%

Grade 5

ELA/Literacy Achievement

Grade 5	Total	%
Exceeded Standard	14	18%
Met Standard	20	26%
Nearly Met Standard	16	21%
Not Met Standard	26	34%
Total	76	100%

Mathematics Achievement

Grade 5	Total	%
Exceeded Standard	10	13%
Met Standard	22	29%
Nearly Met Standard	26	34%
Not Met Standard	18	24%
Total	76	100%

Source: California Department of Education, 2017

SBAC Analysis by Category - 3rd gr 16-17

Total 3rd gr. Students Tested 83

ELA/Literacy

ELA/Literacy Achievement Level		
Grade 3	Total	%
Exceeded Standard	15	18%
Met Standard	20	24%
Nearly Met Standard	28	34%
Not Met Standard	20	24%
Total	83	100%

ELA/Literacy Scale Score		
Grade 3	CDE Range	NACP Range
Scale Score Range for Standard Exceeded	2490-2623	2491-2574
Scale Score Range for Standard Met	2432-2489	2432-2482
Scale Score Range for Standard Nearly Met	2367-2431	2373-2428
Scale Score Range for Standard Not Met	2114-2366	2204-2364

ELA/Literacy

	Reading Claim Achievement Category		Writing Claim Achievement Category		Listening Claim Achievement Category		Research/Inquiry Claim Achievement Category	
	Total	%	Total	%	Total	%	Total	%
Above Standard	13	16%	13	16%	15	18%	18	22%
Near Standard	42	51%	49	59%	48	58%	51	61%
Below Standard	28	34%	21	25%	20	24%	14	17%
Total	83	100%	83	100%	83	100%	83	100%

Mathematics

Mathematics Achievement Level		
Grade 3	Total	%
Exceeded Standard	11	13%
Met Standard	22	27%
Nearly Met Standard	32	39%
Not Met Standard	18	22%
Total	83	100%

Mathematics Scale Score		
Grade 3	CDE Range	NACP Range
Scale Score Range for Standard Exceeded	2501-2621	2508-2601
Scale Score Range for Standard Met	2436-2500	2436-2499
Scale Score Range for Standard Nearly Met	2381-2435	2385-2435
Scale Score Range for Standard Not Met	2189-2380	2253-2379

Mathematics

	Concepts and Procedures Claim Achievement Category		Problem Solving and Modeling & Data Analysis Claim Achievement Category		Communicating Reasoning Claim Achievement Category	
	Total	%	Total	%	Total	%
Above Standard	22	27%	13	16%	16	19%
Near Standard	35	42%	49	59%	53	64%
Below Standard	26	31%	21	25%	14	17%
Total	83	100%	83	100%	83	100%

Source: California Department of Education, 2017

SBAC Analysis by Category - 4th gr 16-17

Total 4th gr. Students Tested 74

ELA/Literacy

ELA/Literacy Achievement Level		
Grade 4	Total	%
Exceeded Standard	9	12%
Met Standard	19	26%
Nearly Met Standard	20	27%
Not Met Standard	26	35%
Total	74	100%

ELA/Literacy Scale Score		
Grade 4	CDE Range	NACP Range
Scale Score Range for Standard Exceeded	2533–2663	2540-2646
Scale Score Range for Standard Met	2473–2532	2478-2525
Scale Score Range for Standard Nearly Met	2416–2472	2420-2469
Scale Score Range for Standard Not Met	2131–2415	2225-2414

ELA/Literacy

	Reading Claim Achievement Category		Writing Claim Achievement Category		Listening Claim Achievement Category		Research/Inquiry Claim Achievement Category	
	Total	%	Total	%	Total	%	Total	%
Above Standard	13	18%	10	14%	8	11%	17	23%
Near Standard	40	54%	37	50%	47	64%	42	57%
Below Standard	21	28%	27	36%	19	26%	15	20%
Total	74	100%	74	100%	74	100%	74	100%

Mathematics

Mathematics Achievement Level		
Grade 4	Total	%
Exceeded Standard	5	7%
Met Standard	15	20%
Nearly Met Standard	41	55%
Not Met Standard	13	18%
Total	74	100%

Mathematics Scale Score		
Grade 4	CDE Range	NACP Range
Scale Score Range for Standard Exceeded	2549–2659	2549-2620
Scale Score Range for Standard Met	2485–2548	2492-2548
Scale Score Range for Standard Nearly Met	2411–2484	2411-2481
Scale Score Range for Standard Not Met	2204–2410	2347-2398

Mathematics

	Concepts and Procedures Claim Achievement Category		Problem Solving and Modeling & Data Analysis Claim Achievement Category		Communicating Reasoning Claim Achievement Category	
	Total	%	Total	%	Total	%
Above Standard	7	9%	5	7%	8	11%
Near Standard	37	50%	42	57%	43	58%
Below Standard	30	41%	27	36%	23	31%
Total	74	100%	74	100%	74	100%

Source: California Department of Education, 2017

SBAC Analysis by Category - 5th gr 16-17

Total 5th gr. Students Tested 76

ELA/Literacy

ELA/Literacy Achievement Level		
Grade 5	Total	%
Exceeded Standard	14	18%
Met Standard	20	26%
Nearly Met Standard	16	21%
Not Met Standard	26	34%
Total	76	100%

ELA/Literacy Scale Score		
Grade 5	CDE Range	NACP Range
Scale Score Range for Standard Exceeded	2582-2701	2588-2701
Scale Score Range for Standard Met	2502-2581	2502-2579
Scale Score Range for Standard Nearly Met	2442-2501	2449-2497
Scale Score Range for Standard Not Met	2201-2441	2295-2439

ELA/Literacy

	Reading Claim Achievement Category		Writing Claim Achievement Category		Listening Claim Achievement Category		Research/Inquiry Claim Achievement Category	
	Total	%	Total	%	Total	%	Total	%
Above Standard	19	25%	15	20%	15	20%	20	26%
Near Standard	33	43%	40	53%	43	57%	34	45%
Below Standard	24	32%	21	28%	18	24%	22	29%
Total	76	100%	76	100%	76	100%	76	100%

Mathematics

Mathematics Achievement Level		
Grade 5	Total	%
Exceeded Standard	10	13%
Met Standard	22	29%
Nearly Met Standard	26	34%
Not Met Standard	18	24%
Total	76	100%

Mathematics Scale Score		
Grade 5	CDE Range	NACP Range
Scale Score Range for Standard Exceeded	2579-2700	2584-2670
Scale Score Range for Standard Met	2528-2578	2529-2578
Scale Score Range for Standard Nearly Met	2455-2527	2457-2524
Scale Score Range for Standard Not Met	2219-2454	2354-2452

Mathematics

	Concepts and Procedures Claim Achievement Category		Problem Solving and Modeling & Data Analysis Claim Achievement Category		Communicating Reasoning Claim Achievement Category	
	Total	%	Total	%	Total	%
Above Standard	16	21%	12	16%	8	11%
Near Standard	33	43%	38	50%	43	57%
Below Standard	27	36%	26	34%	25	33%
Total	76	100%	76	100%	76	100%

Source: California Department of Education, 2017

ELA

		Number of Students per Subgroup SBAC Tested with scores			
	16-17 SBAC Total Students Tested with Scores	<u>English Language Learner</u> SBAC Total	<u>SpED</u> SBAC Total	<u>Dual Immersion</u> SBAC Total	<u>Socio- Economically Disadvantaged</u> SBAC Total
Grade 3	83	40	9	21	81
Grade 4	74	41	8	0	72
Grade 5	76	31	5	0	73
Grand Total	233	112	22	21	226

ELA - Schoolwide									
Grade	16-17 SBAC Total Students Tested with Scores	ELA Standard Not Met	%	ELA Standard Nearly Met	%	ELA Standard Met	%	ELA Standard Exceeded	%
3	83	20	24%	28	34%	20	24%	15	18%
4	74	26	35%	20	27%	19	26%	9	12%
5	76	26	34%	16	21%	20	26%	14	18%
Grand Total	233	72	31%	64	27%	59	25%	38	16%

ELA - English Language Learners									
Grade	<u>English Language Learner</u> SBAC Total	ELA Standard Not Met	%	ELA Standard Nearly Met	%	ELA Standard Met	%	ELA Standard Exceeded	%
3	40	14	35%	17	43%	8	20%	1	3%
4	41	18	44%	13	32%	10	24%	0	0%
5	31	21	68%	7	23%	2	6%	1	3%
Grand Total	112	53	47%	37	33%	20	18%	2	2%

ELA - SpED									
Grade	<u>SpED</u> SBAC Total	ELA Standard Not Met	%	ELA Standard Nearly Met	%	ELA Standard Met	%	ELA Standard Exceeded	%
3	9	5	56%	3	33%	1	11%	0	0%
4	8	6	75%	2	25%	0	0%	0	0%
5	5	5	100%	0	0%	0	0%	0	0%
Grand Total	22	16	73%	5	23%	1	5%	0	0%

ELA - Dual Immersion									
Grade	<u>Dual Immersion</u> SBAC Total	ELA Standard Not Met	%	ELA Standard Nearly Met	%	ELA Standard Met	%	ELA Standard Exceeded	%
3	21	9	43%	6	29%	4	19%	2	10%
4	0	0	0%	0	0%	0	0%	0	0%
5	0	0	0%	0	0%	0	0%	0	0%
Grand Total	21	9	43%	6	29%	4	19%	2	10%

ELA - Socioeconomically Disadvantaged									
Grade	<u>Socio- Economically Disadvantaged</u> SBAC Total	ELA Standard Not Met	%	ELA Standard Nearly Met	%	ELA Standard Met	%	ELA Standard Exceeded	%
3	81	20	24%	27	33%	20	24%	14	17%
4	72	25	35%	19	26%	19	26%	9	12%
5	73	24	33%	16	22%	19	26%	14	19%
Grand Total	226	69	31%	62	27%	58	26%	37	16%

Source: California Department of Education, 2017

MATH

		Number of Students per Subgroup SBAC Tested with scores			
	16-17 SBAC Total Students Tested with Scores	<u>English Language Learner</u> SBAC Total	<u>SpED</u> SBAC Total	<u>Dual Immersion</u> SBAC Total	<u>Socio- Economically Disadvantaged</u> SBAC Total
Grade 3	83	40	9	21	81
Grade 4	74	41	8	0	72
Grade 5	76	31	5	0	73
Grand Total	233	112	22	21	226

Math - Schoolwide									
Grade	16-17 SBAC Total Students Tested with Scores	Math Standard Not Met	%	Math Standard Nearly Met	%	Math Standard Met	%	Math Standard Exceeded	%
3	83	18	22%	32	39%	22	27%	11	13%
4	74	13	18%	41	55%	15	20%	5	7%
5	76	18	24%	26	34%	22	29%	10	13%
Grand Total	233	49	21%	99	42%	59	25%	26	11%

Math - English Language Learners									
Grade	<u>English Language Learner</u> SBAC Total	Math Standard Not Met	%	Math Standard Nearly Met	%	Math Standard Met	%	Math Standard Exceeded	%
3	40	11	28%	18	45%	7	18%	2	5%
4	41	9	22%	22	54%	7	17%	3	7%
5	31	13	42%	9	29%	3	10%	0	0%
Grand Total	112	33	29%	49	44%	17	15%	5	4%

Math - SpED									
Grade	<u>SpED</u> SBAC Total	Math Standard Not Met	%	Math Standard Nearly Met	%	Math Standard Met	%	Math Standard Exceeded	%
3	9	4	44%	4	44%	1	11%	0	0%
4	8	5	63%	2	25%	1	13%	0	0%
5	5	5	100%	0	0%	0	0%	0	0%
Grand Total	22	14	64%	6	27%	2	9%	0	0%

Math - Dual Immersion									
Grade	<u>Dual Immersion</u> SBAC Total	Math Standard Not Met	%	Math Standard Nearly Met	%	Math Standard Met	%	Math Standard Exceeded	%
3	21	7	33%	8	38%	4	19%	2	10%
4	0	0	0%	0	0%	0	0%	0	0%
5	0	0	0%	0	0%	0	0%	0	0%
Grand Total	21	7	33%	8	38%	4	19%	2	10%

Math - Socioeconomically Disadvantaged									
Grade	<u>Socio- Economically Disadvantaged</u> SBAC Total	Math Standard Not Met	%	Math Standard Nearly Met	%	Math Standard Met	%	Math Standard Exceeded	%
3	81	18	22%	31	38%	22	27%	10	12%
4	72	13	18%	40	55%	14	19%	5	7%
5	73	16	22%	25	34%	22	30%	10	13%
Grand Total	226	47	21%	96	42%	58	26%	25	11%

Source: California Department of Education, 2017

Innovative Features of Education Program Success

N.E.W. Academy Canoga Park practices the following research-based best practices:

- **Language Academy:**

NACP offers students the opportunity to become bilingual, biliterate and bicultural while reaching high levels of academic achievement in two languages, Spanish and English, through the Language Academy or Dual Language Program. We have designed the academic program to allow English Learners (ELs) enrolled in this program to increase *and* maintain target language proficiency (Spanish) while simultaneously acquiring academic English. Correspondingly, English Only (EO) and Identified Fluent English Proficient (IFEP) students in this program develop language and literacy skills in English while being immersed in target language instruction (Spanish). Students enter this program in Transitional Kindergarten/Kindergarten, or first grade, and continue through the end of elementary school.

NACP's Language Academy implements a Dual Language program based on the tenets identified in the Guiding Principles for Dual Language Education (Howard, Sugarman, Christian, Lindholm-Leary, and Rogers, 2007) for best practices including: (1) assessments and accountability, (2) curriculum, (3) instructional design, (4) staff quality and professional development, (5) structure and design of the program, (6) family and community engagement, and (7) support and resources. Designated content areas delivered in English and Spanish throughout the instructional day. Beginning in Kindergarten the Spanish curriculum includes literacy development and content subjects. Simultaneously, the English curriculum includes language and literacy development and content subjects with focused attention on the academic demands of each content area. The proportion of English and Spanish instruction is specified in each school's program matrix. By third grade, all students who participate in this program spend half their day in English and the other half in Spanish. These percentages are maintained through the end of fifth grade. The Language Academy Program is reviewed in its entirety by NACP administration, teaching staff, parents, and CEEL consultants from Loyola Marymount University (LMU) for effectiveness and to ensure adherence to the Guiding Principles for Dual Language Education (Howard et al, 2007).

Percentage of Language Instruction per Grade Level

Grade Level	Percent Spanish Instruction	Percent English Instruction
Kindergarten	70%	30%
First Grade	60%	40%
Second Grade	50%	50%
Third Grade	50%	50%
Fourth Grade	50%	50%
Fifth Grade	50%	50%

- Family-Community-School Partnerships:

N.E.W. Academy Canoga Park actively engages families and the community in the life of the Charter School through the various activities, meetings, and programs that take place throughout the school year.

- *Coffee with the Principal:* Our monthly Coffee with the Principal meetings are very well attended by parents/guardians. We usually have anywhere from 60 to more than 100 parents/guardians in attendance. Parents/guardians participate to receive information about school events, testing and survey results, topics that pertain to school matters, community fellowship and services offered free of cost or with very minimal cost to families. Visitors and presenters in the past have included: nutritionists, the Mexican Consulate, Psychologists and Counseling services, representatives from the Zine Center, College Representatives, non-profit organizations, the American Heart Association, the Los Angeles Police Department Community Outreach Program and many others. Coffee with the Principal offers an informal and safe setting for parents to express their thoughts about the school and their concerns; to ask questions and offer suggestions on ways we can improve the services and education we offer our students and their families.
- *School Site Council (SSC) and English Learner Advisory Committee (ELAC):* Parents take part in the school's SSC and ELAC committees where they participate in reviewing the school budget and in making important decisions on how for the school.
- *Volunteer Opportunities:* Parents/guardians are always welcome to assist in classrooms, in the office, on field trips and at community events. Parents/guardians who volunteer receive on-site training in the areas they will be assisting with. Parents/guardians who volunteer in the office or workroom receive training in how to manage copy machines and other tools available if they are asked to use them.
- *Celebrations and Special Events:* A large number of parents/guardians and extended family members attend NACP's celebrations and special events such as:
 - Monthly Success Celebrations where students receive certificates of achievement in various areas
 - Back to School Night and Open House and Art Show with an 85-90+% attendance rate year
 - Holiday and Spring Musical Shows where students present their musical (vocal or instrumental) talents through a diverse musical selection established each year by our music teacher
 - Author Visits/Assemblies are conducted several times during the school year and not only focus on the academic needs of our students, but also on maintaining the cultural traditions of our families. One such visit has been that of Antonio Sacre who encourages families through personal anecdotes and stories to pass on the cultural traditions and language of ancestors to current and future generations

- *Communication:* We believe that keeping our families informed of school and classroom events and that sharing information is important for the success of our students. Two-Way Communication is encouraged and facilitated by making ourselves available in person, via phone calls and messages, and most recently via communication applications such as Blooms and Remind. Notes homes, emails and whole school phone messaging are also used at NACP.
- *Parent Workshops:* NACP offers parents and guardians the opportunity to attend workshops conducted either by NACP certified teachers or educational consultants. By attending these workshops parents learn the newest techniques and strategies used by classroom teachers and teachers have the opportunity to learn how parents teach their children at home. Workshops topics are selected and vary depending on parents/guardians interests (i.e. results of surveys or what is shared during Coffee with the Principal) and/or new strategies being implemented school-wide (i.e. CGI, NGSS, Common Core State Standards, etc.).
- *Latino Family Literacy Project:* NACP teachers are trained in conducting Latino Family Literacy Project workshops where families come together to learn reading strategies and techniques they can immediately put to use using the provided literacy books that are part of the project. Participants also have the opportunity to: practice using the techniques during each of the ten (10) workshops they sign up to attend, share their thoughts about using the techniques and later they share their experiences using the techniques at home with their children. Participants are provided with disposable cameras to take pictures of things they consider important and relevant which they later use to write reflective pieces, poems, and notes to their child(ren).
- *Service to the Community/Community Outreach Partnerships:* At NACP we encourage our students to give back to the community and to participate in service to the community they live in and beyond. A component of our *One Book One School Program* is giving back to the community and beyond. When we read Crenshaw students and families donated socks and toiletries that were packed and delivered to homeless shelters. This year the book selected for One Book One School was the beloved classic Charlotte's Web and students read books, passed Accelerated Reading exams with 90% or above to earn money (donated by community partners- dentist's office, banks, other organizations) that they later donated to the Heifer Foundation to purchase various livestock and also to send children to school!
- *Technology Integration:*
By implementing technology in our curriculum, students learn computer skills while pursuing academic goals. Students have access to working laptops and desktop computers, iPads and several curriculum and common core based software programs. Teachers have access to apple TVs, mounted projector screens, Bluetooth speakers, and personal laptops. This combination of technology allows teachers to display student work on the projector at real time to enhance student learning and correct misconceptions. Teachers use Nearpod

to take students on virtual reality field trips around the world to provide real-life simulations of the lessons they are teaching.

We have been successful in implementing various educational software in all grade levels: including Keyboarding Without Tears for typing skills, Imagine Learning for reading, writing, speaking and listening skills, and Big Brainz for basic math fact practice, thus increasing student technological knowledge. These programs are not only accessible to students during the school day, but also from home or public library to continue practicing and improving their skills in each area of the curriculum.

To empower students to take charge of their own learning teachers create project-based learning lessons and activities using Google Classroom. Students then choose their platform for presenting their final product with their group: Goggle slides, PowerPoint, Prezi, etc. In order to complete each project students work both independently and with their peers. They conduct research, they gather information, they communicate with the teacher and group members, and they share their learning with a larger group. Students must also learn to bargain and sometimes compromise in order to successfully complete each project. Teachers provide feedback and resources to facilitate student learning.

Teachers have access to comprehensive data throughout the year from each of the programs used within the curricular program and use this data to assess and plan re-teaching and enrichment opportunities.

- Small Learning Communities:

Students are given the opportunity to work in small cohort groups throughout their six (6) years at the Charter School, thereby increasing teacher-student interaction, support and monitoring.

At NACP we developed cross grade buddies where students from an upper-grade classroom partner with students from a lower-grade classroom to help and mentor each other in all curricular areas and throughout the school year. Over the years we have learned that peer mentoring of this sort helps both our younger students and our older students, not only academically but it also helps students develop positive social skills and interactions. Our upper-grade students become role models for the younger students to emulate. For example lower grade level students learn to wait their turn, compose themselves in large and small settings, use appropriate voice levels and to walk around the campus in addition to learning how to read and solve math problems.

Students at each grade level participate in rotation schedules for art, physical education, science, social studies and English Language Development. These rotations allow students the opportunity to learn from each teacher in their grade-level. This model follows the middle-school model of learning which we believe will help our students find success while exposing them to different teachers and their teaching styles.

English Language Development groups are structured using students' results on the ELPAC and change based on the growth in each of the domains of the ELA/ELD

framework. NACP teachers develop language rich structured lessons that focus on the individual needs of the students they are serving. Students are grouped based on language abilities, allowing students to feel comfortable participating and taking risks alongside their peers in a non-threatening environment. Hands-on activities, the use of realia, sentence frames, direct language instruction, thinking maps are only some of the strategies implemented by teachers during designated ELD instruction. Students at every level are provided opportunities to demonstrate their knowledge of the language through novel studies while putting their higher-level thinking skills to work. Growth is tracked through formal and informal assessments, one-on-one conferences between the teacher and students, small group projects, and grade-level data meetings focused on discussing progress. Our English learners are afforded opportunities to develop and strengthen their English language development skills during class (Integrated and Designated ELD) and with tutoring opportunities after school.

Because we assess our students every six to eight weeks, students have the opportunity to move in and out of their groups depending on their individual needs. Our frequent monitoring and analysis of student data helps us track growth and allows us to make the necessary changes to our lessons to allow for individualized teaching, small group instruction and whole group instruction as we see fit and for each academic area.

- **Interdisciplinary, Project-Based Curriculum:**

Students understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on each student's prior knowledge, connecting learning to student's lives, and clearly addressing learning expectations. The students' abilities to demonstrate their knowledge of the curriculum through projects, activities, independent and group work, and performances have increased the students' self-esteem and learning modalities. Students are assessed based on their presentations, research papers and essays, creativity, academic language usage, group interactions, critical thinking, and the ability to think beyond the surface.

- **Culturally-Relevant Instruction:**

We believe in exploring learning through the use of Latino literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students' lives. The background and culture of all students is respected and valued. This integration of culturally-relevant instruction further provides students with classical writings where content is vital in a classical education. The student analyzes, imitates, and practices writing, all the while living and breathing the thoughts and words of the best writers by providing a variety of opportunities. Students are provided with opportunities to practice reading and writing in each genre of literature throughout the school year, and grow their understanding of the varying elements through revision, and student-teacher conferences throughout the writing process. Students are also provided with opportunities to learn about and meet professionals in the literature word through video conferencing, skypes and in person when we have author visits.

Bilingual students, both in the Dual Language Academy and in the English only setting, have the opportunity to access books in English and in Spanish in our school library and in

their classroom libraries. Teachers have used literature books such as *My Name is Maria* and *Tia Lola Saved Summer*, as read alouds and book studies to incorporate culture, language, concepts, and geography into daily instruction. While our music teacher finds ways to incorporate students' culture by selecting musical pieces from various cultures.

- Research-based Practices:

N.E.W. Academy Canoga Park uses curriculum and instructional strategies founded on proven effective best practices. Authentic assessment, both formal and informal, are used to analyze and move student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire Charter School community. Differentiated instruction, including consistent use of SDAIE strategies, visuals, sentence frames, culturally relevant examples, the use of cognates, and appropriate modifications and accommodations and allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students. Students are involved in active-learning through strategies from selected effective best programs, such as, Readers' and Writers' Workshops, Cognitive Guided Instruction, Thinking Maps, project-based learning, service learning and other initiatives that support student learning. These programs provide innovative learning opportunities for our students because they're performance based and build upon students' prior knowledge. Students are given ample time to learn, practice and grow in each subject matter through partner and small-group assignments, student-teacher workshop conferences, and intimate classroom celebrations at the conclusion of each area of study.

Based on the results of internal data and the steady and the consistent growth our students have demonstrated over the years in state testing, we believe the Charter School's educational program is meeting the needs of our students. Additionally, we have created rich and culturally relevant educational opportunities for our students allowing them to use their background knowledge and lived experiences that add richness to their education. We provide a wide range of learning opportunities, resources, and curriculum that provides students the necessary common core aligned content. Teachers at NACP encourage students to guide their own learning by providing project-based learning opportunities and technology based group and individual assignments for them to complete. Assessing our students on a regular basis helps us ensure students continue to achieve in all areas. If a student is at risk, we inform the parents/guardians within the first 6 weeks to begin an intervention process with the student and his/her family. We purposefully meet with the parents/guardians at every 6 to 8 week interval to communicate progress.

For those students that are meeting and exceeding in our instructional program, we provide an enrichment opportunity to join our Gifted and Talented Enrichment (GATE) program, which is described below. Students attend meetings once a week after school and develop skills on how to problem solve issues especially in the areas of science and math.

Our English Learners are afforded opportunities to develop and strengthen their English language development skills throughout the day. Teachers plan engaging lessons that integrate ELA/ELD standards into all curricular areas. Technology is used to enhance lessons and student participation in group projects and presentations. Students' language acquisition is monitored every six to eight

weeks and changes to grouping, lesson design and implementation are made as needed. English learners receive extra support from instructional assistants, reading intervention staff and classroom teachers during the school day and after school to help increase their abilities.

Areas of challenge that we have experienced recently is the increase in student absenteeism and tardiness. We found that many students have two working parents with different shifts so they have to juggle who will get home on time to bring the student to school. We also have parents with children in other schools, with a priority to get their older children to middle school or high school on time. We recognize that if a child is absent, he/she will start to fall behind, and thus recognize the importance of improving students' daily attendance. We currently have a 94% average daily attendance.

Some ideas on how we plan to improve student attendance include, but are not limited to:

- Increasing student and parent recognition for perfect or great attendance during our monthly success celebration.
- Utilizing additional support staff to reteach the content and material to students that are absent.
- Increasing parent school attendance and reviewing team meetings to explain the importance of school attendance and the consequences of chronic absenteeism.

Student Population to Be Served

N.E.W. Academy Canoga Park currently serves 506 students in grades TK-5 with 94% Hispanic/Latino, 3% Asian, 1% White, 1% Black or African American, and 1% Two or More Race Categories. Of our 506 students, 48% are English Learners, 95% are Socioeconomically Disadvantaged, and 8% are eligible students with disability.

Due to our high enrollment of English Learners and Socioeconomically Disadvantaged students, lessons are created to include culturally relevant information, and resources are provided for all students to have equal access to the curriculum. Students' interests (as stated in classroom writings and discussions, Wellness Committee Meetings, parents meetings and in surveys such as the California Healthy Kids Survey) are taken into consideration when designing curriculum, planning day to day lessons, buying books for the library, planning field trips, and engagement opportunities. We strive to provide rich learning and diverse opportunities for all of our students, by incorporating opportunities that they may not otherwise be exposed to on a day to day basis.

Just like many other schools in California and beyond, one of the biggest challenges we face at NACP has to do with attendance. Although we have met our goal or are near meeting our goal of 94% attendance rate on a monthly basis, we have a number of students who continue to arrive late on a daily basis (5 to 20 minutes late). Despite holding conversations with parents, having SART meetings, and developing action plans as an attempt to improve tardiness and chronic absenteeism we have not maintained the success rate we would like. During Spring of 2018 lead teachers and administration came up with a tentative positive reinforcement plan to encourage and improve attendance. At this preliminary stage it involves continuing: (1) monthly free dress pass; (2) ice cream sundae social once per semester; (2) awarding attendance certificates to parents and students; and we are adding the following as a pilot program: (1) weekly praise and incentives

such as smelly stickers, pencils and erasers; (2) third grade is piloting a Attendance is Right spinning wheel (small version of the wheel used in the show Price is right) with prizes such as sit in the special chair in the classroom, choose a prize from the prize box, homework pass, and other things considered important or valuable to students, (3) Lunch with the principal (every 3 months), and (4) Principal's recess. We will continue to monitor attendance as we implement these strategies and will make changes as needed while working with families.

Our enrollment plan is as follows:

Goals and Philosophy

Enrollment Roll-Out Plan					
Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
K (incl. TK)	123	123	123	123	123
1	81	81	81	81	81
2	78	78	78	78	78
3	77	77	77	77	77
4	84	84	84	84	84
5	77	77	77	77	77
Total	520	520	520	520	520

Charter School Vision

N.E.W. Academy Canoga Park is a model for innovative child centered learning and instruction that embrace the community as a foundation to teach and create lifelong learners and confident global leaders for the 21st century through an emphasis in the arts and sciences.

The vision of N.E.W. Academy Canoga Park is to create a child-centered environment where students will be able to work cooperatively, become self-directed, think critically, develop self-esteem and self-assurance and have respect for cultural diversity. The vision also includes creating a creative, safe, healthy environment for children—a place that honors family values and provides a safe environment where children are allowed to fail without fear, and view fear as another opportunity for learning, and gives children exposure to multiple situations in a variety of environments so that they acquire confidence, self-respect and respect for others.

The Charter School will be a catalyst for reinforcing positive values in the community; a place that is an integral part of the community; an extension of the community; an investment in the community; and a model for innovative learning with an emphasis in the arts and sciences that teaches every child to be an educated, productive citizen of the world.

N.E.W. Academy Canoga Park is nonsectarian in programs, admission policies, employment practices, and other operations. The Charter School will not charge tuition nor will it discriminate against any student on the basis of ethnicity, national origin, gender or disability. Neither will the Charter School require any child to attend a charter school nor any employee to work at a charter school.

N.E.W. Academy Canoga Park equips low-income students in grades TK-5 for academic success and active community participation. The Charter School is located in the West San Fernando Valley/Canoga Park community, an area fraught with poverty and academically struggling students. According to the California Department of Education (2017), 2, 656, 242 students speak a language other than English in their homes, which represents 42.6% of the states total student enrollment. Of those students 83% speak Spanish in the home (California Department of Educations, 2017). Los Angeles County's population, like many others throughout California, is composed of a diverse group of people many who have come to the county as immigrants from various countries. According to the Statistics Atlas (2017), out of the 59.2% immigrant population in Los Angeles County, 39.5% are of Mexican national origin, 7.5% are of Salvadorian national origin, and 5.1% are of Guatemalan national origin. These factors contribute to the majority of students attending NACP coming from immigrant families where Spanish is spoken in the home.

N.E.W. Academy Canoga Park seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

N.E.W. Academy Canoga Park has three specific performance objectives:

1. To promote student progress in academic and artistic achievement, with an emphasis in the arts and sciences;
2. To develop social, as well as community ethics and values in the students' character development with parental participation; and
3. To implement the most appropriate curriculum for every child.

Charter School Mission

N.E.W. Academy Canoga Park promotes a child-centered environment with exceptional teachers, culturally responsive pedagogy and curriculum with an emphasis in the arts and sciences.

The mission of N.E.W. Academy Canoga Park is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community.

Students at N.E.W. Academy Canoga Park will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in elementary, middle school, high school and beyond.

The Core Values for N.E.W. Academy Canoga Park are:

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices

NACP works with parents, community residents, teachers, and other Charter School staff to transform the school site into a hub of learning for the entire neighborhood, offering academic and support services through an extended school day (7:00am-6:00pm) and a coordinated menu of the various resources available, including New Economics for Women (N.E.W.), community organizations, philanthropic foundations and corporations, surrounding schools, and technological and neighborhood partnerships. N.E.W. Academy Canoga Park has a strong fundraising track record in this community, and plans to put this expertise to work for the Charter School.

An Educated Person in the 21st Century

N.E.W. Academy Canoga Park will enable students to become self-motivated, competent, and lifelong learners by creating a school environment wherein every student learns the specific knowledge and skills needed to advance to the next grade level, essentially creating the foundation for which knowledge can build upon knowledge. At N.E.W. Academy Canoga Park we know that an educated person of the 21st century will have a broad knowledge base in literature, mathematics, history, science, foreign language and the arts. Students will be prepared for the digital world not only with knowledge of typing skills, researching reputable sources, discerning quality information from propaganda, and acquiring editing skills, but they will also become well-versed in digital-citizenship and understand the impact of their digital-footprint.

In addition, he/she will have the necessary skills to respond to a technologically advanced society. He/she will have a global awareness of his/her place in society, ecology and the responsibility that this creates. This will allow him/her to pursue the necessary goals to achieve his/her contributions with assertiveness, cooperativeness and a relentless desire for excellence. And it will be the goal of N.E.W. Academy Canoga Park to educate students who will strive to become such a person.

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

In summary, NACP supports changes in teaching, learning, and leadership that adequately prepare students for the 21st century as follows:

- Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age.
- Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals.
- Make decisions and solve problems ethically and collaboratively.
- Use technology to gather, analyze, and synthesize information for application in a global economy.

- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.

How Learning Best Occurs

N.E.W. Academy Canoga Park (NACP) believes that learning best occurs in a small, safe, student-centered environment where diversity is valued and risk-taking is supported. Such an environment builds students' self-confidence and self-reliance and encourages them to be literate and critical thinkers. We are committed to reducing and eventually eliminating our students' disparities through a rigorous academic program that builds upon the diverse strengths of all students, regardless of the challenges they may bring to school. Similarly, we maintain a shared commitment to ensure that our students successfully navigate the social obstacles that hinder academic achievement.

NACP embodies several learning concepts to meet the needs of our diverse students. We choose to focus on environmental preferences, sensory modalities, personality types, cognitive styles and the cultural heritage of our students to meet their specific learning challenges and strengths throughout each grade level. We believe that as they grow and learn, students with knowledge of their own preferences are empowered to use various techniques to enhance learning well beyond our campus gates, which in turn may impact their overall educational satisfaction and achievement throughout their entire educational careers. We understand that each child has differing needs, including but not limited to kinesthetic, auditory, and visual needs, as well as differing zones of proximal development. We also integrate our knowledge of students' interests and abilities to design and facilitate instruction that appeals to each students' cognitive, affective and sensory domains. We believe in setting high standards for students and providing the tools, resources and support students need to be successful. Awareness of these concepts will empower students to continue thriving for success well beyond our reach here at NACP.

We believe in the following tenets:

- High expectations for students, staff, and parents with clear objectives
- Parental involvement in all aspects of school life
- Supporting all students: struggling or high achievers
- Focus on: Technology, Science, and Art

In order for us to help our students reach the above mentioned goals, NACP has incorporated the following recommendations from Kati Haycock, Director of Education Trust:

- Have uniform standards: N.E.W. Academy Canoga Park has clear and high expectations of all students that fully align with California state standards.
- Make the curriculum challenging: Rigorous curriculum is organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments ensure that no students fall behind. Initial assessments are conducted once students are enrolled in the school, to determine their proficiency levels in mathematics and language skills. Extra support before and after school is given to those students in need.

- Provide good teachers: All NACP core subject teachers have an appropriate credential in their subject matter. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice.
- Students learn best when they are challenged by clear and high-expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement.

In addition, given our large English Learner population our current learning approach includes dual language immersion instruction (bilingual instruction with our target language being Spanish). Therefore, we subscribe to Stanford Universities *Understanding Language Project* and their 6 tenets for English Learners (Stanford, 2017):

1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.
2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.
3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.
5. Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.

Retrieved from <http://ell.stanford.edu/content/six-key-principles-ell-instruction>

NACP believes that young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect student's lives and expand their understanding to encompass a global perspective. Therefore, NACP provides opportunities for students to develop personal responsibility, manage their own learning, and practice democratic principles. Students at NACP have opportunities to celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of N.E.W. Academy Canoga Park. We have found that these ideas are similar to the work of the EPA Healthy Places and Healthy People.

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

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

NACP will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core State Standards) and reflect proficiency measures required by the CAASPP/SBAC, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details NACP’s goals as of this petition submission, for all pupils (including numerically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the California Education Code, NACP’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions NACP anticipates at this point in time.

LCFF State and LCAP Goals

LCFF STATE PRIORITIES – Priority 2 Implementation of State Academic Standards

LCAP GOAL #4 – Student Achievement and Academic Progress

All students, including all student subgroups, unduplicated students and students with exceptional needs, will have access to academic and educational enrichment programs. Fully implement state adopted CCSS ELA and Math academic content and performance standards for all students including expanding opportunities for students to engage in critical thinking tasks and differentiated instruction.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

☒: Implementation of State Academic Standards

Specific Annual Actions to Achieve Goal

- Increase use of internal benchmark assessments, data driven instructional planning, and differentiation of instruction and technology-based intervention along with intervention and paraprofessional support for teachers will help drive individual student achievement.
- Provide well qualified and experienced teachers that utilize data driven instruction and differentiated techniques to ensure full access to a broad curriculum for all students.
- Provide students an array of learning opportunities in science, technology, math, arts, music, and P.E.
- Schedule standards-based field trips for every grade level.
- Fully implement the Common Core State Standards in ELA and Math across all grades.
- Continue professional development activities focused on CCSS.
- Increase student technology access with state of the art computers in every classroom, to increase student access to critical thinking tasks and differentiated instruction, with a student ratio of one to one in 3rd to 5th grades and two to one in TK-2nd grades.
- Provide after school and during school intervention to address student needs.
- Teachers work daily with at-risk students in small groups throughout the school day.
- Provide an After School Learning Center for at-risk students.
- Instructional Assistant support for at-risk students during and after school.
- Use Running Record data to address student needs and provide intervention.
- Provide access to technology (iPads, computers, Chromebooks, computer lab).
- Purchase and maintain licenses for online math and ELA intervention systems and assessment systems, such as Smarty Ants, Big Brainz, Achieve 3000, Measures of Academic Progress, Imagine Learning, and AR reading comprehension.
- Provide teachers on-going training on the implementation of online adaptive programs.

Expected Annual Measurable Outcomes

Outcome #1: Teacher professional development in CCSS.

Metric/Method for Measuring: Documentation of teacher participation in professional development focusing on CCSS; implementation of CCSS aligned curriculum and assessments; classroom observations by administrators.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Teachers (Schoolwide)	100% Organized documentation of PD and evaluation of CCSS alignment	100% Organized documentation of PD and evaluation of CCSS alignment in at least 5 PD days	100% Organized documentation of PD and evaluation of CCSS alignment in at least 5 PD days and 3 half days	100% Organized documentation of PD and evaluation of CCSS alignment in at least 5 PD days and 3 half days and 25% of PD is teacher lead	100% Organized documentation of PD and evaluation of CCSS alignment in at least 5 PD days and 3 half days and 25% of PD is teacher lead	100% Organized documentation of PD and evaluation of CCSS alignment in at least 5 PD days and 3 half days and 25% of PD is teacher lead

Outcome #2: Internal Assessment: Increase TK-2nd grade Running Record reading assessment per grade level.

Metric/Method for Measuring: Grade level Running Records administered every 8 weeks.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Running Record reading levels administered every 8 weeks Baseline 65%	Running Record reading levels administered every 8 weeks and 67% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 70% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 73% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 76% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 80% students will be reading at grade level.
English Learners	Running Record reading levels administered every 8 weeks Baseline 53%	Running Record reading levels administered every 8 weeks and 55% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 58% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 61% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 64% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 68% students will be reading at grade level.
Socioeconomically Disadvantaged/Low Income Students	Running Record reading levels administered every 8 weeks Baseline 65%	Running Record reading levels administered every 8 weeks and 67% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 70% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 73% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 76% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 80% students will be reading at grade level.
Foster Youth	Running Record reading levels administered every 8 weeks No baseline data available	Running Record reading levels administered every 8 weeks and 38% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 40% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 43% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 46% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 50% students will be reading at grade level.
Students with Disabilities	Running Record reading levels administered every 8 weeks Baseline 30%	Running Record reading levels administered every 8 weeks and 32% students will be	Running Record reading levels administered every 8 weeks and 35% students will be	Running Record reading levels administered every 8 weeks and 38% students will be	Running Record reading levels administered every 8 weeks and 41% students will be	Running Record reading levels administered every 8 weeks and 44% students will be

		reading at grade level.	reading at grade level.	reading at grade level.	reading at grade level.	reading at grade level.
African American Students	Running Record reading levels administered every 8 weeks No baseline data available	Running Record reading levels administered every 8 weeks and 38% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 40% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 43% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 46% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 50% students will be reading at grade level.
Latino Students	Running Record reading levels administered every 8 weeks 65%	Running Record reading levels administered every 8 weeks and 67% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 70% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 73% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 76% students will be reading at grade level.	Running Record reading levels administered every 8 weeks and 80% students will be reading at grade level.

Outcome #3: Implement Achieve 3000 in grades 2nd through 5th to increase reading comprehension and writing.

Metric/Method for Measuring: Achieve 3000 student scores diagnostic assessments.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Achieve 3000 reading, language arts, and writing scores.	Increase Achieve 3000 reading, language arts, and writing scores by 2%	Increase Achieve 3000 reading, language arts, and writing scores by 3%	Increase Achieve 3000 reading, language arts, and writing scores by 4%	Increase Achieve 3000 reading, language arts, and writing scores by 5%	Increase Achieve 3000 reading, language arts, and writing scores by 6%
English Learners	Achieve 3000 reading, language arts, and writing scores.	Increase Achieve 3000 reading, language arts, and writing scores by 2%	Increase Achieve 3000 reading, language arts, and writing scores by 3%	Increase Achieve 3000 reading, language arts, and writing scores by 4%	Increase Achieve 3000 reading, language arts, and writing scores by 5%	Increase Achieve 3000 reading, language arts, and writing scores by 6%
Socioeconomically Disadvantaged/Low Income Students	Achieve 3000 reading, language arts, and writing scores.	Increase Achieve 3000 reading, language arts, and writing scores by 2%	Increase Achieve 3000 reading, language arts, and writing scores by 3%	Increase Achieve 3000 reading, language arts, and writing scores by 4%	Increase Achieve 3000 reading, language arts, and writing scores by 5%	Increase Achieve 3000 reading, language arts, and writing scores by 6%
Foster Youth	Achieve 3000 reading, language arts, and writing scores.	Increase Achieve 3000 reading, language arts, and writing scores by 2%	Increase Achieve 3000 reading, language arts, and writing scores by 3%	Increase Achieve 3000 reading, language arts, and writing scores by 4%	Increase Achieve 3000 reading, language arts, and writing scores by 5%	Increase Achieve 3000 reading, language arts, and writing scores by 6%
Students with Disabilities	Achieve 3000 reading, language arts, and writing scores.	Increase Achieve 3000 reading, language arts, and writing scores by 2%	Increase Achieve 3000 reading, language arts, and writing scores by 3%	Increase Achieve 3000 reading, language arts, and writing scores by 4%	Increase Achieve 3000 reading, language arts, and writing scores by 5%	Increase Achieve 3000 reading, language arts, and writing scores by 6%
African American Students	Achieve 3000 reading, language arts, and writing scores.	Increase Achieve 3000 reading, language arts, and writing scores by 2%	Increase Achieve 3000 reading, language arts, and writing scores by 3%	Increase Achieve 3000 reading, language arts, and writing scores by 4%	Increase Achieve 3000 reading, language arts, and writing scores by 5%	Increase Achieve 3000 reading, language arts, and writing scores by 6%
Latino Students	Achieve 3000 reading, language arts, and writing scores.	Increase Achieve 3000 reading, language arts, and writing scores by 2%	Increase Achieve 3000 reading, language arts, and writing scores by 3%	Increase Achieve 3000 reading, language arts, and writing scores by 4%	Increase Achieve 3000 reading, language arts, and writing scores by 5%	Increase Achieve 3000 reading, language arts, and writing scores by 6%

*Increases are consistent among all subgroups due to the nature of the Achieve3000 program. All students complete a level-set assessment to initiate the program, allowing the program to adjust to each students'

specific reading level and modifications. Each student is capable of increasing their achievement from the baseline level.

Outcome #4: Implement on-line adaptive technology programs.

Metric/Method for Measuring: Classroom documentation of software scores.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs
English Learners	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs
Socioeconomically Disadvantaged/Low Income Students	Participation in on-line adaptive technology programs	100% Increase Participation in on-line adaptive technology programs	100% Increase Participation in on-line adaptive technology programs	100% Increase Participation in on-line adaptive technology programs	100% Increase Participation in on-line adaptive technology programs	100% Increase Participation in on-line adaptive technology programs
Foster Youth	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs
Students with Disabilities	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs
African American Students	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs
Latino Students	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs	100% Participation in on-line adaptive technology programs

Outcome #5: Implement an after school enrichment program for 100% of its students performing below or far below benchmark on state and local assessments every year.

Metric/Method for Measuring: California Assessment of student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC).

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program
English Learners	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program
Socioeconomically Disadvantaged/Low	100% of students having	100% of students having	100% of students having	100% of students having	100% of students having	100% of students having

Income Students	access to school's enrichment program	access to school's enrichment program	access to school's enrichment program	access to school's enrichment program	access to school's enrichment program	access to school's enrichment program
Foster Youth	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program
Students with Disabilities	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program
African American Students	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program
Latino Students	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program	100% of students having access to school's enrichment program

Outcome #6: Internal Assessment: Math End of the Year Benchmark assessment administered as a pre, mid, and post assessment.

Metric/Method for Measuring: California Assessment of student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC).

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	36% of students meeting or exceeding grade level performance on End of the Year math benchmark	40% of students meeting or exceeding grade level performance on End of the Year math benchmark	45% of students meeting or exceeding grade level performance on End of the Year math benchmark	50% of students meeting or exceeding grade level performance on End of the Year math benchmark	59% of students meeting or exceeding grade level performance on End of the Year math benchmark	65% of students meeting or exceeding grade level performance on End of the Year math benchmark
English Learners	14% of students meeting or exceeding grade level performance on End of the Year math benchmark	18% of students meeting or exceeding grade level performance on End of the Year math benchmark	22% of students meeting or exceeding grade level performance on End of the Year math benchmark	26% of students meeting or exceeding grade level performance on End of the Year math benchmark	30% of students meeting or exceeding grade level performance on End of the Year math benchmark	40% of students meeting or exceeding grade level performance on End of the Year math benchmark
Socioeconomically Disadvantaged/Low Income Students	37% of students meeting or exceeding grade level performance on End of the Year math benchmark	40% of students meeting or exceeding grade level performance on End of the Year math benchmark	43% of students meeting or exceeding grade level performance on End of the Year math benchmark	48% of students meeting or exceeding grade level performance on End of the Year math benchmark	55% of students meeting or exceeding grade level performance on End of the Year math benchmark	65% of students meeting or exceeding grade level performance on End of the Year math benchmark
Foster Youth	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark
Students with Disabilities	9% of students meeting or exceeding	127% of students meeting or	15% of students meeting or exceeding	18% of students meeting or exceeding	21% of students meeting or exceeding	25% of students meeting or exceeding

	grade level performance on End of the Year math benchmark	exceeding grade level performance on End of the Year math benchmark	grade level performance on End of the Year math benchmark	grade level performance on End of the Year math benchmark	grade level performance on End of the Year math benchmark	grade level performance on End of the Year math benchmark
African American Students	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark	% of students meeting or exceeding grade level performance on End of the Year math benchmark
Latino Students	36% of students meeting or exceeding grade level performance on End of the Year math benchmark	40% of students meeting or exceeding grade level performance on End of the Year math benchmark	45% of students meeting or exceeding grade level performance on End of the Year math benchmark	50% of students meeting or exceeding grade level performance on End of the Year math benchmark	55% of students meeting or exceeding grade level performance on End of the Year math benchmark	65% of students meeting or exceeding grade level performance on End of the Year math benchmark

*Represents a subgroup that does not have enough data to populate a baseline percentage

Outcome #7: Internal Assessment: Measures of Academic Progress (MAPS) will be administered to all students 3 times a year to assess student achievement and growth.

Metric/Method for Measuring: California Assessment of student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC).

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	45% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	48% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	53% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	58% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	63% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	70% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark
English Learners	45% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	48% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	53% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	58% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	63% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	70% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark
Socioeconomically Disadvantaged/Low Income Students	45% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	48% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	53% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	58% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	63% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	70% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark
Foster Youth	45% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	48% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	53% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	58% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	63% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	70% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark
Students with Disabilities	40% of students meeting or exceeding grade level performance on End of the Year	43% of students meeting or exceeding grade level performance on End of the Year	48% of students meeting or exceeding grade level performance on End of the Year	53% of students meeting or exceeding grade level performance on End of the Year	58% of students meeting or exceeding grade level performance on End of the Year	61% of students meeting or exceeding grade level performance on End of the Year

	MAPS benchmark	MAPS benchmark	MAPS benchmark	MAPS benchmark	MAPS benchmark	MAPS benchmark
African American Students	45% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	48% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	53% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	583% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	63% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	70% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark
Latino Students	45% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	487% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	53% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	58% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	63% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark	70% of students meeting or exceeding grade level performance on End of the Year MAPS benchmark
<ul style="list-style-type: none"> • These scores represent the Math Subject Area of MAPs testing. • The baseline percentage and continued growth is consistent among all subgroups because all students' diverse needs are met throughout the curriculum and classroom modifications. 						

LCFF State Priorities and LCAP Goals

LCFF STATE PRIORITIES – Priority 2 Implementation of State Academic Standards	
LCAP GOAL #1 – All students will meet ELA and Math State targets	
<p>The Charter School will annually increase the number of students meeting or exceeding grade level proficiency as measured by the CAASPP SBAC English Language Arts and Mathematics assessments annually and increase the number of English Learners who reclassify as Reclassified Fluent English Proficient.</p>	<div style="text-align: right; padding-right: 10px;">Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: left; padding: 2px;"><input checked="" type="checkbox"/> 1</div> <div style="width: 33%; text-align: left; padding: 2px;"><input checked="" type="checkbox"/> 4</div> <div style="width: 33%; text-align: left; padding: 2px;"><input checked="" type="checkbox"/> 7</div> <div style="width: 33%; text-align: left; padding: 2px;"><input checked="" type="checkbox"/> 2</div> <div style="width: 33%; text-align: left; padding: 2px;"><input type="checkbox"/> 5</div> <div style="width: 33%; text-align: left; padding: 2px;"><input type="checkbox"/> 8</div> <div style="width: 33%; text-align: left; padding: 2px;"><input type="checkbox"/> 3</div> <div style="width: 33%; text-align: left; padding: 2px;"><input type="checkbox"/> 6</div> </div> <div style="text-align: right; padding-right: 10px; margin-top: 10px;">Local Priorities:</div> <div style="text-align: left; padding-left: 10px;"> <input checked="" type="checkbox"/>: Implementation of State Standards <input type="checkbox"/>: </div>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> The Charter School will annually identify the need to improve and monitor the design and delivery of a high quality Common Core State Standards driven educational program in order to: (1) Yield improved academic performance outcomes for all students including English learners; (2) Set internal benchmark performance targets; and (3) Design and deliver appropriate professional development. Provide and obtain training for certificated staff on CCSS implementation strategies for ELA and Math, including lesson design and delivery, with a focus on critical thinking, problem solving, and real world applications. Monitor Long Term English Learners' (LTELs) progress. Target needs of EL students using Imagine Learning. Utilize the new ELA/ELD standards to provide access to the CCSS ELA/Literacy standards and other content areas. Purchase resources and supplemental materials in ELA/ELD, Math, Science, Social Studies, and PE. Ongoing review of SBAC, ELPAC, and school wide assessment data to provide teachers with opportunities to backwards plan, create smart goals, and develop targeted professional development that incorporate the CCSS. Teachers will be given collaboration time to create lessons to be delivered within their classrooms. Intervention will be provided in the areas of math, reading, decoding, phonics, and phonemic awareness in English and Spanish. Computer software will be provided for ELA/ELD intervention. 	

Expected Annual Measurable Outcomes

Outcome #1: The percentage of students that met standard/exceeded standard in Language Arts on the CAASPP/SBAC.

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP) Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	42% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	7% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline
Socioeconomically Disadvantaged/Low Income Students	42% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	*% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Students with Disabilities	5% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline
African American Students	*% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	41% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

Outcome #2: The percentage of students that met standard/exceeded standard in Math on the CAASPP/SBAC.

Metric/Method for Measuring: California Assessment of Student Performance and Progress (CAASPP)
Smarter Balanced Assessment Consortium (SBAC)

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	36% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	14% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline
Socioeconomically Disadvantaged/Low Income Students	37% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	*% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline
Students with Disabilities	9% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
African American Students	*% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	36% of students meeting or exceeding grade level performance on the 2016-2017 CAASPP	2% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

Outcome #3: Increase the number of English Learners who reclassify as Reclassified Fluent English Proficient

Metric/Method for Measuring: Reclassification Data						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	CELDT 22% of 2016-2017 Students reclassified	3% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Socioeconomically Disadvantaged/Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA

LCFF State Priorities and LCAP Goals

LCFF STATE PRIORITIES – Priority 2 Implementation of State Academic Standards						
LCAP GOAL #1						
<p>100% of teachers will design state standard-based lessons and ensure that students are exposed to grade level state standards on a daily basis. They will provide high quality instruction within their classroom that adhere to the California content standards. In order to provide high quality instruction, the Charter School will build teacher capacity through research based professional development and will annually conduct a needs assessment.</p>	<div style="text-align: right;">Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> <div style="text-align: right; margin-top: 10px;">Local Priorities:</div> <div style="text-align: right;"> <input checked="" type="checkbox"/>: Implementation of State Academic Standards <input type="checkbox"/>: </div>					
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Administration will provide support and conduct classroom observations to provide actionable feedback to improve the quality of instruction. Set internal benchmark performance targets for all students in Reading levels and math grade level standard. Design and deliver appropriate professional development opportunities for teachers to attend training on Common Core State Standards implementation strategies for ELA and mathematics with a focus on critical thinking, problem solving, Cognitive Guided Instruction, and real world applications. Continue professional development for teachers for English Learners on English Language strategies with a focus on reclassification, progress monitoring, and improved performance on the SBAC and ELPAC in order to understand specific areas of need to assist with student reclassification. Provide professional development in Next Generation Science Standards, Math Cognitive Guided Instruction, Balanced Literacy Program, and English Language Development. Provide teachers lesson planning collaboration time, DATA Analysis meeting time, and pacing guide development time. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Provide teachers high quality standards driven professional development.</p> <p>Metric/Method for Measuring: Completed lesson plans, teacher growth plans, and professional development training.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Teachers (Schoolwide)	100% attendance	100% attendance	100% attendance	100% attendance	100% attendance	100% attendance
<p>Outcome #2: Observation, evaluation, and conferencing with teachers done twice a year.</p>						

Metric/Method for Measuring: Completion of observations, evaluation forms, and teacher conference

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teachers	100% Completion	100% Completion	100% Completion	100% Completion	100% Completion	100% Completion

LCFF State and LCAP Goals

LCFF STATE PRIORITIES – Priority 2 Implementation of State Academic Standards

LCAP GOAL #2

EL students will advance at least one level on the ELPAC (or other available external and internal assessments) each year and reclassify by 5th grade. ELPAC is scored with the following rubric: 4- well developed, 3- moderately developed, 2- somewhat developed, and 1- minimally developed.

Related State Priorities:

- ☐ 1 ☒ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☒: Implementation of
State Academic
Standards
☐:

Specific Annual Actions to Achieve Goal

- Implementation of N.E.W. Academy Canoga Park EL Master Plan.
- Provide well qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.
- Provide new teacher assistance and support related to ELs.
- Continue professional development activities focused on CCSS implementation with ELs, ELA/ELD training, and classroom strategies.
- Provide designated EL instruction to EL students.
- EL students will continue to have additional support in gaining CCSS-aligned academic content knowledge via differentiated instruction in the classroom and ED instruction.
- Re-designated ELs will continue to be supported via a multi-tiered system based on student progress.
- Provide appropriate intervention and support for EL students via technology-based and differentiated instruction, intervention support, enrichment and progress monitoring with Imagine Learning.
- Evaluate and monitor ELA/ELD program.
- Implement Next Generation Science Standards into the ELA/ELD program daily.

Expected Annual Measurable Outcomes						
Outcome #1: English Learner progress rate will increase yearly.						
Metric/Method for Measuring: ELPAC						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	EL students will advance at least one level on the ELPAC or other available external and internal assessment each year.	EL students will advance at least one level on the ELPAC or other available external and internal assessment each year.	EL students will advance at least one level on the ELPAC or other available external and internal assessment each year.	EL students will advance at least one level on the ELPAC or other available external and internal assessment each year.	EL students will advance at least one level on the ELPAC or other available external and internal assessment each year.	EL students will advance at least one level on the ELPAC or other available external and internal assessment each year.
Socioeconomically Disadvantaged/Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA
Outcome #2: English Learners will meet “passing” or “exceed” on Measures of Academic Progress (MAPS)						
Metric/Method for Measuring: MAPS student scores						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	MAPS 2017 end of the year results as baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline
Socioeconomically Disadvantaged/Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA

Outcome #3: English Learners Reclassification Rate will increase**Metric/Method for Measuring:** Reclassification rates on state assessments

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	NA	NA	NA	NA	NA	NA
English Learners	% of students that Reclassify in 2017-2018 school year will serve as baseline	2% increase above baseline	3% increase above baseline	4% increase above baseline	5% increase above baseline	6% increase above baseline
Socioeconomically Disadvantaged/Low Income Students	NA	NA	NA	NA	NA	NA
Foster Youth	NA	NA	NA	NA	NA	NA
Students with Disabilities	NA	NA	NA	NA	NA	NA
African American Students	NA	NA	NA	NA	NA	NA
Latino Students	NA	NA	NA	NA	NA	NA

LCFF State Priorities and LCAP Goals

LCFF STATE PRIORITIES – Priority 3 Parent Engagement						
LCAP GOAL #5 – Parent Involvement and Engagement						
<p>The Charter School will increase the number of parents attending and being involved in school activities, the percentage of parents training on academic initiatives and ways to support their child’s learning, and the number of parents completing the annual surveys.</p>	<div style="text-align: right; font-weight: bold; font-size: small;">Related State Priorities:</div> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 1</div> <div style="width: 33%; text-align: center;"><input checked="" type="checkbox"/> 4</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 7</div> <div style="width: 33%; text-align: center;"><input checked="" type="checkbox"/> 2</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 5</div> <div style="width: 33%; text-align: center;"><input type="checkbox"/> 8</div> <div style="width: 33%; text-align: center;"><input checked="" type="checkbox"/> 3</div> <div style="width: 33%; text-align: center;"><input checked="" type="checkbox"/> 6</div> </div> <div style="text-align: right; font-weight: bold; font-size: small; margin-top: 5px;">Local Priorities:</div> <div style="text-align: right; margin-top: 5px;"><input checked="" type="checkbox"/>: Parent Engagement</div> <div style="text-align: right; margin-top: 5px;"><input type="checkbox"/>:</div>					
Specific Annual Actions to Achieve Goal						
<p>Maintain an effective program for parent and family involvement that includes:</p> <ul style="list-style-type: none"> Meaningful opportunities for providing and gathering parental input at monthly Coffee with the Principal meetings. Involve parent stakeholders in sharing and reviewing information at SSC, ELAC, and governance meetings. Provide parents opportunities to volunteer and support their child’s learning within the classroom on an ongoing basis to provide small group support to those students needing additional assistance. Parent participation at parent conferences, meetings, and evening activities. Parent participation in ESL/Spanish classes, parent workshops, and training classes. Parents will receive more frequent and clear communication about school meetings and events through multiple modes of communication: school website, teacher emails, Remind App, parent portal, home school agreements, and annual meetings. Meetings and activities at the Family Source Center will provide parents social, emotional, and educational support. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Parents will participate 100% during parent conferences.</p> <p>Metric/Method for Measuring: Parent sign in sheets.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents (Schoolwide)	100% Participation	100% Participation	100% Participation	100% Participation	100% Participation	100% Participation
<p>Outcome #2: Increased percentage of parents completing the annual parent survey (Title I survey).</p> <p>Metric/Method for Measuring: Annual parent survey (Title I Survey)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents (Schoolwide)	40% - all parents	42%	44%	46%	48%	50%
<p>Outcome #3: Parents and volunteers have opportunities to become involved in activities, meetings, and conferences that support the instructional program.</p>						

Metric/Method for Measuring: Annual parent survey (Title I Survey) and sign in sheets.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Parents (Schoolwide)	75% - all parents	77%	79%	82%	84%	86%

LCFF State Priorities and LCAP Goals

LCFF STATE PRIORITIES – Priority 6 School Climate

LCAP GOAL #3 – School Attendance

N.E.W. Academy Canoga Park will annually increase student attendance and decrease chronic absenteeism to foster student engagement and positive student outcomes. Maintain low percentage of suspensions and expulsions and maintain a safe and positive environment for learning. The Charter School will conduct annual student satisfaction surveys.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- ☒: School Climate
- ☐:

Specific Annual Actions to Achieve Goal

- Increase annually the percent of students attending 173-180 school days.
- Maintain attendance incentive programs monthly including monthly grade level assemblies and awards to the classes with the highest attendance rates.
- Conduct monthly School Attendance Review Team meetings with parents to inform them of compulsory laws.
- Conduct monthly parent recognition meetings to recognize great child attendance.
- Increase parent communication through various social media means.
- Increase parent involvement at the Family Source Center.
- Increase parent attendance to the parent advisory committees.
- Continue art consultant services.
- Continue with Music program schoolwide.
- Continue to ensure leadership opportunities for students in the upper grades.
- Continue to conduct monthly Student Success assemblies and recognize students and parents.
- Continue to offer LA's Best after school program.
- Administer California Healthy Kids Survey and Student School Climate Survey
- Provide GATE students enrichment activities.
- Provide at-risk students and low socio-economic students with personal items, resources, and school materials.

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will annually increase ADA percentage from 94.0% to 97%.

Metric/Method for Measuring: Daily student attendance rates

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	94.0% or greater student attendance	94.5% or greater student attendance	95.0% or greater student attendance	95.5% or greater student attendance	96% or greater student attendance	97.0% or greater student attendance
English Learners	94.0% or greater student attendance	94.5% or greater student attendance	95.0% or greater student attendance	95.5% or greater student attendance	96.0% or greater student attendance	97.0% or greater student attendance
Socioeconomically Disadvantaged/Low Income Students	94.0% or greater student attendance	94.5% or greater student attendance	95.0% or greater student attendance	95.5% or greater student attendance	96.0% or greater student attendance	97.0% or greater student attendance
Foster Youth	94.0% or greater student attendance	94.5% or greater student attendance	95.0% or greater student attendance	95.5% or greater student attendance	96.0% or greater student attendance	97.0% or greater student attendance
Students with Disabilities	94.0% or greater student attendance	94.5% or greater student attendance	95.0% or greater student attendance	95.5% or greater student attendance	96.0% or greater student attendance	97.0% or greater student attendance
African American Students	94.0% or greater student attendance	94.5% or greater student attendance	95.0% or greater student attendance	95.5% or greater student attendance	96.0% or greater student attendance	97.0% or greater student attendance
Latino Students	94.0% or greater student attendance	94.5% or greater student attendance	95.0% or greater student attendance	95.5% or greater student attendance	96.0% or greater student attendance	97.0% or greater student attendance

Outcome #2: The Charter School will continue to implement Second Step, social-emotional curriculum, and PBIS training.

Metric/Method for Measuring: Second Step assessments and classroom student data.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion
English Learners	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion
Socioeconomically Disadvantaged/Low Income Students	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion
Foster Youth	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion
Students with Disabilities	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion
African American Students	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion
Latino Students	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion	100% Second Step completion

Outcome #3: The Charter School will maintain 0% suspension and expulsion rates.

Metric/Method for Measuring: Suspension and Expulsion rate data.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions
English Learners	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions
Socioeconomically Disadvantaged/Low Income Students	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions
Foster Youth	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions
Students with Disabilities	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions
African American Students	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions
Latino Students	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions	0% Suspension and expulsions

Outcome #3: Students will complete the California Healthy Kids Survey, school climate survey, and student Title I survey.

Metric/Method for Measuring: Spring completion of the surveys

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	94% student completion of surveys.	96% student completion of surveys.	97% student completion of surveys.	98% student completion of surveys.	99% student completion of surveys.	100% student completion of surveys.
English Learners	94% student completion of surveys.	96% student completion of surveys.	97% student completion of surveys.	98% student completion of surveys.	99% student completion of surveys.	100% student completion of surveys.
Socioeconomically Disadvantaged/Low Income Students	94% student completion of surveys.	96% student completion of surveys.	97% student completion of surveys.	98% student completion of surveys.	99% student completion of surveys.	100% student completion of surveys.
Foster Youth	94% student completion of surveys.	96% student completion of surveys.	97% student completion of surveys.	98% student completion of surveys.	99% student completion of surveys.	100% student completion of surveys.
Students with Disabilities	94% student completion of surveys.	96% student completion of surveys.	97% student completion of surveys.	98% student completion of surveys.	99% student completion of surveys.	100% student completion of surveys.
African American Students	94% student completion of surveys.	96% student completion of surveys.	97% student completion of surveys.	98% student completion of surveys.	99% student completion of surveys.	100% student completion of surveys.
Latino Students	94% student completion of surveys.	96% student completion of surveys.	97% student completion of surveys.	98% student completion of surveys.	99% student completion of surveys.	100% student completion of surveys.

LCFF State Priorities and LCAP Goals

LCFF STATE PRIORITIES – Priority 1 Basic Services: Assigned Teachers

LCAP GOAL #6 – Monitor NCLB Compliance forms annually and ensure new hires are qualified.

All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate EL authorization; all teachers will be appropriately assigned.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- ☒: Assigned Teachers
☐:

Specific Annual Actions to Achieve Goal

- Ensure all students are instructed by teachers who are fully credentialed, earned a bachelor's degree, and have demonstrated subject matter competence.
- Increase teacher salaries to attract and recruit qualified and experienced teachers.
- Ensure verification of proper credentials prior to start of employment.
- Annual review of school compliance with credentialing assignment requirement, and of teacher hiring procedures by School Business Manager.

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will assign 100% of teachers in accordance with their appropriate credentials, including EL authorization.

Metric/Method for Measuring: Annual review of school compliance with credentialing and assignment requirements.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged/Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Latino Students	100%	100%	100%	100%	100%	100%

LCFF State Priorities and LCAP Goals

LCFF STATE PRIORITIES – Priority 1 Clean and Safe Facilities

LCAP GOAL #7 – Clean and Safe Facilities

School facilities are clean and maintained in good condition, with daily spot checks and site inspection at 90% or greater in compliance or good standing.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 | |

Local Priorities:

- ☒: Clean and Safe Facilities
- ☐:

Specific Annual Actions to Achieve Goal

- School facilities are cleaned daily to ensure they are maintained in good condition
- Risk management site inspections are conducted risk management by property and liability carrier.
- Areas in need of repair, updates, or replacement are identified and addressed in a timely manner by custodial and maintenance staff
- Increase hourly rate of custodial and maintenance staff to attract experience and skilled staff.
- Increase professional development for custodial and maintenance staff.
- Continue relationship with Facilities manager in LAUSD.

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will achieve and maintain an overall “good” rating or better on annual reviews of school facilities.

Metric/Method for Measuring: Internal and district site reviews

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Schoolwide facility	“Good” or better rating	“Good” or better rating	“Good” or better rating	“Good” or better rating	“Good” or better rating	“Good” or better rating

Outcome #2: On-going maintenance and repair log, with bi-annual inspection of school facilities by plant management, School Business Manager, and/or Principal.

Metric/Method for Measuring: Inspection logs

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Schoolwide facility	100% safe and clean facility	100% safe and clean facility	100% safe and clean facility	100% safe and clean facility	100% safe and clean facility	100% safe and clean facility

LCFF State Priorities and LCAP Goals

LCFF STATE PRIORITIES – Priority 1 Basic Services: Access to Instructional Materials

LCAP GOAL #4 Monitoring Students' Academic Progress

All students, including all student subgroups, unduplicated students, and students with exceptional needs, will have access to State Standards aligned materials and additional instructional materials. Annual Williams Instructional materials review and certification process will ensure adequate materials for all teachers. Annual review of all curricular areas and needs will determine grade level need, identify current aligned materials needed, and ensure classroom materials for the following year.

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|----------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

- ☒: Access to Instructional Materials
- ☐:

Specific Annual Actions to Achieve Goal

- All students will have access to standards aligned instructional materials.
- All students will have the necessary aligned materials to participate fully in the educational program including garden club, music, art, technology, computer lab, science projects, and project based learning activities.
- Classroom technology, software, and resources will be provided to all students.
- Software licenses will be renewed and current.
- Math, Science, Reading, and Social Studies materials, resources, and tools will be provided.
- All classrooms will have student leveled reading materials as well as two levels up and two levels down.

Expected Annual Measurable Outcomes

Outcome #1: Annual Williams Materials review to ensure classroom's common core aligned materials.

Metric/Method for Measuring: Annual review

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% using SARC	100% using SARC	100% using SARC	100% using SARC	100% using SARC	100% using SARC

Outcome #2: Ensure updated curricular materials in all curricular areas in all grade levels.

Metric/Method for Measuring: current common core aligned materials

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% using common core aligned standards and materials	100% using common core aligned standards and materials	100% using common core aligned standards and materials	100% using common core aligned standards and materials	100% using common core aligned standards and materials	100% using common core aligned standards and materials

Self-Motivated, Competent, and Lifelong Learners

The Charter School constantly strives to create a learning environment where we develop self-motivated, competent, and lifelong learners. Our learning goals, cultural focus, whole child focus, and community involvement helps us establish goals on many facets focusing on the growth and development of the child in areas of education, culture, citizenship, and compassion. Our families, staff members, and community share in the upbringing of our students to develop 21st century thinkers. We refer to ourselves as the village.

All our staff, parents, community, and visitors enjoy our school environment and atmosphere. They share that they feel safe, cared for, and loved at this Charter School. We constantly strive for 100% parent participation in all of our activities, meetings, and conferences.

Our Reading by First goal helps us hone in our skills, resources, and commitment to the early primary grades to create successful students. Our focus on attendance and modeling the importance of commitment has helped our families understand the importance of work ethic starting in the early years. With this expectation, our student reading and comprehension levels and their math levels have increased.

Our Charter School's goal for students to become a proficient reader by first grade will help increase our students' self-esteem and enable them to become more motivated, competent, and lifelong learners. As the student goes up to the next grade level, reading successfully, the student will develop the love for reading, learning, and thirst for knowledge that would align with our main goal to keep the students challenged to become self-motivated and accountable individuals.

We have well qualified staff members that have committed their careers to the Charter School, many of whom have been here since the Charter School's inception. We have a beautiful facility that gets extra care from our custodial staff throughout the day and all members of the N.E.W. Academy Canoga Park community help to keep the Charter School clean and safe. All of the various goals described above work together in providing the best environment of education for NACP students that will allow them to develop into self-motivated, competent and lifelong learners.

Instructional Design

At NACP, students are expected to demonstrate essential skills, critical thinking, and problem solving across disciplines. They must also develop the analytic skills and intellectual curiosity that help them become self-motivated lifelong learners. Toward this end, NACP students are developing strong habits of mind. Throughout the curriculum, students consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). When possible, Latino and Central American educational elements are incorporated throughout the curriculum, reinforcing cultural relevance for students. Students reach academic achievement through in-depth investigation, rigorous thought, and meaningful connections.

NACP believes that a systematic standards-based instructional program ensures that students are successfully engaged in rigorous academic activities. Rigorous instruction, guided by data-based analysis of student achievement, ensures that students reach proficiency in Reading Language Arts and Math, Science, and Social Studies, and meet or exceed CAASPP expectations.

Teachers at all grade levels use standards-based instruction guided by the Common Core State Standards in English Language Arts and Math as well as the Next Generation Science Standards for science instruction. Teachers also analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. These practices guide instruction allowing the opportunity for re-teaching or enrichment.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) are used by teachers in their classrooms. These researchers have compiled teaching practices and strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels (Marzano, Pickering, Pollock, 2001).

Strategies include, but are not limited to the following:

- Cooperative Learning
- Identifying Similarities and Differences
- Graphic Organizers/Venn Diagrams
- Homogenous vs. Heterogeneous grouping

Practices:

- Guide students in identifying and articulating what they know about the topic
- Provide students with ways of thinking about the topic in advance
- Ask students to compare new knowledge with what is known
- Have students keep notes on the knowledge addressed
- Help students represent the knowledge in non-linguistic ways
- Ask students to work individually but other times in cooperative groups

NACP also borrows or draws from constructivist theory ideas in developing our instructional design. NACP sees the instructor as facilitator. We focus on classrooms being learner-centered, with active participation where the students are makers of meaning or knowledge using technology, and structured inquiry, while valuing the student's point of view. But teachers also strive for rigor utilizing tools like Bloom's Taxonomy and Webb's Depth of Knowledge in the classroom.

NACP's staff is committed to ensuring that all students be socially, linguistically, and academically accomplished to become responsible, multilingual global citizens. The Charter School strives for excellence by promoting rigorous, multilingual education inclusive of the implementation of best practices and research-based strategies. As we implement our educational program for all our students it is important, as addressed in our EL Master Plan that we work collaboratively to:

- Create and sustain a coherent infrastructure that supports academic success for English Learners.
- Provide the leadership, build the will, and foster the attitudes to better enable educators to welcome and embrace English Learners.
- Identify the strengths and assets of our English learners and build an understanding about the needs of English Learners and the potential impact of language and culture on education.
- Build the capacity to deliver programs that address the specific needs of our English Learners.
- Implement an accountability model that ensures the success of English Learners in our schools.
- Establish effective family community engagement programs to foster collaborative partnerships.

To this end, part of the instructional design of NACP includes the Language Academy. The goal of the Language Academy (Dual Language Program) is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. English Learners (ELs) enrolled in this program will increase *and* maintain target language proficiency (Spanish) while simultaneously acquiring academic English. Correspondingly, English Only (EO) and Identified Fluent English Proficient (IFEP) students in this program develop language and literacy skills in English while being immersed in target language instruction (Spanish). Students enter this program in Transitional Kindergarten/Kindergarten, or first grade, and continue through the end of elementary school.

NACP's Language Academy implements a Dual Language program with designated content areas delivered in English and Spanish throughout the instructional day. Beginning in Kindergarten the Spanish curriculum includes literacy development and content subjects. Simultaneously, the English curriculum includes language and literacy development and content subjects with focused attention on the academic demands of each content area. The proportion of English and Spanish instruction is specified in each school's program matrix. By third grade, all students who participate in this program spend half their day in English and the other half in Spanish. These percentages are maintained through the end of fifth grade.

Percentage of Language Instruction per Grade Level

Grade Level	Percent Spanish Instruction	Percent English Instruction
Kindergarten	70%	30%
First Grade	60%	40%
Second Grade	50%	50%
Third Grade	50%	50%
Fourth Grade	50%	50%
Fifth Grade	50%	50%

Additionally, work in the Language Academy and included in the English Learner Master Plan (and research), utilizes several foundational guiding principles for English Learner Instruction to define the work toward meeting the needs of ELs. These key principles, developed by the Understanding Language project at Stanford University (2013) are in line with the adoption and implementation of the CCSS and the need to strategically plan for ELs to meet rigorous, grade level academic standards. They are intended to guide the work of teachers, site administrators, Charter School leaders, parents, and community members.

The Instructional Design of our Instructional program encompasses the following current key theories and structures:

- Universal Design Instruction (UDI)
- Multi-Tiered Systems of Support (MTSS)
- Language Arts/Math/ and English Language Development Blocks
- Specially Designed Academic Instruction for English (SDAIE)
- Cognitive Guided Instruction (CGI)
- Thinking Maps
- Vocabulary Development
- Learning Modalities
- Depth of Knowledge (DOK)
- Blooms Taxonomy
- Team Teaching
- Integrating Visual and Performing Arts
- School Wide Discipline
- Classroom Positive Behaviors

Understanding Language: Key Principles for EL Instruction

1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.
2. Instruction leverages ELs' home language(s), cultural assets, and prior knowledge.
3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
4. Instruction moves ELs forward by accounting for their English proficiency level(s) and prior schooling experiences.

5. Instruction fosters ELs' autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.

We also plan a Structured English Immersion (SEI) program is one of the state's language acquisition programs for English Learner students who score at *less than reasonable fluency*. It is defined as a program taught overwhelmingly in English, with the opportunity to provide some assistance in the primary language. Students are taught Designated ELD and other core subjects by authorized teachers (English Learner or Bilingual Authorization) using charter school-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

Students who score at reasonable fluency in English are placed in an English Language Mainstream (ELM) program. They are taught ELD and other core subjects by authorized teachers (English Learner or Bilingual Authorization), using charter school-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient. Additional support may include any of the following depending on the individual needs of the student: in class interventions with the teacher or instructional assistant, one on one instruction, small group support, re-teaching of material, peer support and after school interventions.

On an annual basis, the NEW Academy Charter Organization assesses staffing needs and creates a staffing action plan to ensure appropriate hiring based on student and program projections. Where shortages exist, NEW Academy establishes timelines to recruit and hire appropriately qualified teachers of English Learners

Curriculum and Instruction

NACP's curriculum is based on State Content Standards, including the Common Core State Standards and NGSS. Please see the table below for a description of the curriculum, key features and components, and other computer-based resources that are provided for each of the subjects offered at NACP. The table also identifies each subject area as "core" or "non-core."

Subject Areas	Curriculum	Key Features and Components	Computer-based Resources
English Language Arts - CORE	<p>Lucy Calkins' Readers and Writers Workshop</p> <p>Open Court Phonics Estrellitas</p> <p>Non-fiction reading leveled materials</p>	<p>Focused instruction on the development of Writer's Workshop and the writing process.</p> <p>Readers' Workshop is a strategy that utilizes a balanced literacy program to teach foundational learning strategies.</p> <p>Our Spanish curriculum also focuses on the key elements of a balanced literacy program.</p>	<p>Measures of Academic Achievement</p> <p>Achieve 3000</p> <p>Imagine Learning</p> <p>Imagine Learning in Spanish</p> <p>Smarty Ants</p>
English Language Development - CORE	Grade-level specific Teacher Designed Curriculum using English Language Development Standards as a Focus	<p>We integrate the use of Next Generation Science Standards into the ELA/ELD standards.</p> <p>One School One Book- Each year NACP selects a focus book. Teachers create lessons based on the book (ELA, Math, Science and Community Outreach/Service).</p>	Imagine Learning
Mathematics - CORE	<p>Envision Math</p> <p>Cognitive Guidance Instruction (CGI)</p>	We supplement our math program with teaching cognitive guidance strategies and integrate higher order thinking skills.	<p>EnVision Math Website</p> <p>Measures of Academic Progress</p>

Subject Areas	Curriculum	Key Features and Components	Computer-based Resources
History / Social Studies - CORE	Social Studies Weekly National Geographic Websites Time Magazine	We promote the usage of current materials and attendance to various local agencies, theatres, conferences, shows, or facilities where students will receive a standards based field trip.	
Science – CORE	STEM Scopes Next Generation Science Standards resources	Hands on materials, project based inquiry, and Next Generation Science Standards are integrated.	Next Generation Science Standards website Digital Library Resources in Science Measures of Academic Progress in Science
Visual and Performing Arts – CORE (based on NACP's areas of specialty)	TEAL Art Consultant / Meet the Masters Los Angeles County Office of Education Music Center Performances Visual and Performing Arts	Integration of dance, drama, art, and music.	
Health and Physical Education (Based on decreasing rate of childhood obesity)	Health and Physical Education	Health standards integrated throughout curricular areas. Healthy Kids Campaign collaboration with CSUN. PE classes.	

NACP has many different innovative curricular components that sets apart NACP’s educational program. These components include community partnerships, such as a collaboration with CSUN to run the Healthy Kids Campaign; author visits to the Charter School to emphasize the importance and enjoyment of reading; Skypes around the world; and Global education including correspondence with Pen Pals around the world and professional athletes through the Classroom Champions Program. Students are given hands-on opportunities to discover how the world works and learn valuable trades, including opportunities to garden, compost, cook, sew, and utilize technology to present information through in-school experiences and after-school clubs. Intervention and enrichment programs at NACP include tutoring, which is available to all students, school clubs, such as drama club, cooking club, technology club, and sewing club, to name a few, and LA’s BEST after school program.

Below is a more detailed breakdown of NACP’s curricular and instructional materials, in addition to the table above:

- **EnVision:** Grades K-5 – Mathematics
- **Readers’ and Writers’ Workshops:** Grades TK-5 – English Language Arts
- **Stem Scopes:** Grades TK-5 – Science with “authentic cross-curricular connections to song and dance, art and sculpture, engineering and design, and math and data analysis”
- **Studies Weekly:** Grades K-5 – English Language Arts and Social Studies online resource providing balanced literacy with student engagement, critical thinking skills, and development of responsible decision making
- **Running Records:** Grades K-5 – English Language Arts, assess student reading accuracy rate, error rate, self-correction rate, reading strategies, self- monitoring, and allows teachers to monitor reading progress over time and assess what the students need to learn and match them to appropriate books
- **Imagine Learning:** Grades TK-5 – English Language Arts online resource that is standards-aligned that builds core reading and academic language skills
- **Imagine Learning en Español:** Grades K-5 – Language Arts online resource that builds Spanish literacy and language proficiency
- **Big Brainz:** Grades K-5 – Mathematics online resource for math facts fluency to establish a pre-algebra foundation
- **Achieve3000:** Grades 2-5 – English Language Arts, History, and Science online resource for nonfiction support in reading comprehension, writing, vocabulary, fluency, and foundation skills
- **Keyboarding Without Tears:** Grades K-5 – teaches typing, general computer readiness and skills, digital citizenship, and online test prep
- **Learning A-Z:** Grades TK-3 – English Language Arts online resource developing students’ reading, writing, and vocabulary skills.
- **Smarty Ants:** Grades TK-3 – English Language Arts online resource for early literacy foundational skills
- **School and Classroom Libraries:** Grades TK-5 resource offers a variety of books for students to select within range of their reading levels
- **Brain Pop:** Grades TK-5 – online resource for Science, Social Studies, English, Math, Arts & Music, Health, and Engineering and Technology

- **Flocabulary:** Grades K-5 – English Language Arts, History, and Science online resource building core literacy skills through engagement, mastery, and creativity
- **NWEA MAPS:** Grades TK-5 online resource assessment aligned to CCSS for English Language Arts, Mathematics, and Science

Readers' and Writers' Workshops offer rich opportunities for students to engage with authentic texts and practice close, purposeful reading, writing, and speaking as demanded by State Standards. Similarly, Cognitively Guided Instruction ensures students move beyond computational skills to deep conceptual understanding of mathematical concepts. We have prioritized students' reading and language skills to be at grade level by the end of 1st grade. We have added support personnel in the primary grades to ensure grade level reading mastery. Professional development and coaching is aimed at building teachers' capacity to develop rigorous questioning and thoughtful assessment practices which measure students' understanding at greater depths of knowledge.

Teachers use a balance of formative and summative assessments to inform instruction, measure student progress towards meeting State Standards, and drive data driven differentiation. To formatively assess students, teachers use a wide range of research based strategies. These strategies assist teachers in understanding students' progress and determining intervention needs when necessary.

Examples of these strategies are:

- thumb checks
- choral response
- teacher observations
- whiteboard responses
- teacher quizzes
- vocabulary tests
- written response to texts,
- exit slips
- reading/writing journals,
- reading/writing conferences
- performance tasks at the conclusion of specific units
- student presentations
- oral presentations
- collaborative group tasks
- self/peer assessment activities
- lab and investigation write ups
- essays
- journal writing
- student discussions
- unit tests

Formal assessments are also crucial in determining students' progress. N.E.W. Academy Canoga Park will administer the Measures of Academic Progress (MAPS) three times a year. It provides student exposure to a full length practice assessment and assess readiness for the SBAC summative test. Using the results of this assessment, teachers will be able to track student progress and identify claims that need re-teaching.

We will also have all of our 2nd through 5th grade students use Achieve 3000, a software program that provides students authentic close reading and writing activities that mirror the SBAC assessment. Teachers will continue to develop internal, State Standards-based formative assessments which reflect the content, style and rigor of the smarter balanced assessments to provide more regular opportunities for practice.

To develop all of our readers by 1st grade, our students' reading levels are assessed 4 to 6 times a year through individualized reading assessments. English reading levels are measured on the Teachers College Reading and Writing Project (TCRWP) assessment, and progress is measured in both languages. Additionally, we use common writing assessments, or performance tasks, with Common Core State Standards based criteria to be completed three times per year to assure a guaranteed writing curriculum in every classroom.

Innovative Curricular Components

Visual and Performing Arts:

As an Art and Science school, we have an extensive array of activities targeting all of our student's abilities in the fine arts. We target Physical Education standards, Writing, ELA and ELD standards, and implement thematic units schoolwide. All of our activities are integrated thematically schoolwide and school year. We have dance performances, music performances, art shows, science fairs, band, and cultural activities throughout the year to demonstrate knowledge. We have a music teacher that provides choir practice, music history, and musical instruments to all students. Our music teachers integrate music throughout the year reflecting our instructional program and the VAPA standards. In addition to music, students artistically demonstrate their dance and rhythm skills.

Art and art history is introduced all year long by an art consultant that provides all of our students grade appropriate lessons. Students develop and create beautiful art pieces, sculptures, and montages that reflect art from the Masters. We celebrate our artistic accomplishments at the end of the year with an Art show.

Local community partnerships and county offices of education assist with resources, training, and community connections to enrich our student's experiences.

Healthy Curriculum and Garden:

We have an outstanding relationship with our local university. Our involvement with Champions for Change, Healthy Communities Initiative, has created an opportunity for hands on project based learning in the area of science, health, nutrition, and other curricular areas. They have provided us with garden boxes, resources, tools, and curriculum to implement a healthy eating curriculum targeted to our students and parents.

Curriculum is TK-5th grade. Our students and parents are exposed to the curriculum, the activities, and the vegetables at the end of the growing season. Parent workshops are concurrent with student curriculum so that the parents and students may have a conversation at home regarding vegetables and healthy eating.

We constantly communicate with the local university staff and attend networking meetings to meet other local schools implementing the program. University personnel assist with the teaching of the curriculum and the development of the gardens.

Physical Education:

We have upper grade teachers trained and experienced in implementing physical education standards. Teachers are trained by County Office of Education and by local agencies in the implementation of a holistic P.E. program. Our upper grade teachers prepare our students for the physical examination throughout the year and assist students in being successful.

Our P.E. coaches help our teachers develop P.E. pacing guides and provide guidance in the implementation of P.E. development throughout the year. The intended goal is that students begin to develop a healthier perspective of their bodies and their nutrition. Students practice their physical education standards inside our gym or outside on the playground.

In addition to the physical education standards implemented in all grade levels, we also integrate health and nutritional curriculum. We use the Dairy Council and its resources to provide students a foundation on eating healthy. We also have support, resources, and personnel from the local university that provides us curriculum and a garden for our students and parents to grow produce.

Dual Immersion Program Strand:

We have a Spanish Dual Immersion strand starting in Kindergarten through 5th grade. We start the percentages at 70/30 where 70% of the day is in Spanish and 30% is in English. By the time students get to 2nd grade, the percentages of Spanish and English are equal at 50/50.

Percentage of Language Instruction per Grade Level

Grade Level	Percent Spanish Instruction	Percent English Instruction
Kindergarten	70%	30%
First Grade	60%	40%
Second Grade	50%	50%
Third Grade	50%	50%
Fourth Grade	50%	50%
Fifth Grade	50%	50%

Our program is supported by fully credentialed and Spanish approved teachers. We have modified the high school level Biliteracy Pathways to our K to 5th grade levels. We recognize accomplishments in biliteracy, bicultural knowledge, and bilingualism.

Our dual immersion program clearly aligns with our school wide program. The additional resources and assessments are in Spanish thus integrating the Spanish component. Students build their reading levels in both English and Spanish.

Additional training is provided to staff involved with our Dual Immersion strand. We emphasize and provide training in the proper usage of the Spanish language and expect the staff to model the language correctly. Training, conferences, mentoring, coaching, and observations are conducted by university personnel, educational consultants specializing in Spanish, and county office of education staff. We also include all personnel in the development and implementation of the standards in English in all curricular areas.

Our students' parents/guardians are constantly provided information resources, training, meetings, and conference opportunities to empower and improved their knowledge of dual language learning skills, implications, and benefits to learning languages.

Social Studies:

We are currently implementing social studies standards by aligning them to our thematic instructional program. Our thematic program allows for current themes and resources to be integrated throughout the year. Our ability to resourcefully utilize current events, magazines, non-fiction materials, resources, publishers, and internet, allows us the flexibility to adjust our pacing guides to align with the State Standards.

We integrate field trips in all grade levels to reflect the implementation of State Standards and provide students a culminating experience. This field trip activity aligns our grade levels and establishes a sense of collaboration, knowledge, and team work.

Intervention and Enrichment Programs

Enrichment:

Our enrichment program is innovative in that community members participate in providing services in addition to our staff. We have our local universities and junior colleges, community organizations, after school programs, and consulates providing services and resources.

We have a tremendous support system for students at grade level and students that need an extension to their day. We offer enrichment programs targeting all learning modalities, academic areas, and visual and performing arts. Enrichment is offered to all our students after school throughout the week.

Credentialed teachers provide enrichment in the areas of Art, Dance, Technology, Sewing, Drama, and Languages. Students sign up and parents are committed to making sure students stay for the enrichment and get picked up at the conclusion of their day. We also offer our accelerated students the Gifted and Talented Enrichment program (GATE) to all students that have been tested and screened via an LAUSD assessor. Once screened, teachers provide a recommendation and parents agree to the enrollment of their child in the program.

Intervention:

Our intervention program focuses on the immediate academic or social need of the child. Our students are carefully screened within the first 6 weeks of school. Students are assessed in their reading levels in English and Spanish to determine phonemic awareness, phonics, decoding, fluency, and reading comprehension skills. In addition, math concepts at student's grade level are also assessed. Student data is then analyzed to determine need and these needs are shared with parents. Action plans are created with the parents and teachers and interventions are then created based on student needs.

Interventions run for 6 to 8 weeks. Teachers provide students a pre-test to determine start level. Students work on a focused curriculum and at the end of the intervention, teachers provide a post test to determine growth. Test results are shared with parents at the conclusion of the intervention or by the following grading period.

During the intervention, teachers continue to document various strategies and techniques implemented to help the student increase their skills. We follow a Pyramid of Intervention system to scaffold the interventions and documentation process for the beginning of a Student Success and Progress Team (SSPT) process and meeting.

School Wide Positive Culture:

In order to strengthen our school spirit and provide a school wide cultural experience, a piece of literature is selected and shared with all staff members as our "One Book, One School" book. The book selected is implemented thematically throughout the Charter School in all grade levels in both English and Spanish. The book activities implemented in the classroom range from our visual and performing arts program, writing, balanced literacy program, and current events.

These activities develop language skills, reading skills, writing skills, and artistic abilities. Teachers become resourceful and target their instructional program themes toward the implementation of the book readings. At the end of the reading, the finale is celebrated by having the authors or a close relative of the author visit the Charter School for the day. Our students share with the author's activities, projects, writings, and art created in honor of the inspiration. The themes and activities continue throughout the year.

In addition to getting the whole school involved, the community and local partners join us in celebrating the selected themes. It becomes a community collection of resources and connections. All students are responsible for a "selflessness" activity where they donate their holiday chocolate for soldiers overseas, collect canned goods, visit local agencies and provide goods, or simply give something of themselves to provide an act of kindness.

Instructional Methods and Strategies that N.E.W. Academy Canoga Park Uses to Deliver the Curriculum

The following strategies, structures, and programs make up the instructional design of N.E.W. Academy Canoga Park. These common cross-curricular structures are utilized across grade levels to ensure consistency.

- Non-Linguistic Representation: use of visuals, realia, and Total Physical Response
- Thinking Maps Graphic Organizers
- Cognitive Guided Instruction
- Individualized student conferences and/or small group instruction
- Formative assessments to provide targeted differentiation for struggling and high achieving students
- Running Record administered every 6 to 8 weeks to assess reading levels
- Grade level Math benchmarks administered post, mid, and end of year.
- Kagan Cooperative Learning Strategies: promote collaboration, grouping strategies, engagement, effective student talk, and high levels of accountability
- “I do”, “we do”, “you do” structure throughout the lessons
- Depth of Knowledge questioning stems
- Regular informal assessment and feedback: frequent checking for understanding
- Rick Morris Classroom Management strategies
- Readers and Writers Workshop

Next Generation Science Standards:

We implement Next Generation Science Standards (NGSS) in all grade levels. Teachers read, analyze, and determine how to integrate NGSS into other curricular areas creating thematic units. Teachers create pacing guides to include content, materials, objectives, connections, and strands of interconnectivity. The curriculum is hands on and every teacher is provided their own Stem Scopes resources and materials. We integrate the learning process in the different learning modalities and depth of knowledge questioning stems.

Our field trips are NGSS aligned and they usually come at the end of the unit. Students demonstrate their knowledge and success during science fairs and project presentations. Most of the student activities are project based and inquiry based developed. Teachers integrate graphic organizers, collaboration activities, vocabulary development activities, and English language learner strategies. In addition, instruction is delivered in small groups, whole class, individual, and workshop style. Our upper grade students wear lab coats and plastic eye wear to model a scientist while they learn and create hands on activities with their cohort.

Teachers receive coaching, training, and mentoring opportunities from county office of education personnel, consultants specializing in NGSS implementation, and peer coaching.

English Language Development:

Our English Language Development program stems from the review and analysis of the English Language Arts/English Language Development standards. Our teachers develop lessons based on the ELD needs of their students. ELD is integrated all day in all curricular areas and a designated time is set during the day for teachers to deliver specific lessons on the skills needed by each group of students they serve.

Our students are assessed using the ELPAC and they are grouped according to their language proficiency ability. Once students are grouped according to language need, the teachers decide on the level they will be teaching. Teachers create a pacing guide plan reflecting the ELA/ELD standards at their grade level. Teachers provide lessons in ELD for a few months and they assign projects that cover each of the domains in the ELA/ELD framework that serve to assess students. Teachers then record students' language development progress on an ELA/ELD report card. Teachers regroup students into the next student's leveled ability and they continue providing ELD lessons at their new level in the new class. ELD is provided for an hour a day every day.

Students who are already reclassified and re-designated will receive language enrichment lessons during ELD, highlighting depth of knowledge higher rigor skills. Teachers enrich the lessons by scaffolding the lessons, creating vocabulary lists, collaboration skills, and depth of knowledge questioning stems.

Teachers are continuously receiving coaching and mentoring support from our local university staff, county office of education consultants, and educational consultants specializing in meeting the needs of our English Learner population and the implementation of the English Language Arts/English Language Development standards.

Mathematics:

Our math program is Envision Math and it is supported and enriched with the integration of Cognitive Guided Instruction strategies from UCLA. These strategies are implanted throughout the lessons in all grade levels. The lessons are hands on and meets the different learning abilities of our students. Teachers use graphic organizers, vocabulary development, depth of knowledge questioning stems, and math manipulatives in English and Spanish.

We assess all of our students three times a year using grade level benchmark assessments. Students are given the end of the year benchmark at the beginning as a pre, mid, and post exam. Students are selected for intervention after 6 to 8 weeks of instruction. Additional tutoring is provided to students during class time by Instructional aides, teachers, and substitutes. In addition to adult assistance, our students receive after school tutoring from our 4th and 5th grade students while monitored by a credential teacher.

Language Arts:

We are extremely proud of our language arts program. Our focus is to have readers by 1st grade. We provide additional staff resources and support to our TK, K, and First grade teams so that students in these grades learn the foundational literacy skills necessary for building their reading levels. All our teachers received the training, up to date resources, non-fiction materials, and coaching as part of our language arts program.

We implement Readers' and Writers' Workshop while updating and reinforcing every classroom with the necessary reading and leveled materials to meet the needs of our students. We offer a balanced literacy program focusing on phonemic awareness, phonics, decoding skills, fluency, vocabulary development and comprehension development. We also implement Open Court phonics to supplement our literacy program.

Our key assessment process follows a cycle of inquiry. We assess students, provide intervention and support, share information with parents, determine intervention groups for support, provide instruction, reassess after 6 to 8 weeks, and begin the cycle again. Our students are aware of the end grade level reading goal and all students strive to attain their goal. Intervention is provided before, during, and after school.

We have classroom teachers, instructional aides, and substitute teachers providing intervention in English and Spanish to our students. Various strategies are used with our students to develop their basic foundational skills in developing literacy including thinking maps, depth of knowledge questioning stems, collaborative structures, oral retelling, vocabulary development, and Specially Designed Academic Instruction in English (SDAIE).

Teacher support emphasizes coaching, mentoring, training, and individual assistance in the various components of a balanced literacy program.

Student Development of Technology Skills

Technology:

NACP has implemented an infrastructure that supports 21st century learning at the Charter School. With the onset of the state assessment tests administered on the computer through a website portal, it was crucial to begin the implementation of technology in our hardware, software, resources, support, and training in all grades for our students, teachers, and parents. We found that by the time students reach 3rd grade, it was necessary for them to have had experience using different computers and technology, different platforms, the internet, and various applications. Currently, we are a fully sustainable TK-5th charter school with access to appropriate technology and infrastructure for all grades.

NACP students in grades third through fifth have one-to-one, student to laptop computer ratio, access to iPads and laptops within their classrooms. In grades Transitional Kindergarten through second our students enjoy two-to-one (student to iPad ratio) access to iPads and other hand held devices. Students in grades Transitional Kindergarten to second also have access to additional iPads via a mobile cart that is made readily available by our onsite technology personnel. We have a computer lab with 35 desktop computers readily available for primary classroom usage. We have wireless internet access throughout the Charter School.

Our platforms consist of both PCs and Macs. We are developing our Google classroom access for all classrooms and teachers. The variety of software applications range from math and language arts assessments, listening, speaking, reading, and writing skill assessments, non-fiction materials, and keyboarding technological skills. We also have added applications that are resources for

students of all levels. We have Keyboarding without Tears, Big Brainz, Achieve 3000, Measures of Academic Progress (MAPS), Accelerated Reader, Imagine Learning, ESGI, and Imagine Learning.

We have a Technology Leadership team that is responsible for trouble shooting, implementing, training, coaching, and modeling for all teachers. They are responsible for making sure that teachers have the necessary tools for implementing software and assessments. In addition to this leadership team, we also have a Tech Help Desk individual that assists all staff with hardware and technical issues. For our larger technological issues, we hire an outside consultant to assist with hardware.

NACP's instructional program has and will continue to provide student support in the development of technology-related skills and student use of technology by utilizing classroom one-to-one laptops in grades 2-5, Computer Lab and iPad rotations for grades K-1, and classroom desktops and iPad rotation for grade TK. Technology resources in grades TK-5 allow teachers and students to maximize online programs with the benefits of providing tools and strengthening skills to acclimate students and their comfort in maneuvering through system applications. Formative and Interim online assessments embedded in NACP's online programs are aligned to computer-based state standardized assessments. The use of these programs like Achieve3000, STEM Scopes, and NWEA MAPS assess students multiple times throughout the school year prior to state standardized assessments. This online practice adequately prepares students to become familiar and knowledgeable on how to operate and navigate through state standardized assessments in the spring.

Grade level	Computers	Software	Skills
TK/K	iPads, Desktops, and Computer Lab	Imagine Learning Keyboarding without Tears	Listening, Speaking, Reading, and Writing Skills Keyboarding skills
1 st	iPads, Desktops, and Computer Lab	Imagine Learning Keyboarding without Tears	Listening, Speaking, Reading, and Writing Skills Keyboarding skills
2 nd	iPads, Desktops, Computer Lab, and Laptops	Imagine Learning Keyboarding without Tears Achieve 3000	Listening, Speaking, Reading, and Writing Skills Keyboarding skills Close Reading and Writing Strategies are online and

Grade level	Computers	Software	Skills
		Accelerated Readers (AR) Websites	adaptive to student ability Online leveled reading comprehension tests Research
3 rd	iPads, Desktops, and Laptops	Imagine Learning Keyboarding without Tears Achieve 3000 Accelerated Readers Websites	Listening, Speaking, Reading, and Writing Skills Keyboarding skills Close Reading and Writing Strategies are online and adaptive to student ability Online leveled reading comprehension tests Research
4 th and 5 th	iPads, Desktops, and Laptops	Imagine Learning Achieve 3000 Accelerated Readers (AR) Websites	Listening, Speaking, Reading, and Writing Skills Close Reading and Writing Strategies are online and adaptive to student ability Online leveled reading comprehension tests Research

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

Transitional Kindergarten

N.E.W. Academy Canoga Park believes that it is important to assist with the transition from preschool to kindergarten. NACP provides an orientation for all incoming kindergarten students and their families in the spring before students enroll to provide families and students with information about what to expect in kindergarten and the subject matter to work on with their child before entering kindergarten. Students who attend Head Start in the adjoining community center come on a tour of the kindergarten classroom and the Charter School in the spring to help with the transition. Students are also given assessments in the spring after they are accepted to ensure that the kindergarten teachers have information about students' academic levels when they begin kindergarten.

Transitional Kindergarten is designed for students who turn 5 years old between November 2 and December 2 of each year. This program will give our children an opportunity to learn important academic and social skills in a hands-on way that supports their development. Transitional kindergarten is the first year of a two year kindergarten program.

N.E.W. Academy Canoga Park's Transitional Kindergarten model provides a slower, more developmentally appropriate curriculum to support young students in acclimating to the routines of school. These students gain early exposure to following a structured class schedule interacting with peers listening and following directions and other pivotal skills that are foundations to successful learning.

There is a balanced approach of teacher guided and child initiated learning experiences, facilitated by credentialed teacher. Our TK program emphasize opportunities for language development, play driven exploratory learning and social emotional growth.

The goal of Transitional Kindergarten is to ensure students are prepared to meet the Common Core State Standards for Kindergarten at the end of their two year TK-K program. This is accomplished through an emphasis on developing oral language skills and providing integrated experiences in language and literacy, mathematics, physical development, the arts, science, social studies, and English Language Development.

Transitional Kindergarten uses the same core curriculum and materials as the traditional kindergarten program, with curricular modifications and developmentally appropriate practices as needed.

Goal:

- Provide a rigorous, grade-level instruction to all students with varied supports and interventions to provide each child an education that allows them to realize full academic potential

Overview:

- Inclusive and differentiated education
- Students receive electives including art, physical education, music, and dance

Differentiation:

- Reading and writing skills at their level with ongoing support from the teacher in the form of individual conferences and strategy groups
- English Language Development classes are grouped by ELD level to ensure strategic instruction
- Differentiation occurs through math and other subject areas in center time and small group instruction
- Full day teaching assistant for transitional kindergarten and kindergarten teachers
- Ongoing weekly data analysis through formative and summative assessments dictate to whom intervention assistant and teachers provide additional targeted instructional support

Social Emotional Benchmarks:

- Making good use of time
- Working independently
- Organizing materials
- Presenting neat, careful, and timely homework
- Following directions and procedures
- Cooperating well in group situations
- Taking responsibility for actions and exercising self-control
- Demonstrating fair play and resolving conflicts appropriately
- Respecting authority, peers, and school and personal property
- Assessed every quarter

The integration of Transitional Kindergarten has been beneficial in a variety of ways. Academic and social assessments indicate that TK students are better prepared for success in Kindergarten and beyond. Also, families have an opportunity to ensure their child enters kindergarten with the maturity confidence and skills they need to excel.

When students undergo a slower and more thorough kindergarten experience they are more likely to succeed academically and require less remediation and intervention in later grades which allows us to dedicate resources more strategically. There are benefits for TK students that enter our Dual

Immersion Kindergarten class. They come in prepared and ready to transition English to Spanish and vice versa.

ACADEMIC CALENDAR AND SCHEDULES

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

N.E.W. Academy Canoga Park Academic Calendar 2018-2019

Daily Bell Schedule

7:55 – Line up Bell
 9:10 – 9:30 TK recess
 9:35-9:55 recess K-2nd recess
 10:00-10:20 3rd -5th recess
 11:00-11:40 1st grade lunch
 11:15-11:55 TK & K lunch
 11:40- 12:20 2nd & 3rd grade lunch
 12:20-1:00 4th & 5th grade lunch

Regular Dismissal

TK-1st dismisses at 2:25
 2nd -5th dismisses at 2:40

Tuesday's Dismissal

TK-1st dismisses at 1:25
 2nd -5th dismisses at 1:40

Minimum Day Dismissal

TK-1st dismisses at 1:00pm
 2nd -5th dismisses at 1:15

JANUARY 2019						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1-4 [Winter Break](#)
 18 Minimum Day
 21 [M.L. King Day](#)

FEBRUARY 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

15 Minimum Day
 18 [Presidents' Day](#)

MARCH 2019						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

11-15 Parent Conferences A
 14-15 Minimum Day

APRIL 2019						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

12 Minimum Day
 15-22 [Spring Break](#)

MAY 2019						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

24 Minimum Day
 27 [Memorial's Day](#)

AUGUST 2018						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

15 Classes Begin
 15 Minimum Day
 31 Minimum Day

SEPTEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

3 [Labor Day](#)

OCTOBER 2018						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

1-5 Parent Conferences
 4-5 Minimum Day
 31 Minimum Day

NOVEMBER 2018						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

12 [Veterans Day](#)
 16 Minimum Day
 19-23 [Thanksgiving Break](#)

DECEMBER 2018						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

14 Minimum Day
17-31 Winter Break

JUNE 2019						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

5 Minimum Day/Last Day

Δ minimum day- día mínimo

■ no school- no clases

Daily Schedules

Transitional Kindergarten / Kindergarten Daily Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:30	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
8:30-9:35	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment
9:35-9:55	RECESS	RECESS	RECESS	RECESS	RECESS
10:00-10:30	Specials Coronado-Music Peters-Computer Lab	Specials Coronado- Computer Lab Peters no specials	Specials Coronado- Library Peters -Music	Specials Coronado- Computer Lab Peters- Library	Specials Peters- Computer Lab
10:45-11:15	OCR	OCR	OCR	OCR	OCR
11:00-11:55	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
11:55-12:10	Water break/cool down	Water break/cool down	Water break/cool down	Water break/cool down	Water break/cool down
12:10-12:40	Readers/writers workshop Intervention	Readers/writers workshop Intervention	Readers/writers workshop Intervention	Readers/writers workshop Intervention	Readers/writers workshop Intervention
12:40-1:10	Math	Math	Math	Math	Math
1:10-1:45	Social Studies/Science	Read Aloud Early Dismissal 1:25	Social Studies/Science	Social Studies/Science	Specials Coronado- P.E. Peters- P.E.
1:45-2:00	Shared Reading		Shared Reading	Shared Reading	Shared Reading
2:10-2:25	Review Homework Dismissal		Review Homework Dismissal	Review Homework Dismissal	Review Homework Dismissal

First Grade Schedule

	Mon	Tues	Wed	Thurs	Fri
8:00 to 8:45	Morning Routine - Community Circle - Journal - Calendar - Snap Words	Morning Routine - Community Circle - Journal - Calendar - Snap Words	Morning Routine - Community Circle - Journal - Calendar - Snap Words	Morning Routine - Community Circle - Journal - Calendar - Snap Words	Morning Routine - Community Circle - Journal - Calendar - Snap Words
8:45 to 9:10	Phonics (OCR)	Phonics (OCR)	Phonics (OCR)	Phonics (OCR)	Phonics (OCR)
9:10 to 9:35	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop	Reader's Workshop
9:35	Recess	Recess	Recess	Recess	Recess
10:00 to 11:00	Music	Library (10-10:30) Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
11:00	Lunch	Lunch	Lunch	Lunch	Lunch
11:45 to 12:30	Writer's Workshop	Math	Computer Lab	Math	Math
12:30 to 1:15	Math	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Social Studies/Science ELD/Centers/Tech	Computer Lab	Social Studies/Science ELD/Centers/Tech
1:15 to 2:00	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Clean up and Pack up and Read Aloud	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment
2:00 to 2:25	Clean up and Pack up and Read Aloud		Clean up and Pack up and Read Aloud	Clean up and Pack up and Read Aloud	Clean up and Pack up and Read Aloud

Second Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:05	Homework / Announcements	Homework / Announcements	Homework / Announcements	Homework / Announcements	Homework / Announcements
8:05-8:20	Community Circle	Shared Reading	Shared Reading	Shared Reading	Community Circle
8:20-8:30	Interactive Read Aloud	Interactive Read Aloud	Interactive Read Aloud	Interactive Read Aloud	Interactive Read Aloud
8:30-8:45	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers	Literacy Centers
8:45-9:00	Grammar Mentor Sentences	Grammar Mentor Sentences	Grammar Mentor Sentences	Grammar Mentor Sentences	Grammar Mentor Sentences
9:00-9:35	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop	Writers Workshop
9:35-9:55	RECESS	RECESS	RECESS	RECESS	RECESS
9:55-10:10	Word Study	Word Study	Word Study	Word Study	Word Study
10:10-10:50	Readers Workshop	Readers Workshop	Readers Workshop	Readers Workshop	Readers Workshop
10:50-11:35	LIBRARY	PE	SECOND STEP STEM	MUSIC/Art with Donna	Art Science Social Studies
11:40-12:20	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:20-1:00	CGI Math	CGI Math	CGI Math	CGI Math	CGI Math
1:10-1:45	Science Social Studies	Science Computer Lab Social Studies	Science Social Studies	Science Social Studies	Science Social Studies Computer Lab
1:45-2:30	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	DISMISSAL 1:40	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment /Computer Lab	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment
2:30-2:40	End of Day Routine Dismissal		End of Day Routine Dismissal	End of Day Routine Dismissal	End of Day Routine Dismissal

Third Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:15	Homework/announcements	Homework/announcements	Homework/announcements	Homework/announcements	Homework/announcements
8:15-9:15	Math	Math	Math	Math	Math
9:15–10:00	Writers	Writers	Writers	Writers	Writers
10:00 - 10:20	RECESS	RECESS	RECESS	RECESS	RECESS
10:20 - 11:10	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment / Achieve 3,000	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment / Achieve 3,000	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment
11:20 - 12:20	Specials (Social Studies/Science)	Readers	Specials (Social Studies/Science)	Specials (PE/Art)	Specials (PE/Art)
12:20 - 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:50	Readers	Multiplication/Classroom Champions	Music 211/Readers 215 (2018-STEMscopes Reading & Math Ext)	Music 215/Readers 211 (2018-STEMscopes Reading & Math Ext)	Readers
1:55-2:40	Library 215/Imagine 211	Math Enrichment	Library 211/Imagine 215	Tech Time

Fourth Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:15	Warm-up/Morning Circle	Warm-up/Morning Circle	Warm-up/Morning Circle	Warm-up/Morning Circle	Warm-up/Morning Circle
8:15-9:15	Math	Math	Math	Math	Math
9:15 – 10:00	ELA – Writers’ Workshop	ELA – Writers’ Workshop	ELA – Writers’ Workshop	ELA – Writers’ Workshop	ELA – Writers’ Workshop
10:00-10:20	RECESS	RECESS	RECESS	RECESS	RECESS
10:20-11:10	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Achieve 3,000	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Achieve 3,000	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment
11:20-11:40	Science	ELA	Social Studies	ELA	Imagine Learning
11:40-12:20		Readers		PE	Art
12:20-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:50	Readers	Classroom Champions or Math Facts	Readers	Music	Readers
1:50-2:40	Library		Math	Reading	Technology

Fifth Grade Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00–8:15	Homework/ announcements	Homework/ announcements	Homework/ announcements	Homework/ announcements	Homework/ announcements
8:15-9:00	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment Imagine Learning	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment Imagine Learning	Rotations EL Students: Designated ELD Instruction Non-EL Students: ELA Enrichment
9:00 – 10:00	Math	Math	Math	Math	Math
10:00-10:20	RECESS	RECESS	RECESS	RECESS	RECESS
10:20-11:10	ELA – Writers’ Workshop	ELA – Writers’ Workshop	ELA – Achieve 3000	ELA – Writers’ Workshop	ELA – Writers’ Workshop
11:10-11:40	ELA – Read Aloud	ELA – Read Aloud	ELA – Achieve 3000	ELA – Read Aloud	ELA – Read Aloud
11:40-12:20	ELA - Readers’ Workshop	ELA - Readers’ Workshop	ELA - Readers’ Workshop	ELA - Readers’ Workshop	ELA - Readers’ Workshop
12:20-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:50	Science	Science	Science	Social Studies	Social Studies
1:55-2:40	(Specials) Art		(Specials) PE	(Specials) Music	(Specials) Project Based Learning

Instructional Days and Minutes Calculator

2018-2019 Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	129	325	37	265	14	240	0	0	180	36000	55090	19090
1	Yes	129	325	37	265	14	240	0	0	180	50400	55090	4690
2	Yes	129	340	37	280	14	255	0	0	180	50400	57790	7390
3	Yes	129	340	37	280	14	255	0	0	180	50400	57790	7390
4	Yes	129	340	37	280	14	255	0	0	180	54000	57790	3790
5	Yes	129	340	37	280	14	255	0	0	180	54000	57790	3790
6	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
7	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
8	No	0	0	0	0	0	0	0	0	0	54000	0	-54000
9	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
10	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
11	No	0	0	0	0	0	0	0	0	0	64800	0	-64800
12	No	0	0	0	0	0	0	0	0	0	64800	0	-64800

Professional Development

Recruiting Qualified Teachers

Teachers who are qualified to deliver the instructional program are recruited through various search methods. The recruiting committee participates in job fairs sponsored by colleges, universities, and organizations such as California Charter Schools Association, to recruit and share N.E.W. Academy Canoga Park's educational program. We also seek applicants through websites, conferences, districts, recruitment agencies, and recommendations. We also have the opportunity to recruit from CEEL CENTER PROJECT STELLAR: TEACHING FOR CRITICAL TRANSITIONS: The goals of Project STELLAR include the creation and implementation of a coherent and comprehensive professional development program for pre-service and in-service teachers in academic writing in science. Applicants seeking employment for an advertised position apply through EdJoin submitting all the necessary documents within the timeline. An interview committee consisting of teachers, administrators, other certificated and classified staff, select candidates for possible interviews. Administration sets up interviews and invite the potential candidates to interview with the interview committee.

An interview committee consisting of the Chief Academic Specialist, teachers, administrators, parents and other certificated and classified staff, interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates are observed by this same committee and recommended for hire.

N.E.W. Academy Canoga Park seeks to recruit teachers that hold a CLAD and BCLAD credential and can use their bi-cultural training to better serve our ELs. Teachers are well-versed in Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) techniques. If necessary, after-school supplemental programs or summer classes available to support ELL development.

Teachers are selected by the Principal working with the Administrators and in consultation with the current teachers. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. NACP strives to recruit teachers holding a CLAD credential with experience in scaffolding techniques and performance based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques.

NACP is committed to supporting its staff and teachers by providing ongoing opportunities for professional growth and development. NACP believes that one of the best methods for professional development consists of learning from others facing similar situations. NACP fosters a collaborative school environment whereby teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. All teachers are encouraged to seek assistance from NACP staff or other teachers throughout the year. NACP desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

All teachers and other instructional staff (including teaching aides) must meet Every Student Succeed Act (ESSA) requirements.

NACP will continue to foster a collaborative school environment whereby teachers are given time to work together to develop lessons and units, identifying students in need to extra support, and review student data. All teachers will be encouraged to seek assistance from Charter School staff or other teachers throughout the year. NACP desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

NACP believes that effective professional development focuses on increasing teachers' core curriculum knowledge, enhances teachers' instructional strategies to meet the diverse needs of students, and provides teachers with support creating effective assessments to measure student learning.

Our approach to professional development is to support teachers' instructional planning for effective instructional delivery. Using the Backwards Design, teachers learn a comprehensive process to improve student achievement in a standards-based system:

1. Identifying and Prioritizing Desired Results (Standards)
2. Designing and Aligning Assessments to the Desired Results

3. Designing Effective Classroom Instruction That Provides Opportunities for All Learners

Professional Development

Professional Development days at NACP focus on the Charter School's mission. NACP's mission statement defines the vision and direction of the Charter School:

N.E.W. Academy Canoga Park promotes a child-centered environment with exceptional teachers, culturally responsive pedagogy and curriculum with an emphasis in the arts and sciences.

The mission of N.E.W. Academy Canoga Park is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community. Students at N.E.W. Academy Canoga Park will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in elementary, middle school, high school and beyond.

Professional development activities are scheduled one week in August before school starts, Tuesday afternoons, and one week after school ends. We seek services from experts in the field, consultants, and our own teacher experts. We implement a trainer of trainer model when implementing training at our site level and schoolwide focused need.

Teachers are provided with professional development that revolves around narrow, single topics such as classroom management, assessment, or differentiating instruction. N.E.W. Academy Canoga Park supports research-based findings that a process-oriented approach to professional development in which participants learn how to use a comprehensive process of instructional planning that links critical components necessary for improving student achievement in a standards-based system.

The goal of NACP's Professional Learning Plan is to promote educator quality and effectiveness through the development of a professional learning community guided by Professional Learning Standards and effective practices for adult learning. It includes the following four components:

- *Focused & Intentional* – provides annual needs assessments, grade level input, and is aligned to teacher growth goals (CSTP)
- *Interdisciplinary Language-Rich Teaching and Learning* – focused on standards-based interdisciplinary teaching and learning, designed for culturally and linguistically diverse learners, and is guided by formative and summative assessment
- *Coaching & Reflection Cycles* – defined approach to collegial coaching, guided by a research-based framework for collecting and reflecting on evidence on best practices for culturally and linguistically diverse students, and promotes teacher leadership
- *Impact Monitoring* – includes surveys, student data analysis, and Curriculum Committee leadership and input

In order to accomplish our goal, teachers will continue receiving professional development with a focus in the following areas:

- ELD/ELA Standards Implementation
- NGSS
- PowerSchool
- CGI Math
- LAS Links
- CCSS
- Computer adaptive assessments
- BCLAD/BASP Certification
- Digital Library Training
- STEM (STEAM) Curriculum/3D Printer

**N.E.W. Academy Canoga Park
Professional Development Calendar
August – June 2018-2019**

August 6	ALL N.E.W. Staff Meeting	Gym
August 7	Emergency Preparedness CPR Recertification Employee Handbook/Benefits Blood borne Pathogens	Health and Safety
August 8, 9, 10	EL Excellence!- Tonya Ward Singer	English Language Development- training ELD Pacing Guide and lesson planning Aug. 10
August 21	PowerSchool Training Second Step Training Behavior Intervention- Best Practices	Grade Book, Grading, Parent Portal Create Pacing Guide, share best practices Behavior Specialist Presentation (Rosie Martinez, or other presenter) of best practices.
August 28	Depth of Knowledge Project Based Learning	Integration Lesson Planning
September 4	DATA Analysis and setting SMART Goals Review/Create Rubrics	Analyze SBAC results Set SMART Goals for reaching targeted students groups Review/Create Rubrics
September 11	Designated ELD	ELD Planning follow up with staff. Review ELD Designated Lessons- staff will share
September 18	Integrated ELD	ELD Planning follow up with staff Review ELD Integrated Lessons- staff will share
September 25	Planning Day- Reading Levels	Teachers will meet their grade level teams to review Running Record and math data.
October 2	No PD	Parent Conferences

October 9	Miscue Analysis Professional Development Keeping accurate records and track of growth	How to assess running records, assessment cues, and provide reader's workshop. How to keep accurate records and track of student growth.
October 16	SSPT Writing Action Plans Documentation	Show the connection between interventions and the Student Success and Progress Team (SSPT) process
October 23	ELPAC	ELPAC Data Analysis Set SMART Goals for ELs
October 30	CGI Math Training	Karen Recinos from UCLA will provide PD
November 6	LMU and Language Academy to Present Data and Progress of students enrolled in the Dual Immersion Program	Present Data and Progress of students enrolled in the Dual Immersion Program
November 13	DATA Analysis Meeting	Teachers will meet with their grade level teams to review running record data and math data.
November 20	Holiday	Holiday
November 27	Achieve 3000 – 3 rd – 5 th CAFÉ/Daily 5 Study Group – TK-2 nd	Achieve 3000 consultant will work with upper grade teachers to help analyze student results. TK-2 nd will meet to discuss CAFÉ/DAILY 5 and how they strategies can be applied in their classrooms.
December 4	Google Classroom	Teachers will learn how to use Google Classroom to enhance student learning, projects, and presentations. Presented by teachers/administrators with Google Classroom Certifications
December 11	Staff Holiday Dinner	Staff meeting and celebration
January 1, 2019	Holiday	Holiday
January 8	Next Generation Science Standards and Engineering is Elementary Training	Teachers will review Next Generation Science Standards and will receive training in Engineering is Elementary
January 15	Cognitive Guided Instruction (CGI) Math PD	Coaching / Create lessons plans using Cognitive Guided Instruction strategies – Planning
January 22	DATA Analysis Meeting	Teachers will meet with their grade level teams to review running record data and math data.
January 29	ELD PD - <i>Tonya Ward Singer</i>	Continue to plan ELD lessons

		Review lesson plans and best practices Update goals if necessary
February 5	Students with Disabilities PD Possible Guest Speaker	Review- Modifying curriculum, in-class and homework assignments, etc.
February 12	Data Analysis and Review of SMART Goals	Analyze and Review Data Review Progress in Achieving Goals
February 19	Mentor Texts, NGSS, and ELD- Bringing it All Together!	Selecting Mentor Texts, best practices for integrating language arts, science, and ELD. <i>Possible Presenter: Judy Bowers</i>
February 26	Technology Integration- writing, presentations, project-based learning, etc.	Presentation by teachers at each of the grade levels
March 5	DATA Analysis Meeting	Teachers will meet with their grade level teams to review running record data and math data.
March 12	No PD	Parent Conference Week
March 19	Thinking Maps PD	Teachers will review Thinking Maps Integration and will share successes and challenges
March 26	CAASP Training Interventions and Accommodations for Students with Disabilities	
April 2	ELD	Integrate strategies to Science Analyze tools used to measure language attainment and growth
April 9	Vertical Team Meetings/Planning	Teachers will be divided evenly and will meet with grade levels above and below to analyze data and establish success criteria and next steps
April 16	Spring Break	
April 23	NGSS / CGI	Teachers will review Next Generation Science Standards and ELA/ELD standards to create grade level and proficiency level lessons for their grade level
April 30	DATA Analysis Meeting	Teachers will meet with their grade level teams to review running record data and math data.
May 7	Staff Appreciation Luncheon	
May 14	End of the Year planning meeting	
May 21	Book Revealed for 2019-2020 School Year	
May 28	Classes created by grade levels for 2019-2020 school year	
June 4	Pacing Calendar / events planning – Last Meeting	

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

Meeting the Needs of All Students

ENGLISH LEARNERS

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

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

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

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

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

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

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

English Learners

Our English Learners require special attention in order to ensure that they can realize the ability to engage in rigorous reading, writing, critical thinking, speaking, mathematical and scientific problem solving. Our goal is to develop our students' oral, written, and reading language proficiency in order to have access to high quality educational opportunities.

NACP will implement its own English Learner Master Plan. We will provide our EL students ELD classes and SDAIE strategies throughout the day in all core classes. RFEP students will be monitored for two years by an administrator in charge of the program and by the Principal. Multiple measures are analyzed to ensure EL and RFEP students are successfully accessing the core curriculum, including students' performance on standardized benchmark assessments, written performance tasks, the TCRWP reading assessment, and course grades. Students who demonstrate an area of need are reviewed and provided the appropriate support classes or scaffolds in core instruction to ensure success.

We ensure that all communication goes home in both Spanish and English and provide translation at all Charter School events and conferences. Additionally, we present workshops to empower parents and share strategies to support their child's language development.

The Charter School will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Identification

N.E.W. Academy Canoga Park administers the Home Language Survey (HLS) upon a student's initial enrollment into the Charter School (on enrollment forms) to provide meaningful and appropriate instruction. When enrolling a student at N.E.W. Academy, a parent or guardian is required to complete a Home Language Survey as part of the process.

English Language Proficiency Assessment

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California ("ELPAC"). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat

developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades TK–5 at the Charter School whose primary language is not English to determine their English proficiency status.

- Summative Assessment (“SA”)

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans, which include the following spans applicable to the Charter School—TK/K, 1, 2, and 3–5. In TK/kindergarten and grade 1, all domains are administered individually. In grades 2–5, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English Learners shall be assessed by administering the test during the annual assessment window.

Based on the proficiency level as determined by the ELPAC, students are classified English Learner (EL) or Initial Fluent English Proficient (IFEP).

Students who score at the lower proficiency levels are identified as English Learners and English Learner program placement occurs in consultation with parents. Students are designated Initial Fluent English Proficient (IFEP) if the HLS indicates a home language other than English, but they score at higher levels on the ELPAC.

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Steps:

- Step 1. Identification of English Learner students: Home Language Survey
- A Home Language Survey is included on the standard enrollment form that all entering students must complete to officially enroll. This data is used by site administration and EL Coordinator to identify students who may not be proficient in English.
- Step 2. Preliminary Evaluation: Academic History
- Site administration and EL Coordinator thoroughly assesses and monitors a student's academic history, upon the student's entry as well as during the academic year, through multiple measures:
 - Academic records from within or outside of the United States
 - Information on everyday classroom performance
 - Individual reading assessment using the Teachers College reading assessment
 - Teacher observations and reports
- Step 3. Screener Evaluation for Instructional Placement
- Charter School administration is charged with initially screening a student as follows:
- Students with limited English language skills who have recently arrived in the United States, or are newly enrolled in the school and are potentially ELs, are formally screened to help determine whether or not the student is need of a language instruction educational program.
 - Teachers administer the ELPAC, which is used to assist in determining the student's initial English language development level and class placement.
 - If the student is identified as an English Learner, this information is entered into PowerSchool.
- Step 4. Placement in Language Instructional Program
- Once students are identified, placements are based on:
- The results of multiple assessments including, English and Spanish tests, the ELPAC scores, a writing sample, Running Record, classroom level assessments, teacher observations, and conversations with the students as well as parental input.
- Step 5. Required Notification
- EL placement decisions are communicated to parents in a timely and standardized manner. The process follows:

- The Charter School notifies parents within no more than 30 days after the start of the school year.
- Parents of students who are identified as English Learners after the start of the school year must be notified within two weeks.
- Charter School attempts to schedule initial meetings to discuss this information with parents and also mail a letter informing parents of the placement.

Step 6.

Ongoing Assessment

All NACP students classified as English Learners must:

- Take the ELPAC Summative Assessment each year
- Be assessed on the ELD standards and unit assessments throughout the year until they meet the re-designation criteria written by N.E.W. Academy Canoga Park and informed by the guidelines outlined by the State of California.

Educational Program – How, Where, and by Whom

Our educational program provides research-based, high quality programs and instruction for English Language development that are aligned to the California curricular frameworks and address the individual and collective linguistic levels of English Learners in N.E.W. Academy Canoga Park.

N.E.W. Academy Canoga Park’s Comprehensive English Language Development program is aligned to the specifications put forth in the California English Language Arts/English Language Development Framework (2014). The English Language Development program applies to all English Learners enrolled in one of several language acquisition programs: Language Academy (Dual Language), Structured English Immersion (SEI), and English Learner Mainstream English (ELM).

According to the California English Language Arts/English Language Development Framework (2014), a Comprehensive ELD Program is comprised of both Integrated and Designated ELD and is taught by fully qualified teachers of English Learners. The following guidelines apply (CA ELA/ELD Framework, Chapter 2, pp. 106-108; 115-116):

1. “Designated ELD is a protected time during the regular school day when teachers use the CA ELD Standards as the focal standards in ways that build into and from content instruction in order to develop critical English language skills, knowledge abilities needed for content learning in English.”
2. Integrated ELD refers to “ELD taught throughout the day and across the disciplines. All teachers with ELs in their classrooms should use the CA ELD Standards in addition to their focal CA CCSS for ELA/Literacy and other content standards to support their ELs’ linguistic and academic progress.”

The Comprehensive ELD program will allow ELs to develop a strong English language foundation in informal and formal (academic) settings¹. ELD also includes foundational literacy development

¹ California Department of Education (CDE). (2010a). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: California Department of Education.

in reading and writing, and complements and amplifies the English Language Arts CCSS. ELD and ELA standards are intended to work in tandem to help teachers design instruction that assists students to develop skills related to cognitive academic proficiency in English.

The second component of a Comprehensive ELD Program is Integrated English Language Development which is intended to provide English Learners with access to the content in all curricular areas. Integrated ELD also develops ELs' linguistic development in those disciplines through instruction of the specific academic language, discourse practices and text type characteristic of each of the content areas. Acquisition of disciplinary knowledge is interdependent of students' ability to understand and use English. Consequently, the applicable content standards should be used along with the CA ELD Standards and the focal CCSS for ELA/Literacy to plan for Integrated ELD.

The ELD standards inform the teacher of the degree of linguistic scaffolds and supports necessary at a specific proficiency level for ELs to perform collaborative, interpretative and productive tasks across all four language domains as well as to establish reasonable performance expectations commensurate with their level of proficiency.

Designated ELD instruction is provided daily to all English Learners. Instruction is designed and guided by State Standards, and follows a scope and sequence of language skills to ensure that students make adequate progress in English Language development. N.E.W. Academy Canoga Park uses the 2012 California ELD Standards to identify English Learner benchmarks, plan for and deliver instruction, and assess progress toward English proficiency expectations.

The State Standards provide the expectations and descriptions of achievement at three proficiency levels: Emerging, Expanding and Bridging. They also address skills necessary within the collaborative, interpretative and productive communicative modes to become proficient on the CCSS. Designated ELD focuses on developing skills to use English to “interact in meaningful ways” (ELD Standards, Part I) and on language itself to develop knowledge of how English works (ELD Standards, Part II).

Designated ELD is designed to teach English Learners at their proficiency levels as determined by state and local-level English language proficiency assessments in order to meet each student's linguistic needs. It is taught by a credentialed teacher who is supported by collaboration and access to on-going professional development. Designated ELD is most effective when students are grouped by proficiency level based on an analysis of the English proficiency levels of students enrolled at the school. Site-level administrators and leadership teams, will ensure that the Charter School develops and maintains an ELD grouping process that allows ELs to advance at least one proficiency level per school year, or maintain reasonable fluency status for bridging (advanced) proficiency level students.

The following research-based guidelines guide decision-making strategies for ELD grouping²:

- Identification of EL student's proficiency levels based on both state and local English language proficiency assessments
- Monitoring of changes of EL student's proficiency levels at least two times during the academic year to adjust ELD groups according to the diverse strengths and needs of ELs
- Consideration of EL student's interpretive and productive proficiency levels
- Creating specialized Designated ELD instruction to address the specific language development needs of students "at risk" of becoming LTELs³

Designated ELD instruction emphasizes the simultaneous development of oral language skills and abilities and the use of the academic language of different text types and curricular disciplines. This should be an important consideration for instructional grouping. At the Emerging proficiency levels of proficiency, students have varying primary language literacy abilities and at the Expanding and Bridging levels of proficiency, English Learners generate more sophisticated and complex oral and written texts.

Students' English language proficiency progress is monitored throughout the year, and re-grouping for Designated ELD occurs mid-year. LTELs and potential LTELs are monitored through continuous data collection and instructional planning between the classroom teacher and ELD teacher. Basic language instruction, including blending, dictation, mechanics, and sound spelling continues throughout all grade-levels until proficiency is achieved. Lessons are designed to touch on all four domains of the ELPAC (listening, speaking, reading, and writing). This support allows the LTELs and potential LTELs to continue building upon their prior knowledge and increase understanding and achievement.

Designated ELD instruction occurs daily and is delivered by fully credentialed teachers for all English Learners until they reclassify as Fluent English Proficient (RFEP). The following minimum requirements are established for each grade level span:

Grades TK – K: 30 minutes

Grades 1-5: 45 minutes

The N.E.W. Academy Canoga Park site-level administrators are responsible for monitoring and ensuring daily Designated ELD Instruction occurs for all English Learners.

The California ELA/ELD Framework (2014) specifies guidelines for the combined English Language Arts and English Language Development materials adoption. The state provides a list of adopted materials for local education agencies to review and adopt in order to remain in

² Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. *American Educator*.

³ A Long Term English Learner is defined in EC section 313.1 as an English Learner who meets the following:

- Is enrolled in any of grades six to twelve;
- Has been enrolled in schools in the United States for six years or more;
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC, or any successor test (i.e. the ELPAC); and
- Scores nearly met or does not meet on the English-language arts standards-based achievement test or any successor test

compliance with the use of state-adopted, standards-based programs that meet the instructional needs of English Learners.

Instructional decisions related to a student's language acquisition status must be described in the Individualized Education Plan (IEP). When a student qualifies for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development. English Learners with an IEP in grades K–5 in general education classes receive Designated and Integrated ELD instruction from the general education teacher. In SDC classes, the Special Education staff provides ELD instruction to the English Learner. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP.

Strategies for English Learner Instruction and Intervention:

NACP will continue to commit the resources necessary to ensure that all students learn to speak, read, write, and listen in English. Support and assistance are provided through a variety of programs and activities:

- Bilingual paraprofessionals provide instructional support for students and translation for parent conferences.
- Parent informational meetings on topics such as basic language skills, phonics, language acquisition, and the ELPAC.
- Parent activities and workshops focusing on language and academic achievement to successfully pass the ELPAC.
- Intervention is provided for students who are struggling with English acquisition.
- Schoolwide language acquisition strategies implemented in all the classrooms.

Teachers are trained in the following strategies:

- Thinking Maps
- SDAIE
- Vocabulary development
- Grammar and Syntax
- Discourse Complexity
- Sociocultural context
- Informal assessments
- Academic Language
- Sentence frames

In order to meet state requirements, NACP focuses teacher professional development and collaborative work around instructional strategies that work for English Learners. We group our students and they are taught in their assessed ELD proficiency level. These ELD classes take place schoolwide for an hour a day and are separate from core content to ensure a focus on language development. ELD lessons include:

- Clearly stated language objective based on a scope and sequence of language skills and focus on the language form and function
- Language patterns and vocabulary
- Structured language practice or student talk, at least 50% of the time
- Engaging topics, Next Generation Science Standards, and instructional practices

Teachers are fully credentialed and have a CLAD or BCLAD credential. Teachers receive extensive professional development in the stages of language acquisition, SDAIE, language scaffolds, and structures to practice language to ensure quality implementation of the instructional model. Some of the best practices for supporting English Learners are:

- Student Engagement
- Student to Student interaction
- Informal assessment and immediate feedback
- Formal assessment to measure progress and program effectiveness
- Vocabulary development / Scaffolds

Results to Accelerate Program and Progress:

The implementation of the N.E.W. Academy Canoga Park ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. These processes will be aligned to the California Accountability system and its requirements for the English Learner Progress Indicator, defined as follows⁴:

The California State Board of Education approved an EL Progress Indicator that measures the percent of ELs who are making progress toward language proficiency. The current EL Progress Indicator combines the number of ELs who make progress from year to year on the ELPAC and the number of ELs who are reclassified in the prior year.

EL Reclassification

At the local level, N.E.W. Academy Canoga Park will examine growth on the ELPAC to determine if students are meeting set growth target according to their respective English proficiency levels and length of time in U.S. schools.

General goals for ELs in the area of linguistic growth include:

- English Learners (ELs) acquire full proficiency in English as rapidly and effectively as possible. (20 U.S.C. Section 1703[f], 6892; EC Section 300[f], 5 CCR Section 11302[a])
- ELs meet state standards for academic achievement. (20 U.S.C. Sections 1703[f], 6812, 6892; 5 CCR Section 11302[b]; *Castañeda v Pickard* [5th Cir. 1981] 648 F. 2d 989)

⁴ California Department of Education (2017). Quick Reference Guide to California's School Accountability System. Retrieved 3-1-17 from <http://www.cde.ca.gov/ta/ac/cm/>.

The following assessment instruments will also be used to monitor progress and to determine student's language acquisition progress:

- ELPAC
- Formative Assessments
- Summative Assessments
- Student Portfolios
- ELD Progress Reports

N.E.W. Academy Canoga Park realizes that it is crucial to monitor and support students' English Language development over time and ensuring that students are prepared to re-designate as students who are fluent in English. The Charter School has a systematic approach to tracking EL's and their progress towards meeting the criteria for re-designation (RFEP) Our reclassification criteria reflects the same criteria set forth by the state. N.E.W. Academy Canoga Park will use the ELPAC which is tentatively scheduled to start in 2018.

NACP will continue using the following four criteria to establish local reclassification (RFEP) policies:

1. Assessment of English language proficiency (ELP), using an objective assessment instrument, including, but not limited to, the state test of English language development (ELPAC).
2. Teacher evaluation, including, but not limited to, a review of the student's curriculum mastery. Curriculum mastery is determined by students' performance on grade-level assessments for English Language Arts and Math. Teachers administer benchmark assessments every six to eight weeks. To qualify for reclassification, a student must be meeting or exceeding in grade level assessments.
3. Parent opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age (through the use of the Measure of Academic Progress exam (MAPS))

Students are assessed once a year between January and April for Summative tests with initial ELPAC testing beginning the 2018-2019 school year) to determine if students are eligible to meet the reclassification criteria. If a student meets some, but not all, of the criteria, the teacher is notified so that she or he can target instruction to help the student meet the goal of reclassification.

Monitoring Progress, Reclassification, and Evaluation of Program Effectiveness

N.E.W. Academy Canoga Park monitors and regularly assess the progress of all English Learners in both English language proficiency and grade-level content knowledge. A Language Appraisal Team (LAT) comprised of a site-level administrator, English Learner Lead Teacher(s) and other personnel with expertise in English Learner education will meet at least quarterly to oversee and implement monitoring processes. The LAT may be an extended function of each site's Student Study Team (SSPT); however, designated LAT meetings are held where specific attention to language and academic achievement of English Learners is documented and acted upon.

The purpose of the Language Appraisal Team is multi-faceted and includes, but is not limited to each designated area below⁵:

- Monitor the progress of all English Learners toward achieving English Language Proficiency and acquiring content knowledge
- Examine the overall progress of English Learners based on established benchmarks for expected growth in English Language Proficiency and grade-level content areas
- Engage in and monitor system-wide processes for assisting English Learner students who are not making timely progress toward meeting Language Proficiency and Academic Achievement goals
- Monitor the academic progress of English Learners who have exited English Learner status for at least two years after they are Reclassified Fluent English Proficient (RFEP)

Reclassification Cycle

January	ELPAC results arrive. Parents notified.
January February	Compare ELPAC scores with other criteria. Inform teachers.
June	Check End of year ELD, ELA, and MAP criteria for students who didn't qualify in January, but had met ELPAC criteria.
July	Compile list of students who met ELPAC, ELD, ELA, and MAP criteria
August October	ELPAC Annual Assessment

At least annually, the LAT engages in examining patterns of English Learner progress. This comprehensive process includes a review of English Language Proficiency scores, benchmark assessment results and classroom performance of all English Learners. Through this examination the LAT can identify patterns of growth and identify individual students who are not meeting growth expectations. Outcomes from this examination can include:

- Identify areas of strength and improvement in English Learner progress
- Provide recommendations for English Learner services and interventions
- Prioritize English Learner students to recommend for individual progress monitoring at an LAT meeting

The LAT uses established protocols to examine multiple factors for English Learner students who are not making normative progress toward meeting established benchmarks. These factors include linguistic, educational background, programmatic, and cultural/socioemotional elements:

⁵ US Department of Education (2016). *English Learner Tool Kit*. Chapter 8: Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services.

English Learner Academic, Educational and Sociocultural Factors

Linguistic Factors	Educational Background Factors	Sociocultural Factors
<ul style="list-style-type: none"> • Levels of proficiency in English, by language domain: listening, speaking, reading and writing • Levels of proficiency in native language, by language domain: listening, speaking, reading and writing • Concerns specific to language difficulties (primary language and English) • In-classroom interventions specific to language development (current year and previous years) 	<ul style="list-style-type: none"> • School history (e.g. interrupted schooling, transnational student) • Type of EL program services • Duration of EL program services • Comparative data to other EL students with a similar background, age and amount of exposure to schooling • In-classroom interventions specific to academic development (current year and previous years) 	<ul style="list-style-type: none"> • Comments or concerns documented from parent conferences/meetings • Varying degrees of acculturation • Attendance • Health • Services related to socioemotional support

The Language Appraisal Team uses a standardized protocol to collect and review a diverse body of evidence that is reflective of, and aligned to, assessment processes representative of local data, state-mandated measures, and other multiple sources over time. Action steps that can ensue from an individual monitoring of English Learner's student progress include:

- Recommend appropriate actions, including coordination of services
- Document next steps to include timelines and person responsible
- Review of recommendations with parents
- Archive meeting notes and discussion records for continued monitoring

At least annually, the LAT will monitor the academic progress of English Learners who have exited English Learner status for at least two years after they are Reclassified Fluent English Proficient (RFEP). This includes an examination of RFEP progress on state and local achievement measures to ensure that their level of performance indicates a positive trajectory, and that they are fully participating in all aspects of the full educational programs comparable to students who have not been English Learners. The LAT may recommend additional services and supports for RFEP students based on progress monitoring.

Parent and Teacher Notification

When a student meets RFEP criteria, the student, parent, and current teachers is notified in writing. We look closely at RFEP students' progress in class and on standardized testing measures. According to requirements outlined under the Every Student Succeeds Act (ESSA), schools must monitor students for three years after re-designation. This is why many recently re-designated students still received ELD or Enrichment instruction to continue to support their academic English skills.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

N.E.W. Academy Canoga Park meets the needs of students achieving above grade level. General education classroom teachers are trained to differentiate instruction to meet the various academic levels of their students, including gifted students. In addition to in-class modifications, identified gifted and talented students have an hour of instruction with the GATE Coordinator.

The Gifted and Talented Program at N.E.W. Academy Canoga Park offers differentiated instruction in the areas of science, math, English language arts, social science and the arts. The curriculum units are aligned with the state and common core standards and allow for in depth critical thinking and productive questioning. Our class time has the intense focus on developing the 4 C's; Creativity, Communication, Collaboration and Critical thinking and incorporating the NGSS and Common Core Standards. The group meets once a week after school from 2:50pm – 4:00pm.

The GATE Coordinator monitors the academic performance of the identified gifted students by collaborating with the Test Coordinator to track student test scores and monitor quarterly report cards. General education teachers also monitor the progress of gifted and talented students through quarterly benchmarks, formative/summative assessments and informal assessments as well.

Step 1: Nominate: Referral - Fall

Students who demonstrate exceptional performance may be nominated for the GATE Referral Process by teachers, principals or parent/guardians. Nomination may be based on standardized academic data or completion of the student portfolio process, which includes student work and benchmark grade assessments.

Step 2: Further Evaluation – Fall/Winter

When a student passes the academic screening or is nominated through the portfolio process, the student's parent/guardian, teacher and principal will be notified that the child has passed the initial screening and will move to the next phase of screening. Teachers will be asked to complete the *Student Profile of Gifted Characteristics*.

Step 3: Multiple Criteria Assessment – Fall/Winter

The GATE Department uses multiple measures to determine eligibility. Academic work may consist of benchmark data or a portfolio of student work. Student profiles of Gifted Characteristics are submitted by teachers

Step 4: GATE Committee Winter

The GATE Committee meets regularly to evaluate each referral. Recommendations for student identification are made during these meetings only. Recommendations that pass evaluations are forwarded to the LAUSD GATE office to be submitted for testing.

Step 5: Notification - Spring

The parent/guardian of the students who are identified as gifted are sent letters indicating the student's status. A letter describing varied service models available to GATE identified students is included. Students who do not pass the LAUSD GATE testing process are notified with letters stating their status. The teacher and administration are also notified of the students' status and the cum folders are updated as well.

Step 6: Placement

Students who are identified as GATE students are able to join the GATE meetings on Wednesday from 2:45pm – 4pm. During this time, students are engaged with activities in critical thinking, problem solving, creativity and collaboration.

Students Achieving Below Grade Level

We implement a three tier response to intervention model for our student achieving below grade level.

Tier 1	<ul style="list-style-type: none">• Teacher observations• Records and data review• Define concern• Communicate with parent• Initiate student interventions• Evaluate impact of interventions• Determine next steps
Tier 2	<ul style="list-style-type: none">• Schedule parent conferences to discuss concerns• Student progress and suggested next steps• SSPT referral• SSPT Meeting
Tier 3	<ul style="list-style-type: none">• Assessment• Development of IEP or Section 504

Tier I intervention occurs at the classroom level. Teachers may identify students who are having difficulties with their coursework and implement modifications or use other instructional strategies to help meet students' needs. The student is referred to a member of the SSPT team who is responsible for the following up with all Tier I stakeholders.

Teachers carefully monitor student progress, gather information on the student and determine whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a student, the student is referred for supplemental, Tier II intervention outside of core instruction. At this time, an SSPT meeting is held to discuss what type of interventions may benefit the student. The SSPT, comprised of classroom teachers, parents, administrators, parent, and any other concerned parties, meet to develop a plan for the student's progress. An action plan may include adaptations and supports to be provided by the teacher as well as other intervention strategies for families to implement at home and outside of school.

Any student recommendation for academic intervention is assessed, and students are strategically placed in a supplemental support class according to his/her identified needs. Support classes are offered during students' afternoon intervention/enrichment block. In an effort to promote a consistent transfer between skills learned in the classroom and those learned in intervention will largely base the curricula for the intervention program on that of the core curricula used school wide:

- Components of Reader's Workshop
- Estrellitas for K/1 students
- Guided Reading books
- Various ELD strategies

Students are given pre and post assessments to measure growth throughout the intervention cycle. Students who make adequate growth are no longer required to attend supplemental intervention. Students who do not demonstrate improvement move to the next stage of the Response to Intervention Process, the SSPT.

The Student Success and Progress Team may find that a student has needs beyond academics. For example, an SSPT may also address student health, attendance, work and study habits, behavior, or language needs. In all SSPTs, the immediate outcome is a structured plan for how to improve in one or more of these areas and then follow up meeting is scheduled to review parent and teacher feedback to determine if progress is being made on the SSPT plan.

The SSPT plan outlines actions, timeline, multiple check-points, and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level standards, and intervention class teachers provide data to show students' progress in supplemental intervention classes. If a student is not meeting the determined goals set forth in the SSPT, follow up meetings may be held to consider other modifications.

If the Student Success and Progress Team determines that a student should be pre-screened for a possible learning disability, then the SSPT would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and Tier II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support from the Resource Teacher or for a Section 504 evaluation.

The SSPT works with students and their parents/guardians to identify their learning needs and develop a plan for academic and social success. This team develops a re-referral intervention plan, which is based on a review of prior interventions, accommodations, and further interventions for addressing the students learning difficulties. Once a student is identified to be in need of assistance, the team develops action plan which may include teacher implementation of a personalized program to help increase the achievement of the student as well as other intervention strategies for school and home.

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Students With Disabilities

N.E.W. Academy Canoga Park students with disabilities participate in a full inclusion model where targeted differentiated instruction is used throughout the day to address the needs of all students. In this setting, teachers, specialists and support staff work collaboratively to ensure the diverse needs of students are being met. Students with disabilities receive State Standards-based instruction in the core curriculum or an alternate curriculum, as well as instruction that addresses their IEP learning goals and objectives. Progress monitoring occurs on a regular basis and is used to determine the academic strengths and areas of need for all students.

Differentiated instruction and interventions are provided on a daily basis by classroom teachers with additional support from instructional assistants. The use of hands-on learning tools, scaffolds, visuals, and technology help students gain access to the core curriculum, provide a means for students to participate in classroom discussions, group projects and individual assignments.

Support from the resource teacher and resource instructional assistant is delivered within the general education classroom (push-in) and for those who require additional support, in the resource classroom (pull-out). The resource specialist and classroom teachers have an open line of communication often sharing students' strengths, areas of needs, as well as ways in which the resource specialist can support students with the core curriculum in addition to the students individual goals.

N.E.W. Academy Canoga Park counts with the expertise of the following certified professionals (specialists): a full time RSP/Special Education Teacher, a Speech and Language Pathologist, an Occupational Therapist, a Psychologist (counseling and guidance), and a School Nurse. Each of our specialists makes a genuine connection to students and knows the best approach to take when working on having students meet their individual goals. They communicate often with classroom teachers sharing ideas to best accommodate the unique needs of each student and his/her progress. Specialists also inquire about topics of interest that could be addressed in the specialized setting.

Students in Other Subgroups

NACP provides a supportive community to all students enrolled with an extra emphasis on our subgroups, including Foster Youth and Homeless Students, and Standard English Learners. The principal, assistant principal, teachers, Homeless Students and Foster Youth Liaison (Homeless

Liaison) work collaboratively to address the needs of students in these subgroups by providing resources and monitoring their academic growth and their social emotional wellbeing.

Foster Youth and Homeless Students

NACP provides a supportive community to all students enrolled with an extra emphasis on our subgroups, including foster and homeless youth. The Principal and Assistant Principal check enrollment forms and packets during the enrollment period and at the beginning of the school year for information that may identify a student as a foster youth or homeless youth. Foster youth are identified during the enrollment process by checking identified box in the enrollment form. Homeless youth are also identified by the Principal and Assistant Principal during the enrollment process and during the beginning of every school year if parents volunteer the information on the enrollment form. Parents/guardians are also allowed to update their homeless status if and when it changes throughout enrollment or throughout the school year.

After students are identified, they are monitored by the Homeless Liaison and school nurse and provided support for any needs necessary. Extra school supplies, dress code items, shoes, and hygiene kits are provided by the Charter School or by staff request. NACP holds an annual food drive during the holidays to provide special support for the NACP community. For any crisis needs, referrals are made to outside community services, such as the Canoga Park Family Source Center, to support students and families.

Student progress in this subgroup is monitored and modified every six weeks during NACP's Internal Data gathering process by Teachers, Test and Data Coordinator, Homeless Liaison, Assistant Principal, and Principal.

As students are identified through guidelines of the Mc Kinney-Vento Homeless Assistance Act by Parent Liaison who is NACP's Homeless Education Program Coordinator, they will:

1. Ensure homeless children and youth are properly identified and promptly enrolled by school personnel.
2. Inform parent/guardian/unaccompanied homeless youth of educational and related opportunities available and encourage parents to actively participate in their child's education.
3. Ensure children, youth, and their families have equal access to all educational services for which they are eligible.
4. Inform parent/guardian/unaccompanied homeless youth of all transportation services, including transportation to the school of origin, and the criteria for transportation assistance.
5. Assist unaccompanied homeless youth with enrollment, school placement, and obtaining immunization records.
6. Provide students and their families with referrals to community services, such as healthcare, mental health, dental, and other appropriate services as needed.
7. Participate in the mediation of school enrollment disputes.
8. Collaborate with county and state homeless liaisons.

NACP's Principal monitors foster youth and homeless students to ensure proper implementation of policy.

Socioeconomically Disadvantaged/Low Income Students

At the beginning of each year and when new students enroll, a Federal Income Survey, a Student Residency Questionnaire, and an Enrollment Form with parents' highest education are obtained from all N.E.W. Academy Canoga Park students. All surveys are then reviewed by NACP staff to determine those students who qualify as eligible socioeconomically Disadvantaged.

NACP provides a variety of supportive resources for families who are socioeconomically disadvantaged. All students are offered an approved federal food program providing breakfast before school, a second-chance breakfast if they were not able to get one before school, a snack, and a lunch. School supplies are given to all students throughout the year. Extra school supplies, dress code items, shoes, and hygiene kits are provided by the school as needed or by staff request. Other family services are offered by our partnership with the Canoga Park Family Source Center.

Regardless of socioeconomic status, all students are offered a variety of enrichment opportunities. During school days, all students in grades TK-5 are offered experiences such as bus field trips, walking field trips in the community, guest speakers, author visits, performances, music, art, physical education, and a strong educational program accommodating to the needs of students. After school, teachers and staff create clubs for art, dancing, theatre, sports, chess, sewing, and more when staff and students show interest to propose new ideas. NACP also partners with the L.A.'s B.E.S.T. program to provide a safe and enriching environment for students during the after school hours.

Student progress in this subgroup is monitored and modified to each student every six weeks during NACP's Internal Data gathering process by teachers, Test and Data Coordinator, Assistant Principal, and Principal.

A Typical Day

A typical day at N.E.W. Academy Canoga Park begins early in the morning with students arriving to school where our friendly personnel welcome them with a good morning and a warm smile. Parents outside the gate wave to their children; some stay, taking advantage of the time to catch up with other parents. Upon entering the campus, students either go to the cafeteria to eat breakfast prepared daily by our cafeteria staff or they interact with their peers in the playground. Transitional Kindergarten and Kindergarten students are escorted to the Kindergarten playground by a *Helping Hands*, which is a group of upper grade students who volunteer their time in the morning playing and interacting with their younger peers. The morning bell rings at 7:55am prompting students to line up. Teachers meet students at their lines, and together they walk to class. TK and Kindergarten teachers meet their students and they walk together to the cafeteria where students enjoy breakfast as a group.

A visitor to N.E.W. Academy Canoga Park will see our students engaged in a variety of different learning activities throughout the day ranging from teacher-led instructional activities, to one on one differentiated instruction, small group tutoring led by instructional assistants, to independent project-based learning where teachers act as the facilitator of learning. At 8:00am classroom instruction begins with morning opening activities to promote classroom culture, socio-emotional

wellbeing, and health consciousness. Second Step lessons and Bullying Prevention lessons, which focus on supporting a responsive school atmosphere, are often used as a starting point. Following morning opening activities, teachers present learning objectives, which help set the tone for the day.

During English Language Arts instruction, visitors will see teachers using components of Lucy Calkins' *Readers and Writers Workshop* which is a standards-based, data-driven component of a balanced literacy block. Teachers start by modeling reading and engaging students in text-based conversations where students use rich academic vocabulary to express their thinking. During *Workshop* time, students engage in one of the following activities: (1) independent reading or writing; (2) shared reading, where students put the skills they learned to practice; (3) working with an instructional assistant or an intervention instructional assistant on reading or writing; (4) working on an individual or group project; (5) working with the RSP teacher/assistant; or (6) conferring with the classroom teacher. Students conferring with the classroom teacher receive targeted instruction based on the results of running records and other formative assessments. Transitional Kindergarten and Kindergarten teachers create unique learning experiences for students using curriculum components which mirror those used in grades one through five, however providing more guidance and support as needed to ensure the developmental needs of students are being met.

During math time, visitors will notice that teachers integrate *Cognitive Guided Instruction* (CGI) strategies with Envision Math lessons to help students understand mathematical concepts being taught. Students are encouraged to discuss and explain their thinking verbally, in writing, with illustrations or with the use of manipulatives. Each unique form of deriving meaning and answers to problems is celebrated by teachers and other students alike. Visitors will also see students solving problems using other methods including methods set forth in the CCSS and traditional methods, resulting in a well-rounded mathematical education. Students of all ages are encouraged to apply subsidizing as a method to solve problems and “instantly see” an amount without resorting to counting individual items. Whole-group, small group and one-on-one instruction is delivered on a daily basis. Additionally, our Resource Service Provider and Resource Service Instructional Assistant deliver push in instruction in classrooms to both students with IEPs and students without IEPs. Groups of various sizes collaborate on short-term and long-term projects that students present at a later time.

During the course of the day, a visitor will see students go in and out of classrooms for designated English Language Development instruction, language enrichment, or one of the many specials available at NACP. During designated ELD instruction, English Learners “switch” between classes at a time selected by each grade level team while English Only (EO) students and students who have been Reclassified Fluent English Proficient (RFEP) participate in language enrichment activities. Teachers carefully plan lessons using the new California ELD standards as the focal standards. The emphasis of each lesson is placed on helping students strengthen their proficiency in English. While ELD standards are the focus during ELD, the New Generation Science Standards (NGSS) will be used as a means for helping students construct meaningful connections to language. Scientific inquiry requires students to engage in hands-on activities, discussions, and project based learning. Visitors will notice that teachers plan ample opportunities for students to engage in structured purposeful dialogue and collaborations that encourage students to speak and

explain their reasoning. Additionally, the delivery of instruction is made more comprehensible by teachers' use of research-based strategies such as scaffolding, the use of realia, total physical response techniques, rich vocabulary instruction, visuals, anchor charts, and technology.

Special courses at NACP include music, art, physical education, library, and computer lab. In our music class, students learn about the history of music, musicians who made an impact on music, genre, rhythm, to read musical notes, vocalization, and how to play a musical instrument. During art instruction, a visitor might see the art teacher teaching students about warm and cool colors, line, space, or a specific technique used by the artist they're currently focusing in followed by students own interpretation of what they learned. Outside the classroom or in the gymnasium, teachers engage students in a planned physical education game or activity. For example, in kindergarten, students toss a ball to oneself, using the underhand throw pattern, and attempt to catch it before it hits the floor. In second grade, students work in pairs, gently throwing and catching balls to one another either below or above the waist. During library time, a visitor will hear our librarian vividly reading stories while students actively listen and await their turn to chime in. Students also interact with published book authors in a skype session. During computer lab time, students engage in one of our multiple technology-based programs: Smarty Ants, MAPS, or Imagine learning.

Outside of classrooms, visitors will see students interacting in a respectful manner with adults and peers alike. During recess, students will be seen engaged in orderly play and socializing with their peers. Students sitting at the *Friendship Tables* are quickly approached by other students and invited to play, ensuring that students always have a friend on campus. Students not wanting to play a physically demanding activity will be observed building with blocks, putting together a puzzle, playing a board game or another mind-challenging activity. During lunch time, students eat and socialize. When finished eating, they carefully place the contents of their tray in one of the three marked bins for recycling, compost, trash. Food that is sealed is placed in the sharing tray for those still hungry to grab an extra bite to eat.

In our Language Academy Classrooms, a balanced use of both Spanish and English are heard throughout the day, with opportunities for students to discuss their learning and understanding in either or both languages. Teachers in these classrooms continuously encourage students to use both languages to reflect on their learning, to make connections to text, and to engage in conversations while focusing on students' strengths and needs as language learners. Lessons are State Standards-based and carefully planned to ensure students received the appropriate minutes designated to the target language and the English language: 70% English and 30% Spanish in Kindergarten; 60% English and 40% Spanish in First Grade; 50% English and 50% Spanish in Second through Fifth Grades.

Above all, NACP is a school that promotes a culture of respect for all, where opportunities for growth are available to students, teachers, staff and parents, and that boasts pride in the unique educational opportunities offered to our students. Parents will be seen volunteering in classrooms, attending a meeting, or participating in a hands-on workshop provided by one of our community partners. Teachers and staff make a special effort to get to know each and every one of our students.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

N.E.W. Academy Canoga Park’s annual goals are increasing reading levels and meeting or exceeding grade level math proficiency by the end of the year.

The Charter School’s measurable goals and objectives are addressed in the LCFF Table in Element 1.

N.E.W. Academy Canoga Park’s unique education goals and objectives centers on the idea that all students will learn how to read by the end of 1st grade. Our focus has been to strengthen our foundational literacy skills in TK, K, and First Grade to ensure that student needs are met. Students

are constantly assessed for knowledge of letter to letter correspondence, letter to sound, phonics, decoding skills, and fluency.

Additional staff support has been added to TK, K, and first grade classes to provide students the additional instruction in literacy. Teachers conduct running records every 6 to 8 weeks to test students reading abilities. Students are given a reading level indicated by a letter. These levels are adjusted throughout the year to show growth.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

N.E.W. Academy Canoga Park assesses student academic growth and achievement of the standards for grades K-2 using NWEA MAP Growth and Internal Data Gathering. MAP Growth is assessed in the Fall, Winter, and Spring. Assessments are progressive and begin with questions pertaining to grade level then adapts throughout the test in response to student performance. The program measures what the students know and informs teachers on what students are ready to learn next. The standardized assessment tool used to measure annual goals for students in TK-2nd is Measures of Academic Progress assessment. Students are measured in reading, language arts, math, and science.

Internal Data Gathering for ELA is assessed every six weeks in the school year. Curriculum used for English Language Arts in grades K-5 is Readers and Writers Workshop which is assessed using Running Records Assessments. Running Records Assessments are assessed during each six week grading period using criteria based on Benchmark Reading Levels constructed by the Teachers College Reading & Writing Project. Benchmark Reading Levels criteria are progressive within the course of the school year and aligned vertically throughout grade levels. N.E.W. Academy Canoga Park's goal is to have all students reading at grade level Standard Met or Exceeding at the end of every year.

Internal Data Gathering for Mathematics is assessed pre, mid, and post year. Curriculum used for Mathematics in grades K-5 is EnVision Math complemented with Cognitively Guided Instruction. End of Year EnVision Math Tests are used as Benchmark Assessments during weeks six, twenty-four, and thirty-six's grading period as baseline, mid-year, and final end of year benchmark. N.E.W. Academy Canoga Park's goal for students is to obtain Mathematic mastery levels in Standard Met or Exceeding by the end of every school year.

Methods of Measuring Pupil Progress toward Outcomes: Formative Assessment

N.E.W. Academy Canoga Park will monitor and measure student progress toward mastery of State Standards by continuing the implementation of the Data Gathering Process every six weeks and analyzing Fall, Winter, and Spring results from NWEA MAP scores. We plan to continue and develop new ways to improve our students' academic achievement in both ELA and Math. NWEA MAP growth measures where our students are performing in grade levels are aligned to the Common Core State Standards.

NWEA MAP data gives us an overview of where our students are in comparison to the nation. The data allows us to modify lessons to our students' levels which builds a wide range for our teachers to maximize their teaching. Discussion among Charter School administration and teachers have and will continue to create collaborations across grade levels to strengthen the core of our curriculum. NACP expects all students to perform at grade level by the end of each year.

Assessment Overview

The table below lists our formative and summative assessments to be administered throughout each school year, along with the applicable grade levels and timeline of the administration. The applicable assessments are also identified in the LCFF table in Element 1.

N.E.W. ACADEMY CANOGA PARK ASSESSMENT OVERVIEW						
	Grade	Language of Administration	Instructional Program	Fall	Winter	Spring
SUMMATIVE (LONG-CYCLE) ASSESSMENT						
<ul style="list-style-type: none"> At the end of large chunks of learning to determine student achievement relative to the standards Monitor an organization's annual and longitudinal progress to ensure individual students are on track academically 						
STATE MANDATED						
ACADEMIC ACHIEVEMENT						
SBAC/CAA (ELA/Math)*	Grades 3-5	English	ALL			X
SBAC/CAA (ELA/Math)*	Grades 3-5	Spanish (future)	DL			X
CAST Science	Grade 5	English	ALL			X
LANGUAGE PROFICIENCY						
STS, Spanish Proficiency*	Grades 2-5	Spanish	DL			X
CSA, Spanish Proficiency* (replace STS as of Spring 2019)	Grades 3-5	Spanish	DL			X
ELPAC (Initial), English Proficiency*	Grades TK-5	English	ALL	X	Given within first 30 days of enrollment to students whose primary language is not English to determine their ELP status.	
ELPAC (Annual), English Proficiency*	Grades TK-5	English	ELD, DL, SDAIE			X
LOCALLY IMPLEMENTED						
ACADEMIC ACHIEVEMENT						
Measures of Academic Progress (MAP) – Math	Grades TK-5	English	ALL	X	X	X
Measures of Academic Progress (MAP) – Reading**	Grades TK-5	English	ALL	X	X	X
Measures of Academic Progress (MAP) – Language Arts**	Grades 2-5	English	ALL	X	X	X
Measures of Academic Progress (MAP) – Science	Grades 3-5	English	ALL	X	X	X
LANGUAGE PROFICIENCY						
American Council on the Teaching of Foreign Languages (ACTFL) – Oral, Writing, Reading, and Listening*	Grades K-5	Spanish (future)	DL	X	X	X
IDEA Proficiency Tests (IPT) – Oral, Reading, and Writing	Grades K-5	Spanish	DL	X	X	X
Readers and Writers*	Grades TK-5	English	ALL	X	X	X
FORMATIVE ASSESSMENT						
<ul style="list-style-type: none"> Process teachers & students use during instruction that provides feedback to adjust ongoing teaching Not a tool or an event, nor a bank of test items or performance tools 						

LOCALLY IMPLEMENTED						
Teacher Created Quizzes	Grades TK-5	English, Spanish	ALL	X	X	X
Imagine Learning	Grades TK-5	English, Spanish	ALL	X	X	X
Imagine Learning Espanol	Grades K-5	Spanish	DL	X	X	X
Achieve 3000	Grades 2-5	English	ALL	X	X	X
Fountas and Pinnel	Grades K-2	Spanish	Intervention (DL)	X	X	X
Running Records	Grades K-5	English	ALL	Internal Data (Week 6, 12, 18, 24, 36)		
EnVision Math Post Test, given Pre, Mid, and Post	Grades K-5	English	ALL	Internal Data (Week 6, 24, 36)		
Accelerated Reading	Grades K-5	English	ALL	X	X	X
OPTIONAL: ESGI Software	Grades TK-K	English, Spanish	ALL	X	X	X
OPTIONAL: RAZ Kids Math and Language Arts	Grades K-3	English	ALL	X	X	X
OPTIONAL: Big Brainz	Grades K-5	English	ALL	X	X	X
OPTIONAL: Reading A-Z	Grades K-2	English	ALL	X	X	X
<p>*Results utilized to qualify for Biliteracy Pathway Award, in addition to Reading Logs (K and 3rd) and Community Service (5th)</p> <p>**Results utilized as criteria to qualify for English Learner Reclassification</p>						

Data Analysis and Reporting

N.E.W. Academy Canoga Park has established an Internal Data Gathering Process that collects and analyzes ELA and Math data using Running Records and EnVision Math end of year assessment. Academic performance data is collected and analyzed by classroom, grade level, and school wide. Data collected every six weeks allows teachers to reflect and monitor individual student progress. Grade level data allows for collaboration to establish a horizontal alignment and school wide data makes way for a consistent flow in vertical alignment.

Running Records Assessments are assessed during each six week grading period using criteria based on Benchmark Reading Levels constructed by the Teachers College Reading & Writing Project. Benchmark Reading Levels criteria are progressive within the course of the school year and aligned vertically throughout grade levels. Curriculum used for Mathematics in grades K-5 is EnVision Math complemented with Cognitively Guided Instruction. End of Year EnVision Math Tests are used as Benchmark Assessments during weeks six, twenty-four, and thirty-six's grading period as baseline, mid-year, and final end of year benchmark.

Our leadership team, which consists of grade level representative and school site administrators, review, analyze and discuss the data collected every six to eight week period, see Data Accountability Cycle below. As a team, we make recommendations in regards to the implementation of programs. Each lead teacher then shares the recommendation of the team with grade-level teachers and modifications and any necessary changes are made to ensure knowledge accountability for student progress.

Charter school administration prepares reports on student data and academic progress to share with the Charter School's Board of Directors. The school administrator leads a discussion where board members have the opportunity to ask questions, make comments, as well as recommendations to improve the academic achievement of students.

Similar reports to the ones presented to the Charter School Board of Directors, are shared with other stake holders at parent meetings, Coffee With the Principal, the school's ELAC and School Site Council. The Charter School Administrator leads explains the results of assessments and parents/guardians and given the opportunity to ask questions and make recommendations.

Data & Accountability Cycle

N.E.W. Academy Canoga Park

Mission, Core Values, and Vision

Principal

Goals, Leadership, Management, and Strategic Execution



Grading, Progress Reporting, and Promotion/Retention

Our instructional program is divided into 6 grading periods. We provide parents State Standards aligned report cards and progress reports that were created by a committee of teachers and administration. We schedule parent conferences with parents at least 2 to 4 times a year, depending on whether the child is at risk of retention. We are constantly monitoring student progress and keeping parents informed of student achievement.

	Grading Period Start Date	Grading Period End Date	Teaching Days (not taking into account testing dates, celebrations, and other events), as modified to reflect “actual” instructional time.	Progress Report or Report Card	Parent Conference	Parent Conference Week
First Half of Trimester I	8/16	9/29	31 days	Progress Report	All students	Oct. 2 nd – Oct 6 th
End of Trimester I	10/2	11/17	34 days	Report Card	At Risk	Nov. 27 th – Dec. 1 st
First Half of Trimester II	11/27	1/26	29 days	Progress Report		
End of Trimester II	1/29/2018	3/9	29 days	Report Card	All students	March 12 th – March 16 th
First Half Trimester III	3/12	4/30	30 days	Progress Report	At Risk	April 30 th – May 4 th
End of Trimester III	5/1	6/7	27 days	Report Card		

N.E.W. Academy Canoga Park uses the traditional grading rubric to score student work and provide progress check and final grades throughout the year.

The rubric is as follows:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	0-59%

We use PowerSchool to report student attendance and Paycom to report staff attendance and request time off.

Teachers use PowerSchool Pro to enter classroom assignments and test scores throughout the semester, which auto-populate into report cards. Teachers can adjust grades and scores manually to better reflect the progress of the child working toward the State Standards.

N.E.W. Academy Canoga Park's TK and Kindergarten classrooms use a +/- grading scale for report cards. This is reflected on the report card as a "+" if students have met the standard, a "-", if student are still working toward the standard, and an "X" if the standard has not yet been taught. The teachers use ESGI as a tool to assess students and their progress every six weeks. Parents are updated with student progress during parent teacher conferences which happen 5-6 times a year, as well as parent phone calls or conferences if an extra conference is needed.

Transitional Kindergarten uses the same grading periods as K-5. TK sends home six progress reports during the school year. Parent Teacher conferences with all parents takes place twice a year and with at risk students an additional three times. One on one assessments are given to students each grading period based on the Blending of the Preschool Foundations and California Kindergarten Common Core to assess students' progress.

The academic standards for TK bridge Preschool Learning Foundations and California Common Core kindergarten standards. Standards are designed to facilitate students' development in essential skills such as language and literacy, mathematics, physical development, the arts, science, social sciences, English Language Development, and social-emotional development.

We follow State Standards-based curriculum in all subject areas and have been fully implementing the NGSS since the 2016/2017 year. We use Fountas and Pinnell guided reading levels to monitor the progress of our students' reading growth from Kindergarten through 5th grade. This helps to align our classroom libraries and help students choose books that are at their non-frustration level and zone of proximal development. We use Accelerated Reader to assign reading comprehension tests for the students after they complete a book to monitor their understanding and document the genres and literary interests of each child.

As a whole school, we teach reading and writing through the Lucy Calkins Readers' and Writers' Workshop approach. We use Teacher's College Reading and Writing Project Running record

reading levels to assess students reading level and comprehension. Students are taught the standards through a series of mini-lessons, small group and one-on-one conferences, and mid-workshop teaching points.

MAPs testing is done three times throughout the school year (Fall, Winter, and Spring) to serve as entry-point data, mid-year data, and end-of-year data. This data is maintained and tracked in our data binders, which are provided at the beginning of the year by our data and testing coordinator.

Parent teacher conferences and informal parent conferences are held between 5-6 times each school year. Teachers host an initial meet and greet the week prior to school starting to go over policies, procedures, an overview of the new curriculum, and make introductions. Approximately every 6 weeks (about 30 instructional days), parents are provided either an interim progress report or a trimester report card. During these reporting periods, parents schedule conferences with the teacher to discuss their child's progress toward meeting the standards and next step plans.

Teachers begin the SSPT process when they feel as though extra measures and modifications would benefit the child throughout their educational experience.

Promotion / Retention Policy and Procedures

If a student becomes at risk after the first grading period, the child, parent/guardian, and teacher meet to create an action plan for academic improvement. The student is referred to intervention and he receives additional support. Teacher and parent keep in communication throughout the year.

If the student begins to fall behind and is not improving, the teacher begins the documentation process for a Student Success and Progress Team review. The teacher fills out the SSPT packet and schedules a meeting with the Student Success and Progress Team and parent/guardian to review student information, data, and evaluate student work. The teacher receives recommendations, suggestions, and strategies on how to proceed with the instructional program for the student. A follow up meeting is scheduled for 6 to 8 weeks later to review progress.

Based on the progress the student has made, the student will be monitored for the next year and provided intervention. If the student has not made progress, additional resources and personnel support is offered to the teacher, or based on the recommendation of the SSPT and parent/guardian, the student will be provided intervention after school with the Resource Specialist Teacher. Retention possibilities are offered to the parent/guardian if they feel the student will benefit from an additional year. Parents/guardians have the option to decide whether or not to retain their child and can meet with the classroom teacher and site administrator to discuss their questions or concerns for advancing or retaining their child.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁶

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and

⁶The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

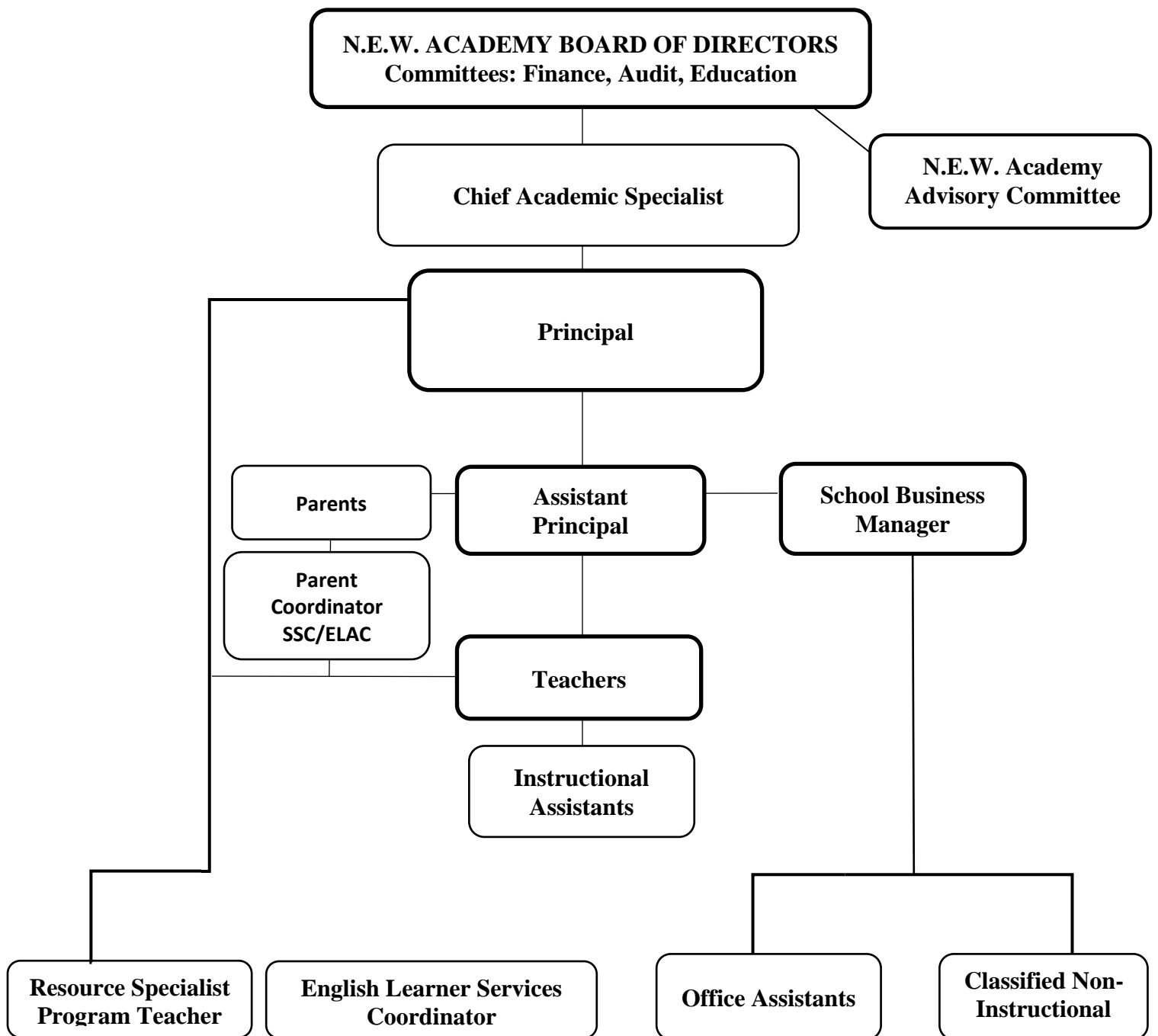
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

NEW ACADEMY GOVERNANCE STRUCTURE

N.E.W. Academy Canoga Park Organizational Chart

The following organizational chart displays the governance structure of the Charter School, including supervisorial, advisory, and other relationships within the Charter School, governing board, committees, key personnel, and parent/stakeholder councils (including any that may be mandated by federal or state requirements); and relationship of the Charter School and/or its nonprofit corporation to all related parties, including but not limited to statutory member(s) under Corporations Code section 5056 and subsidiaries. A description of the major roles and responsibilities, within the governance structure, of the Charter School's governing board and executive-level employees are further defined in Element 5.

N.E.W. Academy Canoga Park Organizational Chart



CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

N.E.W. Academy Canoga Park is a directly funded independent charter school, and is operated by NEW Academy, a legal and operational independent nonprofit entity incorporated as an independent California Nonprofit Public Benefit Corporation with its own Board of Directors (Board). The affairs of the nonprofit corporation are managed and its powers exercised under the Board's ultimate jurisdiction.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School, as long as the District has complied with all oversight responsibilities required by law.

N.E.W. Academy Canoga Park is governed pursuant to NEW Academy's Articles of Incorporation and Bylaws, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law.

N.E.W. Academy Canoga Park and NEW Academy shall comply with the Brown Act. The regular and special meeting and other actions of any committee shall be governed by the provisions of Article IV of NEW Academy's bylaws applicable to meetings and actions of the Board of Directors.

BOARD OF DIRECTORS

The NEW Academy Board of Directors has legal and fiduciary responsibility for N.E.W. Academy Canoga Park and its sister school, N.E.W. Academy of Science and Arts. The Board is responsible for providing fiscal accountability by approving and monitoring the budget. The Board will ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, specific policies governing academic performance, use and maintenance of facilities (for non-district sites), fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Chief Academic Specialist and Principal.

Governing Board Composition and Member Selection

New Economics for Women (N.E.W.) founded NACP vis-a-vis N.E.W. Academy. N.E.W. Academy and New Economics for Women are two separate entities with completely different governing boards. No agreements exist between NACP and New Economics for Women. However, as part of the user agreement for the development of the NACP site, New Economics for Women was required by LAUSD to serve as the guarantor for N.E.W. Academy Canoga Park.

The Board is made up of school educators, representatives of community-based organizations, and representatives from the broader professional community. The number of Directors shall not be less than nine (9), and three (3) of the Directors shall be designated by the NEW Economics for Women, Inc., a California public benefit nonprofit corporation. In accordance with Education Code Section 47604(b), the District may appoint a single representative to sit on the Charter School Board. As a community partner, NEW may nominate candidates for Board membership, but ultimately the decision to accept any such candidate rests solely on the authority of the NEW Academy Board pursuant to its Bylaws.

The NEW Academy Board members are nominated by any member of the Charter School community. The nominees complete a resume or bio and are vetted by the full Board prior to a vote. Board member selection, terms of service, and number of members are regulated in accordance with the NEW Academy bylaws. In order to enhance our Board member selection, the Board has entered into a partnership with Charter Board Partners, which is a nonprofit organization committed to strengthening the governance and quality of public charter schools.

Directors shall be elected at each annual meeting of the Board of Directors. Each Director shall hold office for two years and until a successor director has been designated and qualified.

Vacancies on the Board of Directors may be filled by a majority of the remaining directors, or if the number of directors then in office is less than a quorum, by (1) unanimous written consent of the directors then in office, (ii) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice, or (iii) a sole remaining director. However, if the vacancy is of a director designated by NEW Economics for Women, Inc., NEW Economics for Women, Inc. shall designate his/her replacement.

All continuing and new Board members are required to undergo annual Brown Act training. This occurs annually at the Board retreat and is evidenced on the Board agenda and minutes.

Governance Procedures and Operations

The Board of Directors meets regularly, at least once a month, in accordance with the NEW Academy bylaws and in compliance with the Brown Act. All meetings of the Board of Directors shall be held at the principal office of the Corporation or as designated from time to time by resolution of the Board, within the boundaries of LAUSD and within close proximity to the location of the charter schools operated by NEW Academy.

N.E.W. Academy posts all Board meeting notices and agendas publicly and in an accessible location that is clearly visible to the general public at the meeting location and at all of the charter schools operated by NEW Academy. All board meeting notices and agendas are also posted on the charter schools' websites and in Board on Track, and available at the charter school's main offices. All notices shall be posted in accordance with the Brown Act. All Board meeting procedures, notification requirements for all meetings and minutes of the NEW Academy Board of Directors meetings follow the requirements of the Brown Act. Public comment is present on all agendas and public participation is encouraged.

Special meetings are publicly held in accordance with the Brown Act.

An annual calendar of meetings is set at the Board's annual retreat meeting which takes place near the end of the school year or during summer.

A majority of the authorized number of directors shall constitute a quorum for the transaction of business, except to adjourn the meeting. A majority of the directors present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors, subject to the provisions of the Corporations Code, the Articles of Incorporation, and any other applicable law.

Members of the Board and the public may participate in a meeting through the use of conference telephone or similar communications equipment, provided the meeting meets the following criteria:

- (1) The meeting notice and agenda are posted at all teleconference locations, and the Board conducts the teleconference meeting in a manner that protects the statutory and constitutional rights of the parties or the public appearing;
- (2) Each teleconference location is identified in the notice and agenda of the meeting, and each teleconference location is accessible to the public;
- (3) During the teleconference, at least a quorum of the Board participates from a location within LAUSD's boundaries; and
- (4) The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location.

In an effort to increase the engagement and collaborative efforts of Board members, the NEW Academy Board plans an annual Board retreat which is open to the public and adhere to the Brown Act requirements. These retreats are designed to engage the directors in discussions about strategic planning, reviewing the charter schools' annual progress and to inform Board actions for the future.

Stakeholder Involvement

Committees

The Board may, by resolution adopted by a majority of the directors then in office, designate one or more committees to serve at the pleasure of the Board. The Board may also appoint advisory committees. The Board shall prescribe the manner in which proceedings of any committee shall be conducted.

Standing Committees: Standing Committees include the **Executive Committee** composed of the following officers appointed by the Board: President, Vice President, Secretary and Treasurer, who set the direction of Board governance activities including the monthly agenda for Board meetings and retreat activities; and the **Audit Committee** responsible for securing the Financial Auditor and reviewing the annual financial audit recommending to the Board any actions required by the Board.

Subcommittees: There are three sub-committees which meet regularly to formulate policies and to facilitate the work of the Board of Directors. These are formed on a voluntary basis and contribute their expertise and knowledge. NEW Academy subcommittees analyze issues within their areas of jurisdiction and expertise and make recommendations to the Board. The committees are as follows:

Finance Committee: The Finance Committee is led by the Board treasurer to oversee the creation of the budget, monitor and report on the financial status and activities of the agency, ensure the financial policies and practices are in compliance and are followed, and oversee investments. The Finance Committee receives the financials reports and documents from the back office provider ExED, reviews the monthly financials prior to the meeting and provides a reports at the monthly Board meetings.

Facilities Committee: The Facilities Committee oversees any issues related to the charter schools' facilities and management of school sites, and researches information on potential new school sites. This committee meets on an "as needed" basis and is composed of the Board President and of directors who volunteer to serve and address the facilities issues at hand.

Education Committee: The Education Committee is led by the Chief Academic Specialist and the President of the Board of Directors. Its purpose is to ensure that the charter schools have well qualified teachers and staff, adhere to all state credential and certification requirements, maintain California State Standards based curriculum which focuses on the four core subject areas of English Language Arts, Math, Science, History, provide enhanced curriculum in the arts, ongoing professional development opportunities for teachers and staff, and oversight of the implementation of the English Master Plan, and monitor student assessment and academic performance.

Advisory Committee: The Advisory Committee will work on select matters assigned by the Board that may include fundraising, recruitment, resource development and other matters that the Board designates. Advisory committees may be appointed to consist of one or more persons. Advisory committee membership may consist of board members and non-board members with expertise in in a specific area the board is needing advice about. . The Chair and Members of advisory committees shall be appointed by resolution adopted by a majority of the authorized number of Directors then in office. Advisory committees shall have no legal authority to act for the corporation, but shall report their findings and recommendations to the Board of Directors. The Chair and Members of each advisory committee shall serve for the life of the committee unless they are sooner removed, resign or cease to qualify as members of such committee. Vacancies on any advisory committee may be filled in the same manner as provided in the case of original appointments.

Parent Involvement

The Board of Directors adopts policies that encourage parent involvement in the Charter School. As partners in the educational process, parents participate in various committees, workshops, professional development activities, and governance of the school. One of the most important roles for all NACP stakeholders is of providing their input in the development of the school's Local

Control and Accountability Program. Parent engagement in the development of the LCAP provides them the opportunity to engage in the decisions that impact their children and their schools. Although encouraged, parent engagement is never forced or required. N.E.W. Academy Canoga Park has created a school culture and climate where parents and families are embraced as partners in the education of each child. The Charter School staff understands that one of the primary predictors of student success is parent involvement in the education of their children. Parents/Guardians of N.E.W. Academy Canoga Park students are encouraged to participate in the educational experience of their child(ren) because they are the first educators of their children. Teachers and staff receive ongoing training in the importance of parent involvement, specific strategies to enhance their partnership in teaching their child and in the regulations which set parameters for involvement. Teachers are encouraged to build relationships with the families of their students and receive resources for reaching out to parents. Teachers are also encouraged to make home visits and hold conferences in order to bring the Charter School further into the community and to show families we value their backgrounds.

The Charter School provides translation services and materials in the child's home language to ensure effective communication with parents. N.E.W. Academy Canoga Park implemented administrative procedures to measure the level of parent satisfaction with Charter School staff, which include surveys administered at the end of the year.

Equally important, N.E.W. Academy Canoga Park provides ongoing parent education classes and workshops which are two pronged. First, parents are invited to participate in various training sessions in areas of interest to them, as indicated by their responses in annual surveys, during Coffee with the Principal Meetings and/or ELAC/SSC meetings. Secondly, parents are invited to participate in workshops to enrich their role as educators of their children. For example, some of the activities focus on helping parents understand how to create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities teach parents the significance of their involvement in the Charter School, on how to be active members of the school site council and the Charter English Learner Advisory Council (CELAC).

N.E.W. Academy Canoga Park encourages its parents to participate in the Parent Center initiatives in collaboration with the Zine Center, which provide English as a Second Language (ESL), literacy classes, technology and computer skills, workforce training, immigration services, and health education to parents.

Once students are admitted to NACP parents/guardians are encouraged to (a) attend an orientation; and (b) sign a parent compact indicating that they understand the N.E.W. Academy Canoga Park philosophy, program and outcomes, and accept the responsibilities as set forth in the parent compact. A parent's decision not to attend the orientation or sign the parent compact in no way impacts the student's enrollment or admission. Title I required Compacts for parents/guardians/teachers of all students require their involvement in and support of their child(ren)'s educational experiences. The parent/guardian/teacher commitment continued to address the following:

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school code of conduct with their child (i.e. following rules and four behavior standards).
- Recommends they enroll their child in an academic enrichment program (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Volunteer at the school or from home.

School Site Council (SSC)

Parents/guardians contribute to the life and energy of NACP in many ways including their involvement in the School Site Council (SSC). Every parent can belong to and participate in the SSC. Every parent has a vote and a voice in the SSC.

Role of School Site Council

Education Code Section 64001, subdivisions (a) and (d) require the School Site Council to develop a Local Educational Plan for ConApp programs operated at the Charter School or in which the Charter School participates. In addition, Pupil Retention and School and Library Improvement Block Grant programs operated at the Charter School must be included in the plan. The School Site Council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the SSC must revise the plan, including proposed expenditures of funds allocated to the Charter School through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the SSC is specified in the Education Code as follows:

- The School Site Council shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- At the elementary level, the School Site Council shall be constituted to ensure parity between (a) the Principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

The SSC honors parent voices and focus on the best interests of all students in the Charter School. The SSC must make rules, in consultation with the Charter School administrators, to govern their meetings and the business and conduct of their affairs. One of the rules includes how parents in the Charter School elect a SSC Leader to represent them. Each September, an election is held by the SSC to elect a new leader for a one-year term. SSC members elect this leader by secret ballot to represent the SSC.

The SSC representatives organize ways for parents to meet to discuss school issues of interest and concern to parents and give input to the School Leadership Team (SLT) which is composed of the school principal, assistant principal, testing and data coordinator, a dual language representative and one representative for each grade level K-5th. The Principal attends the meetings and offers information that helps parents. The SSC leaders work closely with the Principal. They have developed a respectful working relationship that enables the SSC to support the Charter School in a positive way and address parent concerns immediately when the concerns arise.

The SSC's important roles include: Ensuring parents focus on the best interests of all students, supporting all parents to be involved and informed, helping parents to advocate for their children, advising the staff, Charter School and the NEW Academy Board of Directors.

The SSC generally meets the second Wednesday of each month at 2:45 pm.

Charter English Learner Advisory Council (CELAC)

ELAC is also part of CELAC, which is the Charter Wide Advisory Council made up of parents, administrators and teachers from both sister schools, N.E.W. Academy Canoga Park and N.E.W. Academy of Science and Arts. The purpose is to advise the Principal, Charter School staff and the School Site Council (SSC) on programs and services for English Learners (ELs). All schools with 21 or more EL students, must have an English Learner Advisory Council.

The CELAC advises and helps the Charter School with the following:

1. The Charter School's program and academics for English Learners
2. The Charter School's needs assessment
3. The Charter School's annual census
4. Efforts to make parents aware of the importance of regular school attendance

The Charter School is responsible to the CELAC to provide:

- Training and materials upon inquiring what training that the CELAC needs and wants
- Opportunities to attend conferences
- Childcare, translation, snacks, or other reasonable support

The CELAC is responsible for the following:

- Develop and follow its bylaws
- Meet on a regular basis
- Select officers
- Develop CELAC meeting agendas
- Keep a binder with minutes, the sign-in information, the CELAC bylaws and other CELAC-specific documents, etc.
- Send a representative to the CELAC meetings
- Open the meetings for all interested families or staff

CELAC meeting requirements are as follows:

- Meetings must be open to the public and allow for public input.
- Meeting notices and agendas (of action items) must be announced and posted at least 72 hours before the meeting.
- The public must have access to all the materials discussed and/or distributed at the meeting.
 - This is usually kept in the CELAC binder and stored in a public place.

CELAC members are elected as follows:

- Elections are held in September of even numbered years, or at the beginning of any year that there are no members.
 - Vacancies shall be filled according to the bylaws of the CELAC.
- Only families of ELs can vote for the CELAC members.
- Anyone can be nominated for the CELAC as long as they are parents/guardians of an EL student.
- The Principal is a member of CELAC.
- Other staff members and community members may be elected as CELAC members.

CELAC Officers

- The CELAC should have people who volunteer and are selected to help lead the committee work.
 - **Chairperson** (or President)
 - Leads the meeting
 - Signs letters or documents
 - Attends the SSC meetings
 - **Vice-chair** (or Vice-President)
 - Helps the president in any or all of the tasks
 - **Secretary** (can be a staff person)
 - Takes meeting notes
 - Keeps the binder updated

The composition of the CELAC is as follows:

- ELAC is also part of CELAC, which is the Charter Wide Advisory Council made up of parents, administrators and teachers from both sister schools, N.E.W. Academy Canoga Park and N.E.W. Academy of Science and Arts
- The percentage of parents of English Learners must be at least the same as that of ELs at the Charter School.
- If 50% of the Charter School students are ELs, then 50% of the CELAC must be parents of ELs. Thus, if there are 10 members, 5 must be family of ELs.
- The rest can include the principal, staff, or other family and community members.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions

Chief Academic Specialist
Principal
Assistant Principal
School Business Manager
Teachers
Librarian
Office Support Staff
Instructional Assistants
Custodial Staff
Cafeteria Assistants
LA’s BEST After School Program Staff

Employee Job Description and Qualifications

Chief Academic Specialist

The Chief Academic Specialist reports to the Board of Directors and serves as the Chief Operating Officer providing leadership to all NEW Academy's charter schools' Principals and charter schools' stakeholders. The Chief Academic Specialist is the chief spokesperson for NEW Academy's charter schools (N.E.W. Academy Canoga Park and N.E.W. Academy Science and Arts). The Chief Academic Specialist works closely with the Board of Directors to execute the long-term, strategic growth of the organization.

Qualifications:

The ideal candidate will embrace NEW Academy's mission and have extensive management experience with a record of success in strategic implementation and fund development, effectively leading school professionals and creating a wide range of resources.

- An advanced degree in Education is required from an accredited university (Ph.D. or M.A.)
- Bilingual Authorization from an accredited university is desired, but not required
- A minimum of 5 years of experience as a principal or vice principal of an elementary school with a minimum of 3 years of experience in direct classroom teaching
- Proven success in working with parents, teachers, and students to achieve educational equity in low-income, minority communities
- Must be bilingual in English and Spanish (oral and written)
- An understanding of and alignment with NEW Academy's mission and vision
- An understanding and experience with bilingual programs and/or language academies
- A minimum of 5 years work experience in a nonprofit charter school (preferably in the LAUSD) or comparable public school administration
- A track record in successfully operating and managing a multi-million dollar operation

Responsibilities:

- Effectively work with the Board of Directors, to achieve its mission and vision, and strategic plan establishing clear benchmarks, monitoring and measuring progress.
- Recruit, develop, manage and retain high quality school leadership (Principals) and administrative staff for both charter schools.
- Recruit, develop, manage and retain a well-qualified teaching staff necessary for fulfilling the programmatic and academic vision of the NEW Academy's charter schools as language academies.
- Supervise and support NEW Academy's charter schools' Principals in all aspects of their work including support in maximizing student academic achievement outcomes, professional development, and curriculum areas emphasizing art and science.
- Have a clear understanding and expertise in effective instructional strategies, interventions for students scoring below grade, and challenging programs for the gifted and talented, English Learners, and native English Only (EO) speakers.
- Have a clear understanding and expertise in the development of effective bilingual programs, challenging programs for gifted and talented, English Learners and native English speakers.

- Have expertise in the pedagogy and curricular areas which pertain to a dual immersion program.
- Oversee the fiscal health of NEW Academy for long term sustainability of the organization and develop adequate revenue sources through diverse funding streams.
- Assist with grant writing and support charter schools' Principals' efforts in advancing fundraising.
- Assist with charter renewals and the establishment of new charter schools as determined by the Board of Directors.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including LAUSD's charter office, local leadership, community members and other private and public partners.
- Represent and advocate for the organization at the local and State level including the California charter school community.
- Develop and secure resources through philanthropy and other funding opportunities and develop strategic partnerships.
- Experience working with English Learner students.

Principal

The Principal serves as the instructional leader, day-to-day administrator of N.E.W. Academy Canoga Park and assumes responsibilities for implementing and managing the policies, regulations, and procedures of the Board of Directors to assure that all students are supervised in a safe, child-centered learning environment that meets and exceeds the Common Core State Standards. Achieving academic excellence requires that the Principal work collaboratively to lead and nurture all members of the Charter School staff and to communicate routinely and effectively with parents, members of the community and the Board of Directors.

Qualifications:

- Master's Degree (or higher) in Education from an accredited university
- Teaching experience in a variety of instructional settings
- Must have a valid California Administrative Services Credential
- Valid teaching credential required, BCLAD preferred
- Experience with budget development and monitoring
- Administrative experience with diverse populations and settings
- Knowledge of inclusive, accessible education and a commitment to the Charter School vision and mission
- Demonstrated leadership potential
- Bilingual in English and Spanish preferred
- Experience in development of a California State Standards based TK-5 curriculum in the areas of English Language Arts, Math, ELD, Social Studies, Science, Art, and PE.
- Effectively advocate for and develop, manage, monitor, and supervise all ELD Programs and the needs of low-income bilingual students.
- Experience and knowledge of State and Federal funding, programs, filing and reporting procedures.

- Experience with Second Step, Readers' and Writer's Workshop, ELD, Interventions, School Safety Plan, SSPT process, Emergency Drills, Welligent System, PowerSchool, Blackboard, and Google platform.

Responsibilities:

- Is responsible for day-to-day operations of the Charter School
- Oversee the instructional program and student achievement, in conjunction with monitoring implementation of instruction in all areas identified in the California State Standards (including the Common Core State Standards).
- Evaluate staff effectiveness.
- Evaluate classroom instruction including curriculum, content and pedagogy.
- Hire, place, train, evaluate and retain effective instructional staff.
- Establish and lead professional development program in collaboration with university partners and outside consultants (as needed) to meet individual and collective needs of faculty.
- Ensure timely, continuous and effective use of data for decision making and differentiated programming and instruction.
- Plan instructional programs for the purpose of aligning State Standards with program goals, student needs, and the needs of the special student population.
- Oversee recruiting to ensure full enrollment of the Charter School.
- Research innovative instructional strategies, programs and policies for the purpose of analyzing, recommending, and implementing changes in the Charter School's policies, procedures and services.
- Supervise instructional programs for the purpose of meeting federal, state and local laws and regulations application to public charter schools.
- Monitor the implementation of instruction for students who are high-achieving/gifted, English Learners, students with disabilities or other special needs
- Empower staff and students to succeed by providing direction, knowledge/skills, resources and support to the Charter School community.
- Provide effective communication with the community, parents, LAUSD, and other partners.
- Implement school-wide positive behavioral support program, and addresses day-to-day discipline issues.
- Monitor implementation of bullying prevention programs.
- Continue to engage in professional development opportunities.

Assistant Principal

Under the supervision of the Charter School Principal; the Assistant Principal assists the Principal as the educational leader, instructional leader, and facilitator of various school programs. Must be able to assist, develop, monitor, supervise, implement, evaluate, direct, organize, assess, and modify instructional programs based on data driven decisions and team collaboration. Candidates must have a strong background in Participatory/Collaborative Management to help lead an innovative Art and Science school into the 21st century.

Qualifications:

- Master's Degree (or higher) in Education from an accredited university preferred
- Valid California Administrative Services Credential preferred
- Valid teaching credential required; BCLAD preferred
- Bilingual required in English and Spanish
- Experience in development of a California State Standards based TK-5 curriculum in the areas of English Language Arts, Math, ELD, Social Studies, Science, Art, and PE.
- Effectively advocate for and develop, manage, monitor, and supervise all ELD Programs and the needs of low-income bilingual students.
- Experience and knowledge of State and Federal funding, programs, filing and reporting procedures.
- Experience with Second Step, Readers' and Writer's Workshop, ELD, Interventions, School Safety Plan, SSPT process, Emergency Drills, Welligent System, PowerSchool, Blackboard, and Google platform.

Responsibilities:

- Must demonstrate his/her ability as the lead learner:
 - A) Knowledge of the students and their families, including their background and culture.
 - B) Knowledge of the local community in which the students and their families live and work.
 - C) Knowledge, understanding and experience in constructivist education.
- Promote a collaborative team culture among all staff with the focus of accomplishing the mission and vision of the Charter School.
- Assist the Principal in serving as an educational leader of the Charter School by initiating proposals, expanding opportunities for the Charter School to accomplish its goals and strengthening the work towards meeting and exceeding all California Common Core State Standards.
- Conduct and organize yearly program evaluation by managing the process of analyzing assessment data to improve student achievement in meeting the California State Standards and the school goals and measurable outcomes.
- Assist with the supervision and evaluation of all assigned staff (certificated and classified).
- Assist with the development of data systems for tracking student assessment and achievement for all subgroups.
- Assist with ensuring timely reporting to the charter authorizer of necessary reports and documents as specified in the charter.
- Serve as Section 504 Coordinator and Student Study Team Coordinator.
- Serve as the Special Education Liaison to the District for purpose of collaboration; improve communication and servicing regarding students with special needs.
- Assist with the implementation of Tier I – III behavioral structures, interventions, and SSPT process.
- Assist with all staffing, curricular development and development of the dual immersion program and language academy.
- Facilitate parent advocacy, involvement and educational opportunities.
- Carry out the mission, vision, and values established by N.E.W. Academy and the Board of Directors.

- Participate in the overall agency accreditation /charter approval/ continuous quality improvement processes.

School Business Manager

Under the supervision of the Charter School Principal and Assistant Principal; the Director of Operations assists the Principal and Assistant Principal on the day to day operations of the Charter School. Must be able to assist, develop, monitor, supervise, direct, organize, assess, and work with representatives from various agencies the Charter School works with. Must be able to create and modify schedules, fiscal calendars. Candidates must have a strong background in operational management and finances.

Qualifications:

- Bachelor's degree from an accredited university or equivalent experience preferred
- At least 3 years of operations management experience in a fast-paced environment
- Commitment to the N.E.W. Academy mission and educational model
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization
- Willingness to work autonomously, collaboratively, and/or under the direction of senior staff, as needed
- Acute attention to detail coupled with the ability to think and act strategically
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions; demonstrated resourcefulness in setting priorities and guiding investment in people and systems

Responsibilities:

- Work with the Charter School Principal, Assistant Principal and back office business provider to develop and manage the Charter School's budget.
- Maintain accurate records of all financial transactions and submit them to the back office business provider for processing.
- Participate in monthly meetings to review/account for budget variances; monitor usage of the Charter School credit card.
- Ensure adherence to the Charter School's fiscal policy and procedures; participate in annual financial audit process by providing documentation as needed to auditors.
- Each year, prepare the campus for start-up/new school year by ordering ensuring that all supplies and school services (i.e. student food services) are lined up and ready for action.
- Process new hires and maintain employee records.
- Manage the tracking and follow up regarding teacher certification and employee benefits.
- With the support of other administrators, ensure compliance with all state, federal, and local employment laws and policies.
- Oversee implementation and payments of all third-party contracts.
- Manage the Charter School's food services by overseeing the cafeteria manager and ensure that all procedures are being adhered to.
- Manage the Charter School's supply and asset inventory.

- Ensure the timely implementation of all items on the Charter School's monthly administrative calendar.
- Ensure that the Charter School is adhering to all local compliance and reporting requirements, as per calendars and guidelines provided the state and other authorizing authorities.
- Provide oversight of the planning and execution of the Charter School's special events, such as field trips, parent nights, and graduation.
- Utilize and supervise the use of applications software to conduct school business including payroll, procurement, financial reports, attendance, personnel matters, and secretarial duties.

Teachers

Under the supervision of the Charter School Principal; the teacher provides instruction and services for those pupils in the Transitional Kindergarten through 5th grade classroom. Candidates should have a strong background in planning State Standards-based lessons in all content areas and deliver lessons with effective classroom management skills. Teacher collaboration is crucial for the success of the team. Curriculum development and community outreach is a must. The ideal candidate will be knowledgeable of early literacy skills, balanced literacy program and its components, and the Common Core State Standards. Experience working with a high population of English Learners, and extensive expertise in providing differentiated instruction for high achieving and at-risk students, including targeted intervention based on ongoing data analysis are required.

Qualifications

- Must possess valid and current Multiple Subject Teaching credential, CLAD or BCLAD
- Experience and dedication to working with parents and families
- Experience working with English Learners
- Readers' and Writers' Workshop experience
- Bilingual in English and Spanish preferred

Responsibilities:

- Provide direct instruction in the academic areas on a one-to-one, small group, or whole group.
- Provide a positive learning environment that stimulate student learning and maintenance of skills.
- Support the policies and programs of the LAUSD and perform assigned duties consistent with Charter School, District and Special Education policies, regulations and procedures.
- Evaluate and review pupils' academic and social progress.
- Apply effective classroom management techniques.
- Utilize evaluation data for the modification of instruction and curriculum.
- Maintain professional competency by actively participating in training activities and other similar opportunities provided to staff.
- Attend regular and special staff meetings and actively participates as a member of the educational team.

Librarian

Under the supervision of the Charter School Principal; the Librarian provides assistance to students in the development of library skills necessary for independent learning. Emphasis is placed on the appreciation and enjoyment of literature and the motivation of reading for pleasure as well as for information.

Qualifications

- Bachelor's Degree required
- Experience in working with elementary school students
- Experience with English Learners
- Excellent student interaction skills in whole and small group
- Excellent computer skills
- Bilingual in English and Spanish preferred

Responsibilities:

- Manage the issuing and returning of the library's stock.
- Shelf books and keep the library in good order.
- Inventory and maintain library equipment.
- Catalogue new material to the library collection. Process new material for shelving.
- Manage the library management system and support its use by students.
- Help library users find material to meet their needs.
- Assist library users to become proficient in using on-line resources, including the Accelerated Reader platform (AR).
- Encourage pupils and staff in using the library through the design and support of a range of library based activities
- Create library schedule for all classroom visits
- Develop grade level appropriate lessons on library, reference, and media use.

Office Support Staff

Under the supervision of the Charter School Principal, Assistant Principal, and School Business Manager, the Office Support Staff provides clerical support for the assigned school site, communicating various information regarding activities and/or response to requests and providing timely and accurate distribution of materials. Skills are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job include: operating standard office equipment including software applications; planning and managing projects; and performing standard bookkeeping and record keeping. Specific Abilities required to satisfactorily perform the functions of the job include: communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as a part of a team; and working with detailed information/data.

Qualifications:

- 1 or more years experiences as a School Office Assistant or equivalent position
- Must possess an excellent disposition and interest in working in a team environment
- Must have experience working with parents and families
- Must possess a high school diploma or GED equivalent
- Willing to travel to off-site trainings
- Bilingual in English and Spanish preferred

Responsibilities:

- Answer telecommunication systems for the purpose of screening calls, transferring calls, responding to inquiries, and or taking messages.
- Evaluate situations (e.g. involving other staff, students, parents, the public, etc.) for the purpose of taking appropriate action and/or directing to appropriate personnel for resolution.
- Compile a variety of reports and recommendations (e.g. student attendance) for the purpose of providing accurate information on assigned programs.
- Perform enrollment and un-enrollment on the student information system and prepare and maintain permanent student records for all students within the program for the purpose of ensuring compliance with financial, legal, state or federal requirements.
- Maintain a variety of files, documents and/or student records (e.g. grades, transcripts, schedules, calendar, inventory, purchase orders, etc.) for the purpose of documenting and/or providing reliable information.
- Support assigned administrative personnel for the purpose of providing assistance with their administrative functions.
- Assist other personnel for the purpose of supporting them in the completion of their work requirements.

Instructional Assistant

Under the supervision of the Charter School Principal; the Instructional Assistants (IA) provide support to students in the core curricular areas. IAs provide instructional support as guided by the lead teacher and are expected to work collaboratively to deliver a high quality education to all students at N.E.W. Academy Canoga Park.

Qualifications:

- Must possess an excellent disposition and interest in working in a team environment
- Must be willing to work with parents and families
- Must possess a high school diploma
- Two years of college (48 units), or A.A. degree (or higher) or passed district assessment
- Bilingual in English and Spanish preferred

Responsibilities:

- Provide individual or small group instruction for students in a high-quality, exciting way by using various techniques that adapt to the different learning styles of students.
- Assist teachers in assessing student progress, and communicating results to colleagues.
- Seek and accept feedback on instruction and commit to professional growth.

- Enforce the student behavior expectations in NACP's Parent-Student Contract.
- Model the Charter School's values in all communications with students, families, and staff in general.
- Arrive at school on time according to assigned schedule.
- Adhere to the staff dress code.
- Attend and participate in Charter School events when present.

Custodial Staff

A Custodian performs routine cleaning work at the Charter School to maintain a safe, healthy learning environment, and does all related work consistent with the job description.

Qualifications:

- High school diploma is preferred, but not required
- Work experience as custodian, janitor, or a similar role

Responsibilities:

- Report to a Custodian Lead who is responsible for the direction of housekeeping services in the Charter School facility.
- Replenish stock, clean and sanitize restrooms/bathrooms using established practices and procedure.
- Sweep, scrub, mop, apply appropriate floor finishes, vacuum, dust, and polish furniture.
- Wash walls, windows, display cases and other glass in the buildings.
- Move heavy furniture to reach corners, cracks and crevices of covered parts of the room.
- Gather and empty trash bins.
- Strip, clean, buff and apply floor sealer and floor finish to hard surface floors, vacuum and shampoo carpets.
- Lock and unlock assigned buildings; secure building when facilities are not in use checking for unlocked doors and windows, report any unauthorized occupants, turn off lights.
- Follow instructions regarding the use of chemicals and supplies.
- Secure facilities and grounds for the purpose of minimizing property damage, equipment loss and potential liability to organization.

Cafeteria Assistant

Under general supervision, a Cafeteria Assistant performs routine preparation and serving of a variety of foods from fresh, canned, dry, or frozen states according to recipes and assists in other related tasks in a designated food service production and/or service area.

Qualifications:

- High school diploma is preferred, but not required.
- Work experience in food services.

Requirements:

- Report to a supervisor who is responsible for the direction of food service services in the facility.
- Set up and merchandise food and food service areas and serves food.
- Operate kitchen equipment such as electric mixers, slicers, choppers and grinders.
- Utilize kitchenware such as knives, spatulas, whisks, tongs, spoons, and ladles.
- Practice safe food handling according to HACCP, LA County Health Department, and LAUSD Food Services Standard Operating Procedures.
- Assist in the monitoring, reduction, and management of food waste.
- Clean and sanitize pots, pans, and kitchen utensils.
- Perform daily, weekly, and monthly deep cleaning of the facility, service areas, and all kitchen equipment such as counters, tables, ovens, refrigerators, freezers, mixers, transient hot carts, mobile carts, and rolling racks.
- Mop floors and dispose of waste according to the Food Services Operating Procedures, OSHA, the State, and LA County Health Department processes and procedures.
- Receive, label, and store food and supplies according to produce and Food Service HACCP Standards.
- May assist in taking inventory.
- May count the distribution of meals during breakfast, nutrition, lunch, snacks, or other special meal periods in accordance with the regulations of the National School Breakfast and National School Lunch Programs.

After School Program Support

Under the supervision of the After School Site Coordinator; the After School Program Support Worker is responsible for facilitating recreational, educational and/or enrichment activities at N.E.W. Academy Canoga Park's LA's BEST After School program.

Qualifications:

- Available to work: M, W-F 2:15PM-6PM & Tue 1:15PM-6PM
- High School diploma or GED equivalent
- Willing to work evenings and weekends (on occasion)
- Willing to travel to off-site meetings, trainings and events

Responsibilities:

- Design, plan and facilitate activities with groups of 20 children.
- Advise the After School Site Coordinator as to what supplies, material and other forms of support are needed for activities.
- Assist with planning and facilitation of special projects and events.
- Attend staff development workshops.

Other Certificated Staff

A list of day-to-day substitutes will be established, and a list of qualified substitutes will be maintained.

Parent Liaison

NACP will be adding a Parent Liaison during the 2018-2019 school year. At NACP, the parent liaison's job will be to facilitate communication between parents and the Charter School, provide training and educational workshops and assist parents with any matters related to the education of their children. As part of the position, the parent liaison responsibilities include the following:

- Assists students, staff, teachers, parents and community members (ex. Applications for services) to provide and/or convey information and other services.
- Communicates with parents on behalf of the Charter School (ex. Attendance and homework issues, available programs/services, completing paperwork) to ensure that an ongoing partnership between the home and school is formed.
- Confers with teachers, parents and/or appropriate community agency personnel to assist in evaluating student progress and/or implementing student objectives.
- Coordinates home visits and parent meetings, as assigned, to gather information and/or discuss needs and problems involving students and their families.
- Organizes a variety of activities to provide support to the Charter School and parents, showcasing students' talents and abilities, and celebrating the diversity of the community.
- Refers students and their families to outside agencies to ensure the needs of students and families are met.

Classified Staff

Classified staff will be selected by the Charter School administration on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working 40 hours per week.

Evaluations

Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all Charter School personnel.

The Chief Academic Specialist will be evaluated on an annual basis by the Board of Directors.

The school site administrators are evaluated using a "cycle of evaluation". This process includes four parts:

- Mid-year Formative Evaluation (face to face conferences)
- Staff Survey Evaluations Component
- Reflection Component
- Summative Evaluation: Final review and reporting of all evaluation components

The Assistant Principal and Director of Operations are evaluated by the Principal on the following criteria:

- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a school atmosphere and school culture of enthusiasm, warmth, and cooperation
- Contributing to the development of a professional learning community (PLC)
- Engagement with parents and the surrounding community

Teachers will be evaluated by the Principal on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Academic Review Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.
- Engagement with parents and the surrounding community

Classified and other personnel will be evaluated by the Assistant Principal and Director of Operations based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances (as referenced in the Personnel Handbook).

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

In accordance with California Department of Justice requirements, the School Business Manager serves as N.E.W. Academy Canoga Park's Custodian of Records.

Student Health and Wellness

N.E.W. Academy Canoga Park is committed to developing the skills and behaviors that promote lifelong health and wellness of our students. We believe that students' readiness to learn is related to his/her physical and psychological well-being. NACP is committed to creating a healthy school environment that allows students to take full advantage of the educational programs offered to them, including but not limited to: health and wellness education, nutrition education, nutrition promotion, physical education and physical activity opportunities. The goals for our physical education, nutrition and health education programs are to promote healthy lifestyles which support student achievement and overall success.

N.E.W. Academy Canoga Park has adopted the following Board approved Student Wellness Policy:

N.E.W. Academy has adopted a wellness policy that promote lifelong wellness. N.E.W. Academy is committed to creating healthy a school environment that allow students to take full advantage of the educational programs offered.

This policy includes the following:

- Goals for nutrition promotion and education, physical activity, and other school-based activities to promote health and wellness;
- Nutrition guidelines for all food and beverages available to students during the school day;
- Ensuring that all food served on campus complies with the federal nutrition guidelines;
- Requirements that stakeholders participate in the development, implementation and review of said policy;
- A plan for measuring the effectiveness of the wellness policy;

- A plan for notifying and informing stakeholders of the content and or changes to the policy; and
- Identifying NACP's designated administrator responsible for ensuring the Charter School complies with the adopted policy.

N.E.W. Academy Canoga Park is committed to promoting students' healthy eating habits, and thus refrains from serving food items low in nutritional value. The Charter School cafeteria serves meals consistent with federal and state nutritional standards. Furthermore, through our current partnership with California State University Northridge (CSUN), students receive nutritional education while learning to grow vegetables and fruit in our school garden. Through this grant, parents have the opportunity to participate in gardening and nutrition classes. Both students and parents learn about food pyramid guides, food types, nutritional values in food, and the short-term and long-term benefits of adopting healthy nutritious eating habits.

All students in grades TK-5 participate in age appropriate physical activity for a minimum of 30 minutes per day, including recess and active classroom lessons, in-class physical activity breaks and physical education. The California Standards for Physical Education are used as a guide for P.E. lessons. Fifth grade students take the California Fitness Gram to assess their physical ability.

The *California Healthy Kids Survey* will be administered on a yearly basis. The results of the survey will be used to gauge the current status of our students with regards to social-emotional wellbeing, their perceptions of safety, and other areas measured by the survey. The survey will be analyzed to draw out strengths and our areas of needs. These results will be presented to stakeholders for review and input. A collaborative process will ensue to develop programs that will address the areas of greatest need.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing Charter School staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerator as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week's notice to alert them that additional medication is needed.

Blood Borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug-, Alcohol-, and Smoke-Free Environment

The Charter School shall function as a drug-, alcohol-, and smoke-free environment.

Facility Safety

The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Anti-Discrimination and Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School has adopted and will maintain a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

N.E.W. Academy Canoga Park will make diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the school district and that achieves and maintains the LAUSD’s Racial and Ethnic Balance goal. Recruitment includes publicizing our instructional program through flyers, banners, the Charter School website, providing tours of the Charter School, and speaking to interested parents/guardians. Major outreach efforts will target the impacted geographic areas of the District related to the public school choice resolution for N.E.W. Academy Canoga Park. Recruitment efforts will target the local community.

In an attempt to ensure that N.E.W. Academy Canoga Park achieves a racial, ethnic and disability balance among its students that is reflective of the general population residing within the territorial jurisdiction of LAUSD, notification of open enrollment is provided throughout the District. Although recruitment of students and the dissemination of information about N.E.W. Academy Canoga Park occurs all year long, targeted recruitment of students take place during the months of September through January, to align with the Charter School’s open enrollment period between December and February of each year. Designated staff members actively recruit in neighboring preschools, local businesses, recreational facilities and our partnering agencies, such as Tierra Del Sol and Zine Center. All outreach and recruitment activities, methods and materials are available

in both English and Spanish. In the month of December and January, NACP offers voluntary school tours to all prospective parents/guardians to inform them of the academic and extracurricular activities at the Charter School, and provide them an opportunity to view the Charter School and meet staff. Participation in a school tour is not required for enrollment into the Charter School.

N.E.W. Academy Canoga Park maintains an accurate accounting of ethnic and racial balance of students enrolled in the Charter School. It will also keep on file documentation on the efforts the Charter School made to achieve racial and ethnic balance.

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d).” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

N.E.W. Academy Canoga Park is open to any school-aged resident of the State of California, and shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. N.E.W. Academy Canoga Park shall adhere to all state and federal laws establishing the minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), N.E.W. Academy Canoga Park will inform parents and guardians of applicant pupils and currently enrolled students (on admissions forms) that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. Moreover, admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

N.E.W. Academy Canoga Park will determine admission by a public random drawing, if the number of pupils who wish to attend the Charter School exceeds the school capacity. Lottery preferences are provided to as described below under “Lottery Preferences and Procedures.”

Admission Requirements

In order to be eligible for enrollment in the N.E.W. Academy Schools, students must meet the following eligibility requirements:

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code.
- If a student will turn five years of age after December 2 during the school year, that student may be eligible for Transitional Kindergarten (TK) admission.
- All students shall reside in the State of California.
- A charter school shall admit all pupils who wish to attend the charter school.
- Per 47605, No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, ...”

All eligible students must meet the following requirements:

A. Application of Interest

Complete and return the Enrollment Interest Form to the Charter School office by the last day of the open enrollment period to ensure enrollment in the Charter School, or, if the number of applicants exceeds the school capacity, to ensure a spot in the public random lottery.

B. Enrollment Packet

After a student has been admitted in N.E.W. Academy Canoga Park, students must complete the enrollment packet, which shall include, but is not limited to, the following materials:

- Complete enrollment form.
- Proof of minimum age requirements.
- Proof of immunization.
- PAR/exit paperwork from previous school.
- Latest report card.
- Indication of whether the student may require special education or related services (IEP or 504 Plan, if applicable).
- Student's home language survey and whether the student may be an English language learner.
- Authorization for the School to request and receive student records from all schools the student has previously attended or is currently attending.
- Proof of health examinations and oral examination required by the Health and Safety Code.
- Proof of residence
- Court paperwork, e.g. custody order (if applicable)
- CAASPP Testing results from the previous year (if applicable)
- GATE (advanced learning/ if applicable)
- Green medical form (1st grade only)

Once these materials are completed and reviewed by school administration for completeness, the student will be enrolled in NACP.

Student Recruitment

N.E.W. Academy Canoga Park will recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities by implementing strategic marketing efforts such as fliers, mailings, community meetings, distributing information about NACP and its programs at various community agencies, notifying the school community of enrollment interest forms, and posting enrollment information on our school website.

Enrollment Process and Guidelines

There is an open enrollment period beginning in December and continuing until winter lottery in February each year and is advertised by NACP, so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting interest form applications will be clearly stated on the interest form. The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The Charter School will determine class size/configuration for the school year;
- The Charter School will solicit from current students their intention to return the following year;
- The Charter School will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The Charter School will design program informational materials;
- The Charter School will plan one or more Information Orientation Meetings;
- The Charter School will actively recruit students throughout the community;
- The Charter School will schedule School Tours during open enrollment
- The Charter School will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
- The Charter School will determine the number of returning students at each level;
- The Charter School will determine the number of new students at each level;
- The Charter School will hold a random public drawing, if necessary;
- The Charter School will notify the families of the applicants who are accepted and rejected;
- Non-accepted families will be placed on the waitlist in the order in which the students are drawn from the random public drawing. Children who complete the application process after the published deadline will be added to the wait list if it already exists.

Lottery Preferences and Procedures

Applications will be accepted during a publicly advertised open enrollment period which runs from December to February of each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that happens, N.E.W. Academy Canoga Park will hold a Public Random Drawing (“PRD” or “lottery”) to determine admission to the Charter School for the following academic year, with the exception of existing students, who are guaranteed admission in the following school year.

Admission preferences in the case of a PRD shall be given to the following students in the following order:

1. Residents of the District, as required by Education Code Section 47605(d)(2)(B);
2. Siblings of students admitted to or currently attending the Charter School, to ensure siblings can attend the same school;
3. Students residing at the New Economics for Women housing, to ensure educational access to our targeted student population;

4. Children of staff members employed by N.E.W. Academy Schools, to ensure the recruitment and retention of well-qualified staff members (limited to 10% of total school enrollment);
5. All other applicants

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(d)(2)(B)(i)-(iv).

All students interested in attending NACP may submit an enrollment interest form, with the name of the student, birth date, current grade, address, phone number and parents'/guardians' names. The enrollment interest form will be available in the main office beginning on the first Monday of December of each year. All forms must be received by 3:30 p.m. on the first Friday in February of each year, which is the end of the open enrollment period, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified from the PRD, if a PRD is held.

Each completed enrollment interest form will be assigned a number as it is received by the Charter School. After the open enrollment period, if any grade level has received more applications than availability, a lottery will be held for that grade level. The assigned number of each applicant in the affected grade level will be placed into a container for the applicable grade.

The PRD will be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. During the PRD, names will be drawn out of the container at random by a designated lottery official (appointed by the Principal). At the PRD, the application numbers of the students drawn out of the container at random are recorded, along with the students' names.

Once a grade level is drawn to capacity, applications continue to be drawn for position on a wait list. Students who are not granted enrollment for the next school year remain on the waiting list until the end of the school year for which they are trying to gain admission for.

A wait list is maintained from year to year. Once on the wait list, a student would remain in that position until he/she is offered a spot in the school or expresses no further interest. In no circumstance will a waiting list carry over to the following school year. If the wait list opens up, the next student in the wait list will be contacted directly by the Charter School office by letter and phone call.

The parents/guardians of students who have been offered a seat for the next school year, either based on enrollment vacancies or based on the PRD results, will be notified in writing and provided Ten (10) business days from the date of the letter to accept admissions to the Charter School by submitting all requested enrollment materials as listed above. At the conclusion of the 10 business days, Charter School staff will make phone calls to families who have not responded to the written notification prior to offering that seat to the next student on the waiting list.

The Principal takes all necessary efforts to ensure lottery procedures are fairly executed. The lottery will occur at the N.E.W. Academy Canoga Park gymnasium in early to mid-February. The specific date will be confirmed and communicated to families and the community in the enrollment interest form each year.

Public notices and enrollment interest forms are posted at N.E.W Academy Canoga Park's office and website. Both the public notices and the enrollment interest forms clearly state the Lottery application deadline, the date, time and location of the public random drawing, and the lottery procedures. The notice shall also encourage interested parties to attend the PRD, but clearly indicate that they do not need to be present at the PRD in order to participate.

The parents/guardians of students who have been offered a seat for the next school year, either based on enrollment vacancies or based on the PRD results, will be notified in writing and provided two (2) weeks from the date of the letter to accept admissions to the Charter School by submitting all requested enrollment materials, which include: an enrollment form, proof of immunization, home language survey, completion of emergency medical information form, proof of minimum age requirements, and release of records. At the conclusion of the 2 weeks, Charter School staff will make phone calls to families who have not responded to the written notification prior to offering that seat to the next student on the waiting list.

A designated office assistant will maintain all forms and records for all students who participated in the lottery for one year as well as the chart documenting the order of names selected.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Annual Audit Procedures

Each fiscal year, an independent auditor conducts an audit of the financial affairs of NACP and NEW Academy to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The books and records of NACP will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Audit Committee made up of two members of the Charter School’s Board of Directors, will annually recommend to the Board of Directors its selection of an independent auditor. There are two board members currently serving on the audit committee. As the number of board members increase, the addition of one more board member will be considered. The auditor will have, at a minimum, a CPA and educational institution audit experiences and will be approved by the State

Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and the CDE by the 15th of December each year. The Principal will ensure these agencies receive copies of the completed audit by the statutory deadline. The Principal and representatives of ExED, the back office provider, will provide auditors with all required documentation. At the conclusion of the audit, the Principal, along with the audit committee, will review any deficiencies, findings, material weaknesses, or audit exceptions and report them to the Board of Directors with recommendations on how to resolve them. The Board of Directors will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian

at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

STUDENT SUSPENSION AND EXPULSION PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and wellbeing of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, and in consultation with CSD regarding any necessary changes, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time in consult with the District's Charter Schools Division prior to making any amendments that comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at N.E.W. Academy Canoga Park's main office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

No student shall be involuntarily removed by the Charter School for any reason. As used herein, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

School Climate and Student Discipline System

1. Discipline Foundation Policy: *School-Wide Positive Behavior Support*

Discipline Foundation Policy

N.E.W. Academy Canoga Park’s discipline policy is based on positive behavioral support and progressive discipline process that involve teachers, staff, parents/guardians, administrators, and students. The discipline policy is communicated to all stakeholders through the Student Handbook and is available on the Charter School website. The discipline policy delineates the roles and responsibilities of all involved, including students, parents/guardians, staff, teachers and administrators as well as the guidelines for determining consequences for behavior. Upon enrollment, parents/guardians and students acknowledge their understanding and responsibilities outlined in the discipline policy. The discipline policy is not discriminatory, arbitrary, or capricious and will follow the general principles of due process.

The policies of N.E.W. Academy Canoga Park provide all students with an opportunity for due process and have been developed to include the applicable federal and state laws regarding students with disabilities, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

N.E.W. Academy Canoga Park shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

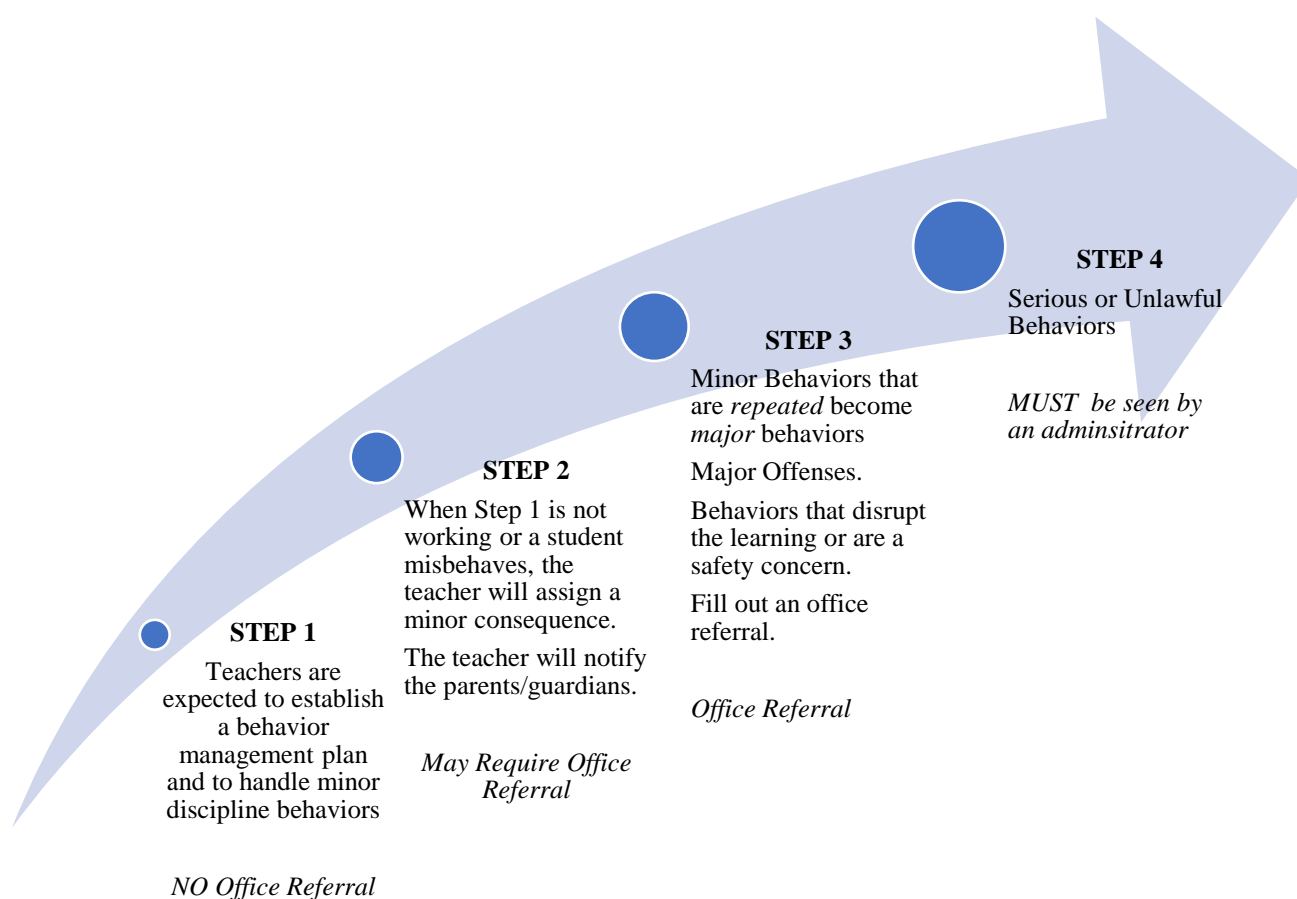
School-Wide Positive Behavior Support and Progressive Discipline Approach

Our positive behavioral support system begins in each classroom where teachers use praise, reinforcement of desired behaviors, and other positive measures to reduce behavior that may negatively impact students’ learning and emotional wellbeing. Teachers also use the Charter School’s four behavior guidelines to establish classroom rules, expectations and procedures. The School Wide Expectations are: (1) *Keep hands, feet, and objects to yourself*; (2) *Listen and follow directions*; (3) *Be respectful towards peers, adults, and your environment*; and (4) *Be prepared and ready to work*.

The Second Step Program is used school-wide to teach students the skills necessary for identifying feelings, dealing with emotions, showing compassion/empathy, and problem solving. NACP offers students many opportunities throughout the year to develop a positive self-image through assemblies, motivational speakers, and community building activities. Teachers receive professional development on behavior intervention and positive behavior supports within the school setting and are encouraged to participate in professional development workshops and conferences to continue to grow in their capacity to serve students in a positive manner. Parents receive information on best practices for supporting and promoting positive behavior at home, in school and in the community. By taking care of the whole-child we believe issues may be decreased or eliminated.

N.E.W. Academy Canoga Park's progressive discipline approach helps us resolve behavior issues that may arise in a manner that takes into consideration the type of behavior issue at hand, the cause of the issue, the developmental level of the child, and where best to handle the situation. Through this approach, teachers and instructional assistants are empowered to take care of minor offenses that arise within the classroom setting. It also identifies the type of behaviors and the type of support required to resolve the issue.

Figure 10.1: Example, Progressive Discipline Approach



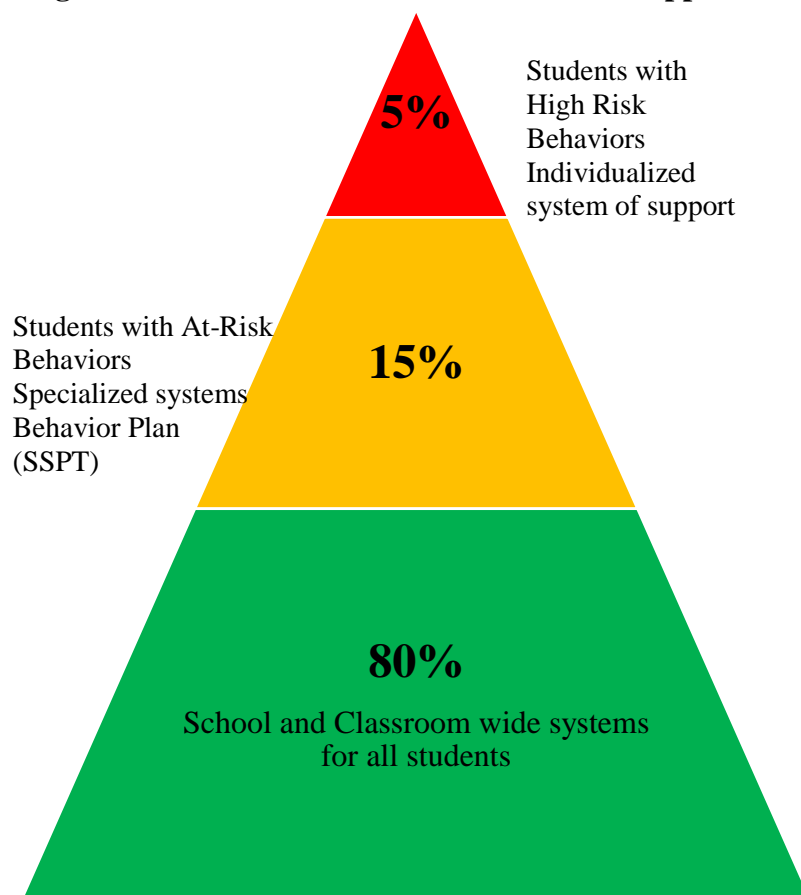
Consequences for misbehavior are assigned when students stop responding to positive behavior support and classroom interventions. The following list includes consequences that may be used to address an issue. However, developmentally appropriate interventions should be used to ensure the least disruption to the educational program.

Possible Consequences for Misbehavior:

- Redirection
- Verbal warning
- Student/Teacher Conference: phone call/note
- Reflection activity: phone call/note
- Loss of privilege: phone call/note
- Parent notification: phone call/note
- Office referral: phone call/note
- Reteach expectations: phone call/note
- Student conference with administrator: phone call/ note
- Conference with student, parent, and administrator
- Apology
- Reflection activity: phone call/note
- Student contract: phone call/note
- Loss of recess or other free time: phone call/note
- Referral to SSPT
- Suspension or Expulsion (for violations listed in the “Grounds for Suspension and Expulsion” described below)

NACP has a school-wide student support plan that uses the Response to Intervention (RTI) model for academic and behavioral support. Students who exhibit behaviors that impede the learning of self and others will be referred to the Student Success and Progress Team (SSPT), for positive behavior tiered intervention. The SSPT will review the student’s current and past behaviors and interventions and will collaborate in the development and implementation of a behavior plan tailored to the individual needs of the student.

Figure 10.2: School-Wide Positive Behavior Support



In-School Suspension

1. In-school Suspensions

In-school suspensions are given as an alternative to out of school suspensions and are held in a classroom other than the students', unless it is determined by the school administrator or his/her designee that different placement is necessary. Teachers provide the student with assignments to complete by the end of the school day. Support for the completion of assignments is provided by the Principal or designee or other certificated personnel. The student must complete a Think Sheet or reflection sheet that addresses the reasons for the behavior and the steps that can be taken in the future to correct such behavior.

Grounds for Suspension and Expulsion

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to Charter School activity or Charter School attendance occurring at any time including but not limited to: a) while on Charter School grounds; b) while going to or coming from Charter School; c) during the lunch period, whether on or off the Charter School campus; d) during, going to, or coming from a Charter School-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:
 - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed or used, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- 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 Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means 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. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great

bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or 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. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “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. An act of cyber sexual bullying.
 - (a) 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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 the photograph, visual recording, or other electronic act.
 - (b) 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.
- 3) Notwithstanding subparagraphs (1) and (2) above, 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.

- v) 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 be subject to suspension, but not expulsion, 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 or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
 - b) Brandishing a knife at another person, or possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Academic Specialist or designee's concurrence.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 *et. seq.*
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed or used, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
 - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as 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, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- 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 Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: 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.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means 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. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand

dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or 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. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “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.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “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. An act of cyber sexual bullying.
 - (a) 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 (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, 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 the photograph, visual recording, or other electronic act.
 - (b) 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.
2. Notwithstanding subparagraphs (1) and (2) above, 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.

- b) 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 be subject to suspension, but not expulsion, 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 or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
 - c) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Academic Specialist or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object.
 - b) Brandishing a knife at another person, or possessed, sold, or otherwise furnished any knife, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Chief Academic Specialist or designee's concurrence.
 - c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053 *et. seq.*
 - d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Education Code 48900 or committing sexual battery as defined in subdivision (n) of Section 48900.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

OUT OF SCHOOL SUSPENSION PROCEDURES

SUSPENSION PROCEDURES

The Principal or assistant principal may suspend a student in accordance with the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or his/her designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or his/her designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s rights to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties may not be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the principal or assistant principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20. The Charter School will provide classroom material and current assignments to be completed at home by the student during the length of the suspension.

Upon a recommendation of expulsion by the Principal or his/her designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents/guardians, unless the pupil and the pupil's parents/guardians fail to attend the conference.

This determination will be made by the Principal or his/her designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; 3or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Suspension Appeal

If a student has been suspended by the Principal or his/her designee, the student and his/her parent/guardian may contest a suspension through a meeting with the Principal, and then the Board of Directors.

The Board of Directors will review the circumstances of all suspension cases contested by the parent/guardian, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

1. Parent(s)/guardian(s) meets with the Principal and/or his/her designee.
2. If not resolved, parent(s)/guardian(s) may submit an appeal in writing to the Board of Directors.
3. The Board of Directors will render a final decision on the matter.

EXPULSION PROCEDURES

1. Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by the neutral and impartial Administrative Panel, to be assigned by the Charter School Board of Directors, or by the Charter School Board of Directors, upon an appeal. The Administrative Panel will not include any of the administrators involved in the initial student discipline. The Administrative Panel will consist of at least three (3) members who are certificated, and are neither a teacher of the pupil nor a member of the Charter School Board of Directors. The Administrative Panel and/or Board of Directors, upon an appeal, may expel any student found to have committed an expellable offense.

2. Investigation

Students will be recommended for expulsion after the Chief Academic Specialist or Principal conducts an investigation process (e.g. gathering written statements, questioning witnesses, conducting a pre-expulsion conference with the accused student), and finds evidence to support that:

- The student has committed a discretionary or non-discretionary expellable offense as outlined above, and
- If the student has committed a discretionary expellable offence, other means of correction are not feasible or have repeatedly failed to bring about proper conduct; or the presence of the pupil causes a continuing danger to the safety of the pupil or others.

3. Conference

The Principal or his/her designee conducts a conference at the Charter School with the student and his/her parent/guardian to discuss the allegation(s) and the possibility of an expulsion recommendation. At this conference, the student and his/her parent/guardian are provided the opportunity to respond to the charge(s) and to present a defense.

If the Principal decides to recommend expulsion, Charter School personnel will notify the parent/guardian by mail within two (2) days of conference.

4. Hearing

Students recommended for expulsion are entitled to a hearing before the Administrative Panel to determine whether the student should be expelled. If requested by the parent/guardian, and unless postponed for good cause (e.g., the student is hospitalized, or there is an illness or death in the family, or other emergency), the hearing shall be held within thirty (30) school days after the Principal or his/her designee determines (i.e., following conclusion of the investigation) that the pupil has committed an expellable offense.

The Administrative Panel will then hold a hearing on the case, and will make a decision of whether to expel the pupil. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parents'/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

5. Expulsion Hearing Process

- The Charter School must present evidence to substantiate the expulsion charge; the parent/guardian and the student have the right to also present evidence.
- The Student Success and Progress Team, comprised of administration, RSP teacher, counselor, teachers, intervention teachers, and any other professional team member that works closely with the student, will present as evidence the student's success log. If the student was at-risk and was monitored by the Student Success and Progress Team, the team will have documentation of the student's interventions.
- The Administrative Panel may decide to not recommend expulsion (NRE). Should this occur, the expulsion process will stop and, depending on the reason for the NRE, the student will be permitted to return to the referring school or to another school/program, at the discretion of the school.
- If the Administrative Panel decides to recommend expulsion to the Board, the parent/guardian will be notified by mail. Subsequently, the Administrative Panel will mail notification to the parent/guardian of the scheduled date that the Board will take action on the case.
- The parent/guardian and/or student may request to address the Administrative Panel.

During the expulsion hearing, the parent/guardian and/or student may address the Administrative Panel.

6. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

N.E.W. Academy Canoga Park may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by N.E.W. Academy Canoga Park or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of

- his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The Administrative Panel conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The Administrative Panel conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the Administrative Panel conducting the hearing from exercising its discretion to remove a person from the hearing whom it is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

8. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written decision regarding the expulsion. The written findings of fact and decision of the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

The decision of the Administrative Panel is final, unless the student files an appeal of the expulsion decision to the Board of Directors in accordance with the procedures further described below.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

9. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the Panel's decision to expel, including the adopted findings of fact of the Administrative Panel, to the student or parent/guardian within ten (10) school days following the conclusion of the hearing. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School ; (c) Term of the expulsion order; (d) The Board's adopted rehabilitation plan for the student; (e) Notice of reinstatement eligibility and readmission process; and (f) Notice of the student's right and procedures to appeal the expulsion decision.

The Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

If the student is expelled, the Charter School will provide assistance, as needed, to ensure an alternative educational placement. If the student is not expelled, the Charter School will assign the student to his/her original class.

10. Appeal of Expulsion

A pupil may appeal the Administrative Panel's decision to expel within five (5) school days of the date of the Administrative Panel's written decision to expel in accordance with the following:

The parent/guardian of pupil must submit the appeal in writing to the Principal or Principal's designee within five (5) school days of the date of the Administrative Panel's written decision to expel the pupil. The Board of Directors shall convene an appeal hearing, closed to the public, within fifteen (15) school days of the receipt of the written appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing.

The pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil's appeal. The pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Board of Directors shall consider the testimony and evidence presented at the hearing.

The decision of the Board of Directors shall be final. Parent(s)/guardian(s) will be notified of the Board of Directors' decision, in writing, within three (3) school days of the date the appeal hearing was held. In the event that the Board of Directors reverses the expulsion, the pupil shall be immediately reinstated.

11. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

12. Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

All eligible, full-time certificated N.E.W. Academy Canoga Park employees participate in STRS. All eligible, full-time classified employees participate in PERS and/or a private retirement plan. All other staff members participate in federal social security.

N.E.W. Academy Canoga Park contributes the employer’s required portion for all retirement systems. All withholdings from employees and the Charter School are forwarded to the STRS/PERS Fund and/or private retirement programs as selected by employees. Contributions to federal social security are made by NACP on behalf of all non-certificated and non-classified employees. The School Business Manager will be responsible for ensuring that all appropriate arrangements for coverage have been made and will be sustained.

N.E.W. Academy Canoga Park submits all retirement data through LACOE and complies with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS/PERS. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and guardians of each student enrolled at N.E.W. Academy Canoga Park will be receive an admission's packet from our front office at the beginning of the school year and/or upon enrollment informing them that NACP is a school of choice, and that parents may choose to send their children to a different school in the area if they prefer. Parents and guardians will also be informed that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

N.E.W. Academy Canoga Park
c/o Principal
21425 Cohasset St.
Canoga Park, CA 91303

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

N.E.W. Academy Canoga Park
c/o Principal
21425 Cohasset St.
Canoga Park, CA 91303

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds

will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Chief Academic Specialist and the Principal will serve as NACP's closure agent(s) in the event that NACP closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District

policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named

additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School*

District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter

and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

N.E.W. Academy Canoga Park (also referred to herein as “NACP” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL)

Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local

Plan for Special Education and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil

outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the

minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁷

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

⁷ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless

prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental

disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on blood borne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s

employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW).*) The

written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to

admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by

certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
[Charter School]
[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to

Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the

Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language

to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the

prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)