



N.E.W. ACADEMY OF SCIENCE AND ARTS CHARTER RENEWAL PETITION

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Los Angeles, CA 90017

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Submitted: February 7, 2018

Submitted to:
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry
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Los Angeles, CA 90017

Term of Charter:
July 1, 2018 – June 30, 2023

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Assurances, Affirmations, and Declarations

N.E.W. Academy of Science and Arts (also referred to herein as “NASA” 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

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Dr. Eric Todd
• The contact address for Charter School is:	379 S. Loma Drive, Los Angeles, CA 90017
• The contact phone number for Charter School is:	213-413-9183
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90017
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year will be:	430
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 15, 2018
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	450
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:00 am School Begins 9:30 am Recess 11:30 am Lunch 2:45 TK-K Dismissal 3:05 Grades 1 st -5 th Dismissal
• 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 of Science and Arts (NASA) is a Transitional Kindergarten through Fifth grade elementary school near downtown Los Angeles, in the Pico Union/Westlake neighborhood. The area was and is a high-density area that is largely populated with Latino immigrant families and identified with poverty. 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 2000s, saw the need for a school that would empower and help families in the Pico Union/Westlake.

N.E.W. Academy of Science and Arts was the inception of New Economics for Women and the school first opened its doors in 2003 upon authorization by LAUSD. 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. We believe that this innovative approach sets us apart from other schools.

NASA came up for review in 2008 and then again was re-chartered through LAUSD in 2013. The Charter School saw a series of successes as well. API during this time was as follows:

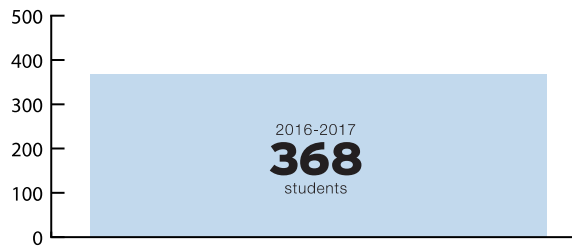
NASA was recognized for academic excellence:

- LA Regional Distinguished Schools 2013
- Title I Academic Achievement School in 2013

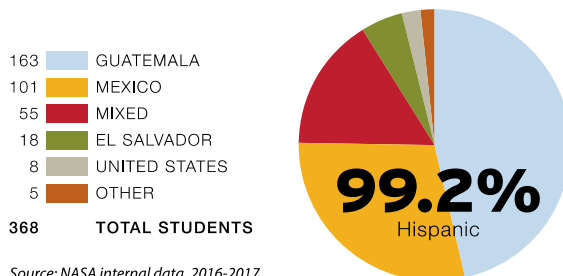
NASA proposed a new goal of growth in student population and every year since then a new class was added. The student population increase has resulted in other shifts, besides size, in our demographics.

N.E.W. Academy of Science and Arts serves a unique Los Angeles community. As stated earlier NASA is located in the Pico Union/Westlake neighborhood, and NASA now serves a population of about 395 students of which 99% are Hispanic/Latino. Of this percentage, 44% are of Guatemalan heritage. Among our Transitional Kindergarten and Kindergarten students, the percentage of Guatemalan heritage is 52%. This is significant because students come from families where indigenous languages are spoken at home. When we say that 44% of our students are from Guatemalan heritage we mean that although most of them were born in the United States, their parents come as immigrants from Guatemala. According to enrollment applications and CALPADS data, all of our students come from low socioeconomic means, and 100% qualify for free and reduced meals. Information from initial enrollment applications shows, sixty-one percent of our students' parents did not graduate from high school. Informal anecdotal information has shown some of our Guatemalan parents speak a Mayan dialect with some broken Spanish and that some of our parents do not read or write. The Los Angeles Times Mapping Project describes the neighborhood NASA serves as one of Los Angeles' highest density, with an ethnicity of 73.4% Latino. Additionally, our English Learner population has increased to above 82% from a percentage of 73% in 2013.

STUDENT AND COMMUNITY DEMOGRAPHICS

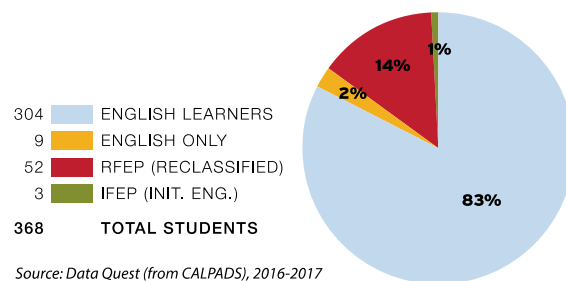


ETHNICITY AND HERITAGE COUNTRY



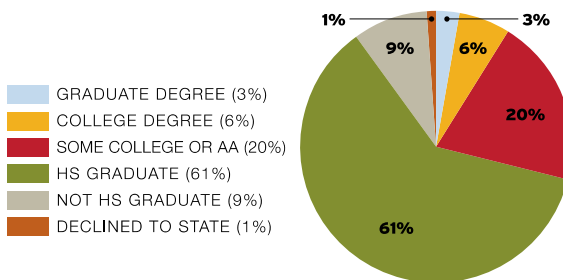
Source: NASA internal data, 2016-2017

LANGUAGE PROFICIENCY



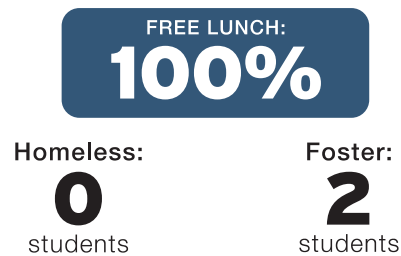
Source: Data Quest (from CALPADS), 2016-2017

PARENT EDUCATION LEVEL



Source: NASA enrollment applications and CALPADS, 2016-2017

OTHER CHARACTERISTICS



Source: NASA lunch applications and CALPADS, 2016-17

Successes and Accomplishments

NASA's accomplishments during this term include the following:

NASA has established partnerships with community groups and organizations that have helped our community, families and students. All programs address cultural and linguistic needs of families.

- Collaborations with New Economics for Women (NEW) our Founding organization. It is a Community Development Organization focused on improving the lives of women and their families. Students from some of these families attend NASA. We collaborate with NEW in our After-School Education and Safety (ASES) Program. NASA students are provided with academic support and enrichment opportunities. NEW has worked with NASA in KABOOM bringing a playground to our kinder and transitional kinder students. Our TK-K students were then able to remain at their site rather than having to travel another site for recess. NEW is partnering with the Kellogg Foundation for a grant to help our families who speak indigenous languages. Grant resources can provide child care for parents of students entering Transitional Kinder and Kinder programs. Dialect translation services

could aid communication of childcare health and safety issues. Instructional videos in Quiche or other dialects could further assist all our families who speak indigenous languages. We believe that this innovative approach sets us apart from other schools. (Innovative Practice)

- 'Soy Bilingüe Festival': Annual NASA event that celebrates bilingualism and engages the community in language awareness events. Engaged Councilman Cedillo's office, Radio Personalities, Loyola University Professors who are authorities on bilingualism. NASA also scheduled Mexican, Salvadoran, and Guatemalan musical groups and dance. NASA had Student Art, as well as workshops aimed at educating the community in bilingualism/biliteracy. We believe that this innovative approach sets us apart from other schools.
- Westlake North Neighborhood Council: Contributed \$4,900 in funding for our 'Soy Bilingüe Festival' and participated in Healthy People for Healthy Places event.
- Healthy People for Healthy Places sponsored/promoted by the United States Environmental Protection Agency: This program works with community leaders in the neighborhood, including NASA to create healthy, neighborhoods and to protect the environment and support economic growth. We believe that this innovative approach sets us apart from other schools. (Innovative Practice)
- Arroyo Vista Family Health Center: Partnered to educate 5th graders on careers in the health care industry. Also, partnered in Healthy People for Healthy Places event.
- Koreatown Youth Community Center (KYCC): KYCC is a leading multiservice organization that supports youth and families in the area. NASA and its families partnered to plant more than 30 trees in the Westlake neighborhood during Earth Day. We believe that this innovative approach sets us apart from other schools.
- Children Investigating Science with Parents and Afterschool (CHISPA). Parent engagement with student Science developed by the Frost Museum of Science and in collaboration with our afterschool program (ASES)
- Planned Parenthood gives workshops to parents through the office of our parent liaison
- CARECEN-Central American Resource Center presents workshops to our immigrant community.
- CCNP (Central City Neighborhood Partners) have resources for parents such as counseling, after school tutoring, career guidance, etc. and gives workshops through our parent liaison office

NASA has established and developed an office and position of parent liaison that has established connections with our parents and provided workshops and help with community resources including some of the partnerships listed above like Planned Parenthood, KYCC, CCNP, CARECEN, etc.

Parent English as a Second Language (ESL) classes are provided for parents at NASA.

NASA has partnered with Artist in the Classroom (AIC) in collaboration with Angels Gate Cultural Center of San Pedro. The program provides students with art instruction by Artists in 12 week strands for 2 trimesters,

in the visual arts, performance, music, and poetry. We have an Art Fair at the end of the year and feature student art.

After School Exercise and Sports clubs provided to students by NASA. This includes a Running Club, Soccer Club, and Dance Club. Students who participate must have good behavior and academic reports from teachers. NASA will also implement a homework club where students are afforded a place and assistance to complete homework. Parents who may not speak English or have had little or no education can also attend and school staff will help parents navigate and understand homework.

NASA also has a yearly Science Fair and Art Show.

NASA has established a 'Launch to Higher Education Scholarship' fund that gives scholarships to NASA alumni that are ready to go to college. Selection is determined through academic transcripts and interview by a selection committee. The funds are collected through fundraising and donations.

NASA, with its high range of community involvement and events serves as a hub for the neighborhood and a specific underserved Los Angeles community.

N.E.W. ACADEMY OF SCIENCE AND ARTS ACADEMIC CAASPP PERFORMANCE COMPARISON

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: NASA'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).)

Based on an analysis of the students' residence addresses and the 2016-17 Data Set provided by LAUSD's Charter Schools Division (CSD Data Set), the table below includes three elementary schools (Gratts Language Academy for Young Scholars, Esperanza Elementary, Union Avenue Elementary) in the list of the top home district schools our students would otherwise be required to attend (Comps).

SMARTER BALANCED ASSESSMENT CONSORTIUM (SBAC)/CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP) RESULTS

The CAASPP data table below presents whole school 16-17 CAASPP comparison data for ELA and Math with resident school: Gratts Learning Academy for Young Scholars (GLAYS), and nearby Esperanza Elementary and Union Avenue Elementary school. Most are (TK) K-5 schools except for GLAYS which is a K-6 school. This comparison only used 2nd through 5th grade CAASPP scores.

The table shows N.E.W. Academy of Science and Arts with 27.4% meeting or exceeding standard in ELA. This is at or above GLAYS and Esperanza. NASA is at or above GLAYS which is at 21.4% for meeting and exceeding standards, and Esperanza which is at 20.61% in the same category. Union Avenue Elementary scored higher at 36.7% for standard met or exceeded in ELA. It should be noted that NASA has an 82% rate of ELs compared to Union Avenue Elementary at 27% EL percent rate.

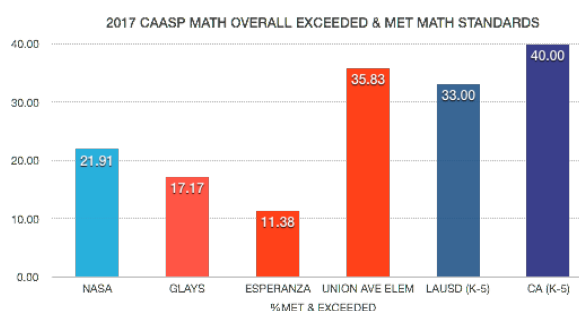
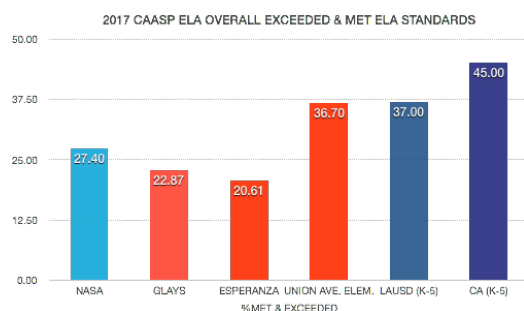
NASA has 21.91% meeting or exceeding standards in Math. GLAYS is at 17.17% and Esperanza at 15.2%. However, we do see Union Avenue Elementary above NASA with 35.8%. We feel Math CAASPP assessments are much more language embedded, especially with regards to performance tasks. NASA has begun working to address Language issues that may be associated with performance in English MATH and CAASPP Math assessments through our Language Academy which we will discuss in other parts of the petition. In the following table, we will focus on disaggregated English Language Acquisition and CAASPP performance comparison.

CAASPP Data 2016-17 for NASA & Resident schools:

ELA & MATH (ALL)	ELA NASA 146 students	ELA GLAYS 345 students	ELA Esperanza 364 Students	ELA Union Ave. Elem. 564 students	MATH NASA 146 students	MATH GLAYS 340 students	MATH Esperanza 378 students	MATH Union Ave. Elem. 586 students
Standard Exceeded	8.22%	3.24%	3.85%	12.94%	3.42%	3.64%	2.12%	11.60%
Standard Met	19.18%	18.16%	16.76%	23.76%	18.49%	13.53%	9.26%	24.23%
Standard Nearly Met	29.45%	26.25%	23.08%	24.82%	36.99%	31.80%	29.63%	31.40%
Standard Not Met	43.15%	52.35%	56.32%	38.48%	41.10%	51.43%	58.99%	32.76%

Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

The graph below reflects percent met and exceeded from the table above but also includes 3rd through 5th LAUSD district percentage as well as State percentages in overall CAASPP ELA and Math. Although percentages for LAUSD and the State were higher than the other schools it should be noted that this reflects 146 students for NASA as compared to 127,390 students tested by LAUSD and many more for our State. Scores from one student at NASA has more significant impact on the overall results than averages generated from results of 127,390 third through fifth grade students in LAUSD. Still, NASA has focused efforts on improving scores on a number of fronts. We are incorporating NWEA MAPs benchmark assessment and using data analysis protocols to identify needs and guide instruction in 2018-19. Additionally, we continue with our efforts to help our large English Learner population as we implement our Language Academy – a dual language style program. Details are included later in this petition. Additionally, as stated before, NASA generally scored equal to or better than 2 of the 3 resident schools compared that draw from the similar population of students.



Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

The next table (below) presents disaggregated Reclassified Fluent English Proficient (RFEPs) student data showing percentage scoring for some subgroups from the same schools.

The data below show that 52.94% of RFEPs at NASA met or exceeded the standard in ELA. This is well above other resident schools that were below this mark in this category with GLAYS at 40.08%, Esperanza at 41.13%, and Union Avenue Elementary at 45.62%.

Similar trends appear in Math for RFEP subgroups. Here NASA has 37.34% of this group meeting or exceeding the standard. GLAYS is below at 32.40% exceeding and meeting standard. While Esperanza is more than 10 percentage points below with 24.82% in this category. However, Union Avenue Elementary fared better with 47.44% exceeding and meeting standard.

We see from the data that RFEPs at NASA generally do better or equal than 2 of the 3 resident schools at meeting or exceeding the standards for ELA and Math.

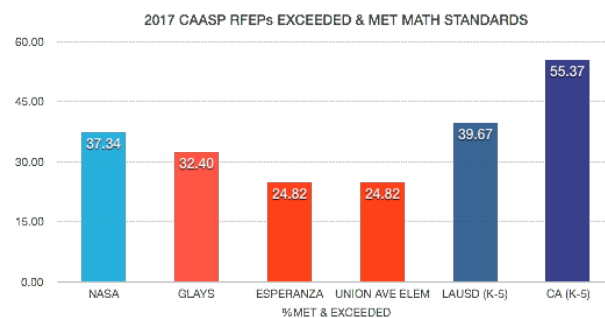
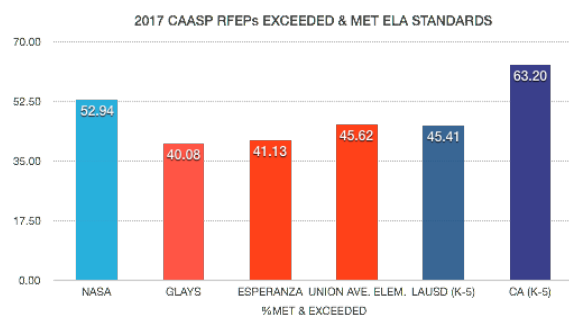
NASA ELs do better in ELA than resident schools. When we compare combined standard exceeded and standard met percentage scores on ELA CAASPP (see 'ALL GRADE E.L. section of table below), NASA has a higher percentage for ELA by EL's than the 3 resident schools that are compared. The table below shows that in ELA 5.63% of ELs at NASA met or exceeded the standard compared to 4.25% of ELs at GLAYS, 1.67% at Esperanza, and 4.44% at Union Avenue Elementary. So even if ELs did not score as high as FEP/EOs, English Learners did better in ELA than the resident schools.

In Math, English Learners, had a more comparable percentage with resident schools. NASA has 5.63% of its ELs scoring at met or exceeded standards. GLAYS comes slightly above at 7.06%, Esperanza below at 1.56%, and Union Avenue Elementary at slightly below at 5.33% at met or exceeded standards.

ALL GRADE RFEP	ELA NASA 68 students	ELA GLAYS 121 students	ELA Esperanza 141 students	ELA Union Ave. Elem. 331 students Union students	MATH NASA 75 students	MATH GLAYS 120 students	MATH Esperanza 141 students	MATH Union Ave. Elem. 331 students
Standard Exceeded	17.65%	3.83%	8.51%	13.60%	6.67%	6.88%	5.67%	13.60%
Standard Met	35.29%	36.25%	32.62%	32.02%	30.67%	25.52%	19.15%	33.84%
Standard Nearly Met	27.94%	35.30%	34.75%	30.82%	44%	37.79%	46.81%	32.93%
Standard Not Met	19.12%	24.62%	24.11%	23.56%	18.67%	39.76%	28.37%	19.64%
ALL GRADE E.L.	71 students	162 Students	180 Students	135 Students	71 Students	160 Students	192 Students	150 Students
Standard Exceeded	0%	1.06%	0%	0.74%	0%	1.79%	0%	2.00%
Standard Met	5.63%	3.19%	1.67%	3.70%	5.63%	5.27%	1.56%	3.33%
Standard Nearly Met	26.76%	19.07%	13.89%	12.59%	29.58%	23.58%	15.63%	30.00%
Standard Not Met	67.61%	76.67%	84.44%	82.96%	64.79%	70.54%	82.81%	64.57%

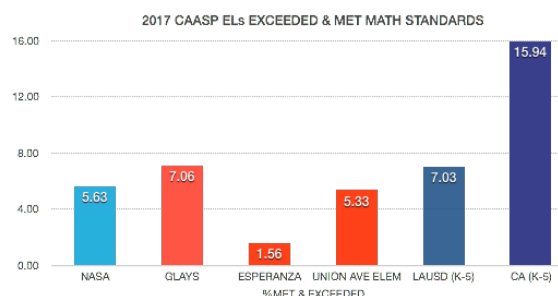
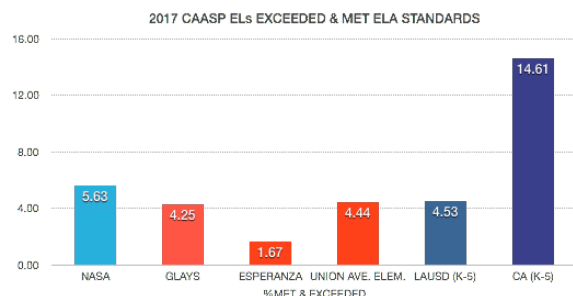
Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

The table (below) presents disaggregated Reclassified Fluent English Proficient (RFEPs) student data showing percentage scoring for some subgroups from the same schools, but also includes overall RFEP data from LAUSD and the State of California. We see that for ELA NASA's RFEP subgroup fared better for all comparisons including LAUSD. In Math with regards to RFEPs we see that NASA as previously discussed does better than the schools but comparable to LAUSD. In both comparisons, the State edges out the schools and LAUSD.



Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

The graphs below reflect how disaggregated data of ELs fared on the CAASPP and also includes LAUSD and State data. We see a similar trend with ELA and English Learners. NASA did better in this subgroup than the other schools and LAUSD. In math with the EL subgroup scores were closer for all schools and LAUSD except Esperanza Elementary. Again, we see that the California State numbers are higher in this subgroup.



Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

The table below shows comparison disaggregated data for the subgroup students with disabilities. For students with disabilities who met or exceeded standard we see NASA at 8.33% in English Language Arts (ELA). This percentage is better than resident school GLAYS at 2.56% for the same subgroup and Esperanza at 4.65% and Union Avenue Elementary at 7.82%.

For Math in the table below, NASA scored at 16.67% for met and exceeded standard on the CAASPP for students with disabilities. Whereas resident school GLAYS performed at 5.26% with student with disabilities subgroup. It should be noted that the GLAYS percentages reflect total students grades 3-6th. The discrepancy here is because Grade 5 numbers were not available because they were not statistically significant. However, a total score for grades 3rd-6th was available and was included in this table. We see Esperanza scored 6.98% met and exceeded with this subgroup and Union Avenue Elementary was at 15.63%. Again, NASA performed better with the students with disabilities subgroup than these three resident schools.

STUDENTS WITH DISABILITY	ELA New Academy 12 students	ELA GLAYS 39 students	ELA Esperanza 43 Students	ELA Union Ave. Elem. 64 Students	MATH New Academy 12 students	MATH GLAYS 38 students	MATH Esperanza 43 students	MATH Union Ave. Elem. 64 Students
Standard Exceeded	0.00%	0.00%	0.00%	3.13%	0.00%	5.26%	2.33%	4.69%
Standard Met	8.33%	2.56%	4.65%	4.69%	16.67%	0.00%	4.65%	10.94%
Standard Nearly Met	41.67%	20.51%	16.28%	9.38%	41.67%	18.42%	16.28%	18.75%
Standard Not Met	50.00%	76.92%	79.07%	82.81%	41.67%	76.32%	76.74%	65.63%

Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

Data compiled by Charter Schools Division and referenced below in the table show that NASA fared better in ELA and Math on CAASPP than Similar Schools and Resident schools. Although the above data comparison shows Union Avenue Elementary above in some areas of assessment, the Resident school data is a median score for all 3 residents schools in the data below. It shows NASA with a combined

standard exceeded and met of 30% for ELA, where the Similar school's median from CDE is 21% and Resident school's median is 21% in 2015 for standard exceeded and met. Math CAASPP scores for the same year for NASA are at 22% for standard exceeded and met, whereas Similar school's median is 17% and Resident school's median is 19% for the same category. For 2016 the data shows NASA at 28% in ELA and Similar schools below at 27% with Resident schools at 26%. Again, this is a combined standard exceeded and met percentage. In Math, 2016, NASA has a combined score of 22% for standard exceeded and met while Similar schools are at 20.5% and Resident schools are at 17%. For 2017 we see NASA at 27.40% for standard exceeded and met in ELA while Similar schools median score is 25.18% and Resident school's median is 22.87% in the same category. For Math in 2017 NASA scores at 21.92% while the median for Similar schools is 19% and 15.23% for Resident schools. In these examples NASA, has scored above Similar Schools median and Resident schools median.

Smarter Balanced Assessment Achievement Data from Charter Schools Division
3-year Resident and Similar Schools Comparison SBAC Achievement Data

Year	ELA & MATH (ALL)	ELA NASA	ELA LAUSD 20 Similar Schools from CDE (Median)	ELA 3 Resident Schools (Median)	MATH NASA	MATH LAUSD 20 Similar Schools from CDE (Median)	MATH 3 Resident Schools (Median)
2014-15	Standard Exceeded & Met Combined	30%	21%	21%	22%	17%	19%
2015-16	Standard Exceeded & Met Combined	28%	27%	26%	22%	20.5%	17%
2016-17	Standard Exceeded & Met Combined	27.40%	25.18%	22.87%	21.92%	19%	15.23%

20 LAUSD Similar Schools from CDE (including location code)

2255 Aspire Inskeep Academy Charter
2329 Beachy Avenue Elementary
2493 Breed Street Elementary
2685 Cabrillo Avenue Elementary
2542 Charles White Elementary
7432 Columbus Avenue
3877 Fletcher Drive Elementary
4315 Gulf Avenue Elementary
4445 Hart Street Elementary
4877 Lillian Street Elementary
4959 Loreto Street Elementary
5329 Miramonte Elementary
5699 Norwood Street Elementary
5857 One Hundred Seventh Street Elementary
5877 One Hundred Thirty-Fifth Street Elementary
5887 One Hundred Twenty-Second Street Elementary
5918 Oxnard Street Elementary
6005 Park Avenue Elementary

6068 Pinewood Avenue Elementary
6178 Ramona Elementary

3 LAUSD Resident Schools from CDE (Including location code)

2385 Gratts Learning Academy for Young Scholars (GLAYS)
2383 Esperanza Elementary
7356 Union Avenue Elementary

NASA CAASPP 3 Year Comparison

N.E.W. Academy of Science and Arts (NASA) disaggregated whole school CAASPP (SBAC) and internal data results from the past three years reveal some trends. Tables below provide data for this discussion.

CAASPP results for 2014-15, 2015-16, and 2016-17 suggest little change between the 3 years for all students in ELA. However, when looking at Standard exceeded, we see it increased 2% each year. Here we see it increase from 4% to 6% and then 8.2% 2016-17.

NASA disability subgroup shows growth in Standard Met and Exceeded for ELA CAASPP from 14-15 through 16-17. The scores have shown a steady increase from 5% to 6% to 8.33% respectively.

When we disaggregate the data in ELA and specifically look at our Reclassified Fluent English Proficient (RFEPs) students, we see higher percentage scores than all other subgroups. The SBAC ELA table below shows there is improvement in ELA in 14-15 to 15-16 in standard met and exceeded from 47% to 63% and in 16-17 there is a dip to about 53%. However, in Standard exceeded for RFEPs we see a steady climb from 9% in 14-15 to 13% in 15-16 and then 17.65% in 16-17.

Our English learners are at about 6% the last two years in Standard Met and Standard Exceeded in CAASPP in ELA. As mentioned earlier this is comparable to percentages of our resident and neighborhood school. The narrative that follows this analysis will include how N.E.W. Academy of Science and Arts is supporting and hopes to improve English Learner performance on the CAASPP.

SBAC	2014-15 CAASPP Scores (ELA)			2015-2016 CAASPP Scores (ELA)			2016-2017 CAASPP Scores (ELA)		
ELA	Number	Level 3 Standard met	Level 4 Standard Exceeded	Number	Level 3 Standard met	Level 4 Standard Exceeded	Number	Level 3 Standard met	Level 4 Standard Exceeded
All students	142	26%	4%	141	22%	6%	146	19.18%	8.22%
Disability	20	5%	0%	16	6%	0%	12	8.33%	0%
RFEPs	75	38%	9%	57	50%	13%	75	35.29%	17.65%
ELs	67	10%	0%	84	5%	1%	71	5.63%	0%

Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

When we look at SBAC Math scores in the tables below, for all students, *Standard met* show an increase from 18% to 20% and then takes a slight change to 18.5% in 16-17. For *Standard exceeded* there is a slight change from 4% to 2% in the first 2 years and then a slight increase to 3.4% in 16-17. However, if you look

at standard met and standard exceeded together, we see that NASA has maintained at about 22% every year. Again, in the discussion that follows we will address what NASA is doing to improve these scores.

In Math, the disability subgroup has shown higher gains than in ELA. In 15-16 scores in Math for the CAASPP in Standard Met and Exceeded were at 6%. This jumped to 16.67% for Standard Met and Exceeded in 16-17. Scores more than doubled for this subgroup.

With respect to Math percentages in the SBAC table below, Reclassified Fluent English Proficient students (RFEPs), the data shows that this subgroup scored higher than other subgroups. We see that for Standard Met and Exceeded in 14-15 a percentage of 37%, in 15-16 an increase to 48%, and in 16-17 a slight dip to 41.17%.

Like in ELA, for Math CAASPP, our English learner (EL) subgroup are at about 6% the last two years in Standard Met and Standard Exceeded. Again, the narrative that follows this analysis will include how N.E.W. Academy of Science and Arts is supporting and hopes to improve English Learner performance on the CAASPP.

SBAC	2014-15 CAASPP Scores (MATH)			2015-2016 CAASPP Scores (Math)			2016-2017 CAASPP Scores (Math)		
MATH	Number	Level 3 Standard met	Level 4 Standard Exceeded	Number	Level 3 Standard met	Level 4 Standard Exceeded	Number	Level 3 Standard met	Level 4 Standard Exceeded
All students	142	18%	4%	141	20%	2%	146	18.49%	3.42%
Disability	20	10%	0%	16	6%	0%	12	16.67%	0%
RFEPs	75	27%	9%	57	42%	6%	75	33.82%	7.35%
ELs	67	9%	0%	84	6%	0%	71	5.63%	0%

Source: Data Quest and <https://caaspp.cde.ca.gov/sb2017/default>

Areas of Challenge

Reclassification Rates in 2014-15 were 12.4%, in 2015-16 they were 11.2% and in 2016-17 rates changed to 8.2%. There are a number of factors that weigh in on this change and are discussed in other parts of this petition as are efforts NASA has taken to address this challenge. NASA added one grade each year in our effort to grow the school per our last petition. The effort resulted in an increase in English Learners (ELs). As kinder students entered most of them were ELs and moved up increasing ELs through the upper grades. Reclassification usually may take a few years. Our English Learner rate is now at 82%. There, of course, have been a number of changes since the last petition including new ELD standards that needed to be implemented and build capacity mentioned in other parts of the petition. Additionally, N.E.W. Academy of Science and Arts (NASA) charter school serves a unique Los Angeles community. We are located in the Westlake neighborhood, and now serve a population of about 395 students of which 99% are Hispanic/Latino. Of this percentage, according to our internal data, 44% are of Guatemalan heritage. Among our Transitional Kindergarten and Kindergarten students, the percentage of Guatemalan heritage is 52%. When we say that

44% of our students are from Guatemalan heritage we mean, that although most of them were born in the United States, their parents come as immigrants from Guatemala. Home language surveys may state home language as 'Spanish', however, our students are raised by immigrant parents who speak Spanish dialects or an indigenous language such as K'iche', Q'eqchi', or Itza if they are from Guatemala. Thus, the under reporting of actual home language can be due to the stigma associated to the indigenous languages. Some of our Guatemalan parents speak some Spanish, (although from our experience, it is broken Spanish), and they report it as a home language even though it might be a secondary language after the initial Guatemalan dialect. Finally, this situation has become even more complicated because some of our parents do not read or write in any language.

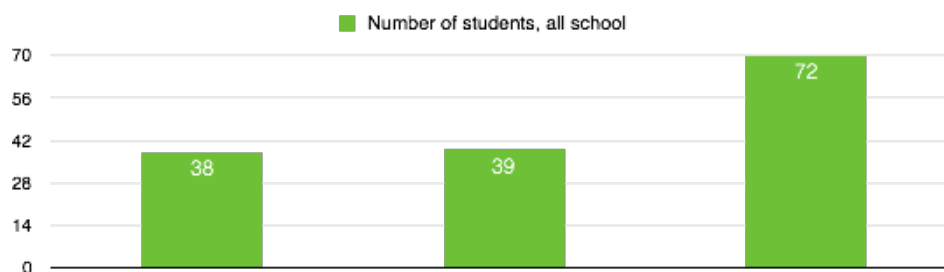
Although reclassification rates have dipped, N.E.W. Academy of Science and Arts English learners have shown consistent growth on the CELDT. When we look at CELDT data we see that there *has* been an increase in CELDT criterion scores every year. CELDT criterion is defined by the CDE as:

"For grades two through twelve, the CELDT criterion is an Overall score of Early Advanced or higher and scores for each domain (Listening, Speaking, Reading, and Writing) at Intermediate or higher. For kindergarten and grade one, the CELDT criterion is an Overall score of Early Advanced or higher and scores for the Listening and Speaking domains at Intermediate or higher. The Reading and Writing domain scores usually are not considered for K-1. "

CELDT CRITERION SCORES 3 YEAR (# of English Learners scoring 4 & 5 level on the CELDT:

	2014-15	2015-16	2016-17
# Students	38	39	72
% Students	15	14	24
Number Tested	256	276	305

Source: <https://dq.cde.ca.gov/dataquest/CELDT/criterion.aspx>



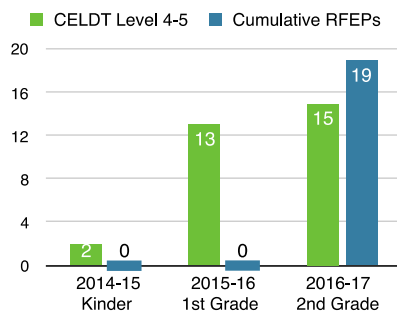
Source: <https://dq.cde.ca.gov/dataquest/CELDT/criterion.aspx>

NASA analyzed 3 year CELDT and RFEP cohort Data comparing cohorts of grade level scores and Guatemalan Cohort. 3rd grade student progress for all students and the Guatemalan cohort in CELDT shows an increase (and growth) in levels across the 3 years. It shows grades kinder through 2nd grade. As students reach levels 4 and 5 on the CELDT they are considered for reclassification. In 4th grade although it

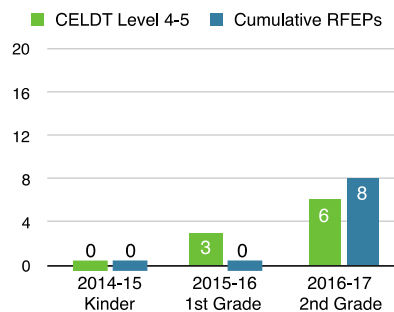
seems as though level progress diminishes, many of the level 4 & 5 students have been reclassified by 3rd grade. We see this in the growth of the blue RFEP bars across the 3 years. The Guatemalan cohort in this grade shows the same trend. The 5th grade chart shows the same growth. By third grade CELDT growth in level 4 and 5 is now shown as RFEP growth as the students were reclassified. NASA has shown progress every year. The graphs below illustrate this trend:

NASA 3-YEAR CELDT & RFEP DATA

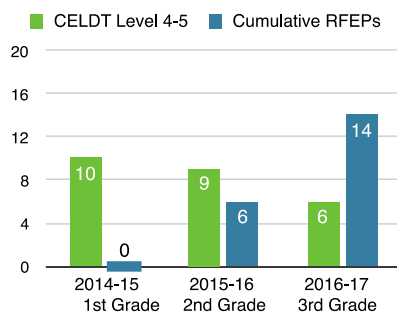
3rd GRADE ALL STUDENT'S SCORES



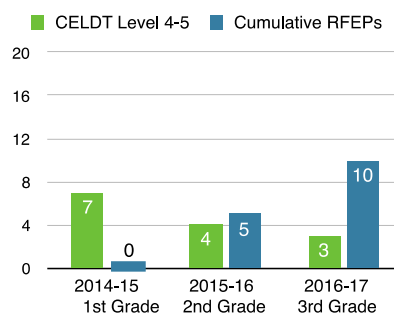
3rd GRADE GUATEMALAN COHORT



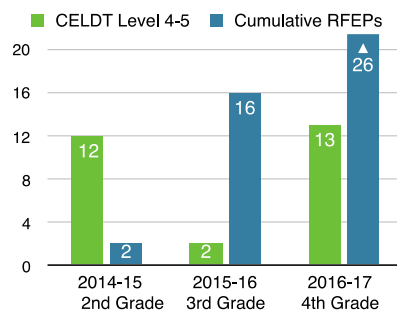
4th GRADE ALL STUDENT'S SCORES



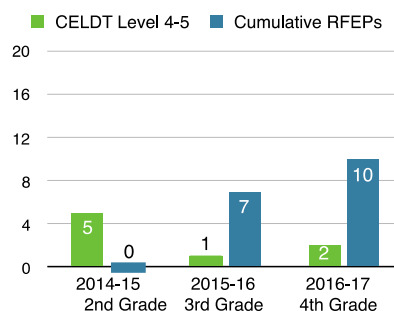
4th GRADE GUATEMALAN COHORT



5th GRADE ALL STUDENT'S SCORES



5th GRADE GUATEMALAN COHORT



Source: Data Quest, CDE, and Internal Data

In 14-15 and 15-16, in response to data analysis of English Learners scores, NASA began professional development (PD) in English Language Development. NASA contracted with Los Angeles County Office of Education's Multilingual Academic Support (MAS) Unit to provide support to teachers, paraprofessionals and administrators. They provided PDs in Integrated ELD and SDAIE strategies. Administrators were guided on SDAIE Walkthroughs. We will continue to build capacity in these areas.

We have also focused on Academic Language Development using Thinking Maps training to help teachers with strategies in working with their students. As mentioned before, NASA has a high English Learner population (currently over 82%). We hoped to build use of strategies for teaching English Learners, but also wanted adherence to designated ELD time per administrative walk through.

NASA also contracted with *Loyola Marymount's Center for Equity of English Learners* (CEEL) to provide professional development for teachers in the new English Language Development Standards. CEEL provides 1:1 and grade level mentoring on ELD with some of our faculty. This training was also a part of the 15-16 & 16-17 school years. We are also expecting that dedicated designated ELD and integrated ELD will help our ELs. Many of our teachers enrolled in *Bilingual, Cross-cultural, Language and Academic Development* (BCLAD) classes. We hope that this will strengthen L1 lesson delivery and student learning.

We found that building capacity in the area of English Language Development was important given what the data was showing. We will continue this effort.

Shifts such as, practice with complex texts, text evidence, content rich fiction, informational texts, etc. and other types of approaches were not addressed in the old adopted ELA series. NASA's goal was not just content improvement, but how this content was delivered. Additionally, we wanted text, content and approaches that helped our EL population in their primary language. To this end, NASA purchased Benchmark Advanced/Adelante, which was built with the CCSS in mind, for use in ELA for the 16-17 school year and beyond. Our expectation is that learning will improve and be reflected in assessments as teachers become more familiar with the new program and its approaches to Language Arts.

This program comes with an English Language Development (ELD) component. We have also utilized some computer programs that would enhance and supplement our program. One is Imagine Learning a software program for English Language learners and struggling readers. Preliminary results show an increase in use of the program. We plan to use the program's internal assessments (beginning, middle, and end of year) next year to measure impact of program use. The other program we had used in 3rd through 5th grade and expanded to 2nd grade is Accelerated Reader. In this computer program students read books at their level and are assessed in comprehension. Preliminary results indicate an increased number of books being read by the students from 1st trimester to 2nd trimester.

In 2015-16 we had an intervention teacher who helped 3rd through 5th grade struggling readers with foundational skills using SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) program. The target was tier 2 and 3 students with a focus on 3rd grade. We saw improvements in 3rd grade as evidence by some of our internal data. University of Oregon DIBELS 6th Ed. Shows that for 3rd grade intensive support need for students went from 37% down to 31%. NASA plans on having an intervention teacher continue work with struggling readers.

For our Mathematics program, we added, *My Math* (McGraw-Hill) which is aligned to the new CCSS. Assessments have shifted from multiple choice to performance tasks type problems. Although Math is much more language embedded, we continue to look for ways in which our English Learners and our other subgroups can access the curriculum in Math including PDs which can build capacity in this area.

Lower Math scores may be related to accessing the language embedded in problem solving in English. We have purchased computers and created computer labs at 3 of our sites (Casa Loma, Prosperity Center, and Villa Mariposa). It should be noted that the sites (along with La Posada) all house our TK-5 students and are located within one block of Loma Drive. Site exact locations are listed later in the petition. Teachers can access mathematics websites for aid in developing both computational and problem solving-skills using the computer labs.

To help struggling students in both ELA and Math, teachers created intervention groups in the classroom. With the help of instructional aides, they target specific student needs. NASA has also implemented before and after school tutoring for struggling students.

Our Students with Disabilities has steadily increased performance on CAASPP. In ELA, there seems to be an upward trend and even higher growth in Math. We hired a Special Education paraprofessional to assist our RSP in helping students with disabilities. She helps with primary language support. This year we implemented a foundational class to help students with disabilities strengthen their foundational skills in literacy and math. Curriculum and intervention materials were purchased through STEP grants to better serve our students with disabilities. These have included sensory materials to help students focus within the general education classroom.

Yearly PD is provided to the general education staff regarding accommodations for students with disabilities. Teachers, have the opportunity to, meet with Special Education providers as well. We will be providing professional development in *Universal Design for Learning* (UDL) for our general education teachers. We believe this will improve curricular access for all students. We are also purchasing *Brain Pop*, and *Brain Pop Jr.* to support our students with disabilities in accessing the curriculum.

ATTENDANCE RATES, SUSPENSION, EXPULSION

- More than 95% Daily Attendance Rates last 3 years
- Suspension Rate at 0% the last two years

N.E.W. Academy of Science and Arts (NASA) has addressed how we plan to address these areas of challenge with the 'S.M.A.R.T. Goals and Action Plan 2017-2018' described below pursuant to LAUSD Oversight Visit Results. Some of the goals include increasing performance percentages in met and exceeded standards in ELA and Math. We also want to improve reclassification numbers. The steps for NASA include but are not limited to ongoing professional development, a change in professional development days and establish a Charter English Language Advisory Committee. We have adopted a system of gathering, reporting, and storing internal assessment data, establishing and following data analysis protocols, systematic use of the Performance Assessment protocols to analyze benchmarks, bi-weekly vertical and horizontal collaboration and articulation meeting, assigning of grade level lead teachers, and before and after school tutoring. Please refer to S.M.A.R.T. Action plan for details and timelines.

The following goals and action items have been developed and will be written into NASA's charter petition and implemented to address the areas noted for further growth and/or improvement for the category of *Student Achievement and Educational Performance*:

SMART GOAL #1	
<p>Objective: Increase academic achievement for all groups of pupils served by the charter school pursuant to the requirements of SB 1290 and Ed. Code 47607(a)(3)(A) by:</p> <ol style="list-style-type: none"> 1. Increasing the percentage of students who met or Exceeded Standard in 3rd – 5th Grade ELA at (Latino 28%) Baseline + 2%, (SES 28%) Baseline + 2%, and (SPED 6%) Baseline + 2%; and Math at (Latino 22%) Baseline + 2%, and (SES 22%) Baseline + 2% 2. Increasing the percentage of students schoolwide who met or Exceeded Standard in 3rd – 5th Grade ELA at (28%) Baseline + 2% and Math at (22%) Baseline + 3% 3. Increase the percentage of reclassified English Learners at (11.2%) Baseline + 2% 4. Establish assessment protocols which will compare same year <i>Beginning of the Year</i> (BOY) data to <i>Middle of the Year</i> (MOY) and/or <i>End of the Year</i> (EOY) data for ELA and Math and perform a detailed analysis of the assessment results to enable school staff to modify the curriculum and instruction 5. Develop a systematic process to evaluate the instructional program on an ongoing basis, and select a consistent assessment tool that can provide data that show growth over time, and that aligns with the mastery of the Common Core State Standards (CCSS) 	
Beginning of Year	
Planned Action Steps	Timeline
<p>1. NASA will extend access to <i>Accelerated Reader</i> for grades 2nd – 5th and create a reading lab equipped with additional laptops and books to accommodate increased access.</p> <p>2(a). NASA will provide ongoing professional development and teacher-training in the content area of Math Literacy for English Learners and include the use of <i>Center for Equity for English Learners</i> (CEEL) to provide coaching and support for staff.</p> <p>2(b). NASA will provide parent resources such as, ESL classes and support for families from Guatemala who speak additional dialects.</p>	<p>Fall 2017</p> <p>Monthly, beginning August, 2017</p> <p>September 2017 - ongoing</p>
Planned Action Steps (Continued)	Timeline (Continued)
<p>2(c). NASA established a Charter English Language Advisory Committee (CELAC) to help facilitate the effective implementation of our revised English Learner Master Plan.</p> <ul style="list-style-type: none"> • CELAC Meetings for training and EL updates will be ongoing • NASA, The Center for Equity and English Learners (CEEL) and the CELAC lead group will conduct an added PD for all parents on the new EL Master Plan. <p>3. NASA will change professional development days from Wednesdays to Tuesdays to provide additional opportunities for collaboration with our sister school, NACP in the area of best practices for EL instruction and assessment. NACP assessment staff will work with NASA</p> <p>4. NASA has adopted the same system used by NACP for gathering, reporting, and storing internal assessment data (running records) for all grades. We will generate reports to allow</p>	<p>Spring 2017</p> <p>Beginning August 2017 – ongoing</p> <p>September 2017 and in Spring</p>

<p>Faculty and staff access to schoolwide Fountas & Pinnell (Reading Records) and Writing Prompts scores. NASA will also generate data reports from University of Oregon, UO DIBELS, IDLE, and CBM Math assessments, that show BOY, MOY, and EOY Benchmarks for grades TK – 5th. NASA will use these reports to inform instruction and guide professional development decisions.</p> <p>5. NASA's Leadership Team and staff will utilize data analysis protocols from the <i>Center for Performance Assessment</i> to disaggregate assessment data to inform teachers and drive instruction. This process includes establishing grade-level <i>data teams</i> who will:</p> <ul style="list-style-type: none"> • Collect and Chart Data • Analyze Strengths and Obstacles • Establish Goals: Set, Review, Revise • Select Instructional Strategies • Determine Results Indicators <p>6. NASA will conduct, all teacher, across grade and intra- grade PD using <i>Center for Performance Assessment</i> protocols to analyze benchmarks, grade level data, and authentic and formative assessments.</p> <p>7. NASA's faculty and staff will meet bi-weekly and at the end of each month in both grade-level and vertical articulation settings and collaboratively review data gathered through analysis protocols. <i>Teacher Collaboration Worksheets</i> summarizing group work are collected and submitted to the principal following each meeting.</p> <p>8. The principal will continue to use the <i>California Standards for the Teaching Profession</i>, to review teacher performance and place the strongest teachers in areas and classrooms with the most needs. We will continue to hire teachers who are appropriately Qualified and have obtained BCLAD certification. NASA reviewed the teacher performance and strategically changed the 4th grade teacher whose students attained the highest percentage of students (who Met or Exceeded the Standard in ELA and Math) to be the 5th grade teacher.</p> <p>9. NASA will assign grade-level lead teachers and provide opportunity for peer observations to improve instruction and help facilitate the school's overall mission and vision. This will reinforce inter and intra grade level collaboration.</p> <p>10. NASA will hire an Intervention Specialist who will focus on students who are Nearly Meeting the Standard.</p>	<p>August 2017 – ongoing (monthly)</p> <p>August 2017 – ongoing (monthly)</p> <p>Ongoing, beginning fall 2017</p> <p>Spring 2017; twice each year</p> <p>July 2017</p> <p>August 2017</p>
11. NASA will provide before and after school tutoring for identified at-risk students' schoolwide.	Fall – Spring

Beginning of Year (Continued)	
Evidence Indicators/Outcomes	Resources Needed
1. School administration will develop a schedule for the Reading/Computer Lab. All students, especially those in grades 3 rd – 5 th will visit the lab on a daily basis. School administration will monitor classroom attendance at the lab to ensure high levels of usage.	Additional Chromebooks and space in the computer lab/resource room
2(a). A STEM consultant from LACOE has been scheduled to present ongoing professional development in Math Literacy for EL in August.	Classroom space to conduct workshops and/or seminars.

<p>2(b). CEEL will be conducting a training to all NASA teachers and staff to assist in the full implementation of our EL Master Plan across all grades along with the CELAC Leadership group.</p> <p>2(c). CEEL will provide training and assistance to teachers in the development lesson plans and assessments for effective instruction for ELs. This will begin in August. We have contacted several community resources who will provide support for our families who speak other dialects/indigenous languages.</p> <p>3. NASA and NACP will hold their first joint meeting for the 2017 – 2018 school year on August 7. Two consecutive meetings are planned for November and May.</p> <p>4. NASA has implemented a Benchmark Exam Data Analysis system and will begin in servicing staff on its use.</p> <p>5. In addition to moving the highly effective teacher with her high achieving students, we have hired new teachers.</p> <p>6. Instructional aides were hired for the most crucial grade-levels and classrooms.</p>	<p>September 2017, ongoing Board approved contract with CEEL</p> <p>Bus transportation to NACP.</p> <p>Classroom space and materials</p> <p>N/A</p> <p>July 2017</p>
<p>7. A schedule outlining meeting times for school administration and grade-level chairs, will be distributed to all staff.</p>	<p>Provide professional development in leadership for leadership team.</p>
<p>8. NASA has hired an Intervention Specialist who will focus on students who are Nearly Meeting the Standard.</p> <p>9. Provide before and after school tutoring for identified at-risk students' schoolwide in partnership with New Economics for Women and the ASES Program</p>	<p>Additional classroom space for "push-in" "pull-out" instruction</p> <p>Identified grade-level teachers to provide instruction</p>

Mid-Year Review	
Planned Action Steps	Timeline
<p>1. NASA will continue extend access to <i>Accelerated Reader</i> for grades 2nd – 5th and monitor the use of the reading lab to verify students' attendance</p>	<p>Winter 2018</p>
<p>2(a). NASA will follow-up with ongoing professional development and teacher-training in the content area of Math Literacy for English Learners, scheduling additional workshops and continuing classroom coaching through the <i>Center for Equity for English Learners</i> (CEEL).</p>	<p>Monthly, 2018</p>
<p>2(b). NASA will continue to provide parent resources such as, ESL classes for all families and support for families from Guatemala who speak additional dialects.</p> <p>2(c). NASA will convene the Charter English Language Advisory Committee (CELAC) to help facilitate the effective implementation of our revised English Learner Master Plan.</p>	<p>Ongoing</p> <p>January 2018</p>
<p>3. NASA will hold professional development days on Tuesdays to provide additional opportunities for collaboration with our sister school, NACP in the area of best practices for EL instruction.</p>	<p>Ongoing</p>

4. NASA will continue schoolwide Benchmark exam and assessment data analysis using <i>Center for Performance Assessment</i> protocols to improve data driven decision making.	January 2018
5. NASA will continue to place stronger teachers in areas and classroom with the most needs and hire teachers who are well qualified and have obtained BCLAD certification.	Ongoing
6. NASA will convene weekly grade-level lead teacher meetings and provide opportunity for ongoing peer observations to improve instruction and help facilitate the school's overall mission and vision.	Ongoing
7. NASA has hired an Intervention Specialist who will focus on students who are Nearly Meeting the Standard.	Hired July 2017
8. NASA will provide before and after school tutoring for identified at-risk students' schoolwide.	Continue winter tutoring for six weeks

Mid-Year Review (Continued)	
Evidence Indicators/Outcomes	Resources Needed
1. NASA will continue extend access to <i>Accelerated Reader</i> for grades 2 nd – 5 th and monitor the use of the reading lab to verify students' attendance	Additional Chromebooks and space in the computer lab/resource room
2(a). NASA will follow-up the ongoing professional development and teacher-training in the content area of Math Literacy for English Learners scheduling additional workshops and continuing classroom coaching through the <i>Center for Equity for English Learners</i> (CEEL).	Classroom space to conduct workshops and/or seminars.
2(b). NASA will provide parent resources such as, ESL classes and support for families from Guatemala who speak additional dialects/indigenous languages.	Classroom space
2(c). NASA established a Charter English Language Advisory Committee (CELAC) to help facilitate the effective implementation of our revised English Learner Master Plan.	CELAC already received initial training but we will create a schedule for meeting dates
3. NASA has changed professional development days from Wednesdays to Tuesdays to provide additional opportunities for collaboration with our sister school, NACP in the area of best practices for EL instruction.	Bus transportation to NACP.
4. NASA has implement schoolwide Benchmark exam and assessment data analysis protocols and action plan to improve data driven decision making.	PD schedule and training materials have been developed
5. NASA has placed stronger teachers in areas and classroom with the most needs and hire teachers who are well qualified and have obtained BCLAD certification.	Ongoing
6. NASA has assigned grade-level lead teachers and will continue to provide opportunity for peer observations to improve instruction and help facilitate the school's overall mission and vision.	Ongoing
7. NASA has hired an Intervention Specialist who will focus on students who are Nearly Meeting the Standard.	Hired July 2017
8. NASA will provide before and after school tutoring for identified as low performing students' schoolwide.	Continue winter tutoring for six weeks

9. NASA will use student performance data and will facilitate the enrollment of low performing students in summer school 2018.	Collaboration with New Economics for Women and parent awareness orientation session.
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End – of – Year Review	
Planned Action Steps	Timeline
1. NASA will continue extend access to <i>Accelerated Reader</i> for grades 2 nd – 5 th and monitor the use of the reading lab to verify students' attendance	Spring 2018
2(a). NASA will follow-up the ongoing professional development and teacher-training in the content area of Math Literacy for English Learners scheduling additional workshops and continuing classroom coaching through the <i>Center for Equity for English Learners</i> (CEEL).	Monthly, 2018
2(b). NASA will provide parent resources such as, ESL classes and support for families from Guatemala who speak additional dialects.	Ongoing
2(c). NASA has established a Charter English Language Advisory Committee (CELAC) to help facilitate the effective implementation of our revised English Learner Master Plan.	May 2018
3. NASA has changed professional development days from Wednesdays to Tuesdays to provide additional opportunities for collaboration with our sister school, NACP in the area of best practices for EL instruction.	Ongoing
4. NASA has implemented schoolwide Benchmark exam and assessment data analysis protocols and action plan to improve data driven decision making.	April/May 2018
5. NASA will continue to place stronger teachers in areas and classroom with the most needs and hire teachers who are well qualified and have obtained BCLAD certification.	Ongoing
6. NASA has assigned grade-level lead teachers and provide opportunity for peer observations to improve instruction and help facilitate the school's overall mission and vision.	Ongoing
7. NASA has hired an Intervention Specialist who will focus on students who are Nearly Meeting the Standard.	Hired July 2017
8. NASA will provide before and after school tutoring for identified at-risk students' schoolwide.	Continue spring tutoring through April 2018
Evidence Indicators/Outcomes	Resources Needed
1. NASA will continue extend access to <i>Accelerated Reader</i> for grades 2 nd – 5 th and monitor the use of the reading lab to verify students' attendance.	Additional Chromebooks and space in the computer lab/resource room
2(a). NASA will follow-up the ongoing professional development and teacher-training in the content area of Math Literacy for English Learners scheduling additional workshops and continuing classroom coaching through the <i>Center for Equity for English Learners</i> (CEEL).	Classroom space to conduct workshops and/or seminars.
2(b). NASA will provide parent resources such as, ESL classes and support for families from Guatemala who speak additional dialects.	Classroom space and instructor Classroom for scheduled meetings

2(c). NASA has established a Charter English Language Advisory Committee (CELAC) to help facilitate the effective implementation of our revised English Learner Master Plan.	
3. NASA has changed professional development days from Wednesdays to Tuesdays to provide additional opportunities for collaboration with our sister school, NACP in the area of best practices for EL instruction.	Bus transportation to NACP
4. NASA has implemented schoolwide Benchmark exam and assessment data analysis protocols and action plan to improve data driven decision making.	Training materials
5. NASA will continue to place stronger teachers in areas and classroom with the most needs and hire teachers who are well qualified and have obtained BCLAD certification.	N/A

Governance

According to the *Report Guide*, Governance is defined as: demonstrating fulfillment of the governing board's fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school's full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education.

NOTE: Since the LAUSD oversight visit, the school site administrators and the Board have taken several steps to ensure the success of the students and the Charter School as a whole. It should be mentioned that last year we set out to review and revise our English Learner Master Plan to strengthen our programs for all English Learners. Included in this review and revision were the following:

- We conducted a comprehensive EL Master Plan revision which included teachers, staff and parents and we had an official translator from LAUSD translate it into Spanish
- We established a Charter English Learner Advisory Committee (CELAC, Charter wide)
- Developed an oversight process and comprehensive review and revision to better establish program evaluation
- Reviewed assessment practices at both of the NEW Academy's schools
- Due to our growing indigenous (Guatemalan) school population we began a data mining process to establish the needs of these students and will be receiving assistance from the consulate and community based organizations serving this population.
- We are in the process of developing surveys and exploring language instruments for gauging their linguistic talents and needs.
- This will be the first year that we implement the new EL Master Plan

SMART GOAL #2	
<p>Objective: Develop and implement a process that will allow the governing board to consistently monitor school performance and other internal data to inform decision-making and develop a system for the evaluation of the Executive Director.</p>	
Beginning of Year	
Planned Action Steps	Timeline
<p>1. The governing board will use <i>Center for Performance Assessment</i> as the process to consistently review and use academic and other internal school data and information to ensure sound decision-making in support of student achievement and will include evidence of such as follows:</p> <ul style="list-style-type: none"> School Site Administrators will report on student data on a quarterly basis or as formal and standardized data is available to the school (ELPAC and CAASPP System results, etc.) Board agendas and minutes posted on Board on Track and the school's website. <p>Additionally, the governing board will create a Dashboard that will look at the whole student, including dialects and other cultural influences impacting academic achievement.</p> <p>2. NASA will increase engagement with data analysis with the governing board to provide data review on a monthly basis and post agenda and minutes to the school's website.</p> <p>3. The governing board has implemented a process for evaluating the part time Interim Executive Director using the Board on Track evaluation instrument (this will be included in hard copy in the binder on governance). The process will be posted on the school's website. This ensures the Interim Executive Director is clear on what the board expects, and understands how she is doing relative to Board expectations</p>	<p>July 2017</p> <p>Fall 2017</p> <p>Completed, Spring, 2017</p>
Evidence Indicators/Outcomes	Resources Needed
<p>1. The governing board will use <i>Center for Performance Assessment</i> as the process to consistently review and use academic performance, other internal school data and information to ensure sound decision-making in support of student achievement and will include evidence of such as follows:</p> <ul style="list-style-type: none"> School Site Administrators will report on student data on a quarterly basis or as formal and standardized data is available to the school (ELPAC and CAASPP System results, etc.) 	N/A

<ul style="list-style-type: none"> Governing board (Education Committee is in the process of developing a policy for reviewing student performance data. Board agendas and minutes posted on Board on Track and the school's website. 	N/A
2. Additionally, the governing board will create a Dashboard that will look at the whole student, including dialects and other cultural influences impacting academic achievement.	N/A
3. NASA agendas and minutes showing consistent governing board review of academic performance and internal data will be posted to the school's website following each monthly meeting, beginning in July, 2017.	N/A
4. The evaluation process for the Executive Director will be posted to the school's website beginning in August, 2017.	

Mid-Year Review	
Planned Action Steps	Timeline
<p>1. The governing board established a policy and process to consistently review and use academic and other internal school data and information to ensure sound decision-making in support of student achievement and will include evidence of such review in our board agendas and minutes and post to the school's website.</p> <ul style="list-style-type: none"> School Site Administrators will continue to report on student data on a quarterly basis or as formal and standardized data is available to the school (ELPAC and CAASPP System results) <p>Additionally, the governing board has created a Dashboard that will look at the whole student, including dialects and other cultural influences impacting academic achievement.</p>	Scheduled Winter Monthly Board Meetings 2018
2. NASA will increase engagement with data analysis with the governing board to provide data review on a monthly (when appropriate) or quarterly basis and post agenda and minutes to the school's website.	Ongoing
3. The governing board has implemented a process for evaluating the Executive Director of NASA and has posted a copy of the evaluation process on the school's website.	Completed
3. The governing board has implemented a process for evaluating the Executive Director of NASA and has posted a copy of the evaluation process on the school's website.	Completed
Evidence Indicators/Outcomes	Resources Needed
1. School administration will continue using the <i>Center for Performance Assessment</i> protocols to consistently review and use academic and	N/A

other internal data and information to ensure sound decision-making in support of student achievement.	
2. NASA agendas and minutes showing consistent governing board review of academic and internal data have been posted to the school's website following each monthly or quarterly meeting when appropriate.	N/A
3. The evaluation process for the Executive Director has been posted to the school's website beginning in August, 2017.	N/A

End – of – Year Review	
Planned Action Steps	Timeline
<p>1. The governing board established a policy and process to consistently review and use academic and other internal school data and information to ensure sound decision-making in support of student achievement and will include evidence of such review in our board agendas and minutes and post to the school's website.</p> <ul style="list-style-type: none"> School Site Administrators will continue to report on student data on a quarterly basis or as formal and standardized data is available to the school (ELPAC and CAASPP System results) <p>2. Additionally, the governing board has created a Dashboard that will look at the whole student, including dialects and other cultural influences impacting academic achievement.</p> <p>3. NASA will increase engagement with data analysis with the governing board to provide data review on a monthly basis and post agenda and minutes to the school's website.</p>	<p>Scheduled Spring Monthly Board Meetings 2018</p> <p>Ongoing</p>
4. The governing board implemented a process for evaluating the Executive Director of NASA using the Board on Track CEO Evaluation Instrument and has posted a copy of the evaluation process on the school's website.	Completed
Evidence Indicators/Outcomes	Resources Needed
1. School administration will continue using <i>Center for Performance Assessment</i> to consistently review and use academic and other internal data and information to ensure sound decision-making in support of student achievement.	N/A

2. NASA agendas and minutes showing consistent governing board review of academic and internal data have been posted to the school's website following each monthly meeting.	N/A
3. The evaluation process for the Executive Director has been posted to the school's website as of September, 2017.	N/A

Conclusion

NASA's administration, governing board, and executive team will closely monitor the implementation of this plan to ensure fidelity and will prepare periodic summary reports to share its effectiveness and progress. We believe these actions will assist in strengthening the governance, overall academic instructional program, and student achievement at our school.

These S.M.A.R.T. Goals and Action Plan have been reviewed and approved by NEW Academy Board of Directors.

STAKEHOLDER SATISFACTION

Title I Survey

N.E.W. Academy of Science and Arts has a high number of students from low-income families and qualifies for Title 1, Part A schoolwide assistance. Title 1, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools to assist and ensure that students meet state academic standards. These federal funds are allocated mainly using census poverty estimates and costs at the state level. Schools with more than 40 percent low income families qualify for schoolwide program.

- Parents agree and strongly agree (97%) that staff considers their opinion when it comes decisions.
- Parents agree and strongly agree (93.6%) that they have opportunities to be involved in school activities and support NASA programs.
- 85% of parents surveyed believe they are kept well informed of school activities.
- 90% state that they receive clear information regarding their child's academic progress.
- Parents are familiar with the Student/Parent/Teacher Agreement and handbook (88%).

Language Academy Survey

N.E.W. Academy of Science and Arts established the Language Academy Program in 2013. The Language Academy Program provides students in grades transitional kindergarten (TK) through fourth instruction in two languages, English and Spanish. In TK and kindergarten students receive instruction in Spanish 80% of the time and 20% of the time in English. English instruction increases yearly until in grades three through fourth the instruction is 50% in both languages. The goal of the Language Academy Program is for students to become bilingual, biliterate and bicultural.

- 91.6% of respondents agree or strongly agree that they are satisfied with their child's access to learning in the Language Academy.
- 94% of parents surveyed indicated Spanish as a valuable part of the school culture.

- 92% of parents surveyed believe their children will be able to communicate very well in Spanish and English.
- 89.7% Agree or strongly agree that staff are successful in promoting diversity.
- 90% of parents surveyed would recommend the program to other parents.
- 97% of parents surveyed encourage their children to speak Spanish outside of school.
- 97.8% of parents believe studying Spanish is important.

Student Climate Survey

It is important that we get feedback from students with regards to the school climate. This measure should include student perceptions about school safety, including the physical environment, and connectedness and engagement and feeling of safety with teachers, staff, and peers. Here are some highlights:

- The majority of students felt school buildings were always kept clean (70%) and school grounds were taken care of (66%) and their classrooms were nice (66%).
- In terms of students helping make decisions 62% said sometimes whereas only 23% responded always.
- Students responded that teachers were nice (79% always) and teachers respected them (84% always).
- Most students said they always (64%) have a good relationship with the teacher.
- Talking to teachers comfortably about problems, students responded only 37% always, but 45% sometimes.
- 70% of students said they always feel safe and 20% said sometimes.
- Students going and coming from school had a 79% always response rate and an 18% sometimes.
- 86% of students felt that they always get help if they have an emergency.

Success of Educational Program in Meeting Student Population Needs

Throughout the NASA charter petition, we mention that N.E.W. Academy of Science and Arts, in partnership with families and the community, seeks to be an innovative child centered educational learning model. We also seek multi-language proficiency and embrace cultural assets and to teach and create lifelong learners. We want to prepare them for future grade levels as well as for standards based assessments administered in the spring of each school year.

Parent Involvement/Community

N.E.W. Academy of Science and Arts is establishing and strengthening family-community-school partnerships. To this end, N.E.W. Academy of Science and Arts actively engages families and the community in the life of the Charter School. Students are engaged and encouraged to participate in service to the community. Many of our accomplishments in this area are listed and can be referenced in the section on Community Need for a Charter School under accomplishments for this past charter term.

NASA has established a parent liaison and parent office provides another vehicle for connection between our parents and the Charter School. 2016-17 data shows that 61% of our parents are non-high school graduates. Through the parent liaison we have developed workshops and informational meeting that address parents/family. We have also established and utilized community resources to work with our parents and their needs. As referenced earlier some of these include such activities as:

- English as a second language classes
- STEM/STEAM classes for parents
- CHISPA Classes (Children Investigation Science with Parents and Afterschool by collaborating with the ASES program)
- Community cleaning and service for Cesar Chavez day
- Community tree planting for Earth Day
- Health and Wellness workshops through Arroyo Vista Clinics

Language Academy

The goal of the Language Academy is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. The Language Academy had its inception 3 years ago. It started in Kinder and has moved up one grade level every year as it is phased in. Full implementation is yet to come, but the program can already be categorized as a success as far as results from our Language Academy Survey found in the previous section on Stakeholder satisfaction. We have observed incremental English Language and academic growth both on state CELDT assessments talked about earlier, and performance in internal assessments data (including Fountas and Pinnell running records, DIBBLES and IDEL from University of Oregon). The NEW Language Academy implements a Dual Language program design with designated content areas delivered in English and Spanish throughout the instructional day. Beginning in Transitional Kindergarten/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.

New Academy of Science and Arts Language Academy – Program Design Matrix

GRADE LEVEL	INSTRUCTION IN SPANISH	Daily Percentage	INSTRUCTION IN ENGLISH	Daily Percentage
TK/K	Spanish Language Arts Math Social Studies	80%	ELD Science Art P.E./Health	20%
Grade 1	Spanish Language Arts Math Social Studies	70%	ELD Science Art P.E./Health	30%
Grade 2	Spanish Language Arts Math Social Studies	60%	English Language Arts ELD Science Art P.E./Health	40%

GRADE LEVEL	INSTRUCTION IN SPANISH	Daily Percentage	INSTRUCTION IN ENGLISH	Daily Percentage
Grade 3	Spanish Language Arts Social Studies P.E./Health	50%	English Language Arts Math ELD Art Science	50%
Grade 4	Spanish Language Arts Social Studies P.E./Health	50%	English Language Arts Math ELD Art Science	50%
Grade 5	Spanish Language Arts Social Studies P.E./Health	50%	English Language Arts Math ELD Art Science	50%

Other noted successes include:

- Provide before and after school tutoring (We have increases in parent engagement in student academics, teacher observation show improved student participation and improved student gains on the progress report)
- Increase the number of teacher assistants in the classrooms.
- Work with the *Center for Equity for English Learners* (CEEL) and NASA's English Learner Advisory Committee (ELAC) in implementing our revised English Learner Master Plan
- Provide in-the-classroom coaching from CEEL
- Work with the School Site Council (SSC) and our Parent Liaison to provide appropriate
- Continue providing professional development to staff
- Increase the use of technology throughout the instructional program, including the development of a computer lab/cart at each site.
- Implement use of a resource specialist to work with tier 2 students.
- Implementation 2017-18 new Assessments and Assessment Schedule and Performance Data Protocol in analyzing data.

Student Population to be Served

N.E.W. Academy of Science and Arts exists to assist students from our community in grades TK-5 in achieving academic success and active community participation per the vision and mission outlined below in the "Goals and Philosophy" section. NASA serves a unique Los Angeles community and is located in the Pico Union/Westlake neighborhoods. Please refer to the Student and Community Demographics Chart in the "Community need for a charter school" section above for more details. NASA is challenged to educate students entering the American educational system with little or no English, originating from immigrant families with low economic means, possessing little education and speaking an indigenous heritage language. According to Environmental Protection Agency (EPA) and its program, 'Health Places for Healthy People', in which NASA participated in 2017, the area has significant poverty, violence, gang activity, and

drug and alcohol use. NASA seeks to close the achievement gap for these students by providing clear and high-expectations, a personalized and supportive learning environment that recognizes students' accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with a standards-based, culturally enriched curriculum. Please refer to the Student and Community Demographics Chart in the "Community need for a charter school" section above for more details.

Five-Year Enrollment Plan

Grades Served and Number of Students

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK	18	18	18	18	18
K	72	72	72	72	72
1	72	72	72	72	72
2	72	72	72	72	72
3	72	72	72	72	72
4	72	72	72	72	72
5	50	72	72	72	72
Total Enrollment	428	450	450	450	450
Classrooms	18	19	19	19	19

Goals and Philosophy

N.E.W. Academy of Science and Arts Mission and Vision

Mission

The mission of N.E.W. Academy of Science and Arts in partnership with families and the community is to create a child-centered, multilingual environment where students are able to work cooperatively, become self-directed, think critically, develop self-esteem and self-assurance, and have respect for cultural diversity.

Core Values

The core values of NASA 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

School Vision

N.E.W. Academy of Science and Arts 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 of Science and Arts 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 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 in order that they acquire confidence, self-respect and respect for others.

The Charter School is 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.

An 'Educated Person' in the 21st Century

N.E.W. Academy of Science and Arts serves approximately 450 students when fully operational. Small learning cohorts of approximately 25 students will stay together throughout the instructional day. Through this organizational structure and a curriculum organized around major concepts that students are expected to know deeply, NASA seeks to graduate students who are thoughtful, engaged citizens of the 21st Century.

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning, which is 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, NASA 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 including use of technology.
- Is college and Career Ready.
- 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.

- Bilingual/Biliterate (Pathways to Biliteracy)

How Learning Occurs (Current Learning Theories)

The N.E.W. Academy of Science and Arts leadership team continues to study effective practices that have worked to close this achievement gap.

NASA has incorporated the following recommendations from Kati Haycock, Director of Education Trust:

- Have uniform standards: N.E.W. Academy of Science and Arts 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 NASA 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 bilingual instruction. Therefore, we subscribe to Stanford Universities Understanding Language Project and their 6 tenets for English Learners:

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>

NASA 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, NASA provides opportunities for students to develop personal responsibility, manage their own learning, and practice democratic principles. Students at NASA 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 of Science and Arts Charter School. 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).)

NASA 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 the Charter School'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, NASA'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 NASA anticipates at this point in time.

LOCAL CONTROL ACCOUNTABILITY PLAN

LCFF STATE PRIORITIES

GOAL #1

All students will receive instruction in State adopted learning standards from qualified, and appropriately credentialed and assigned teachers.

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|---------------------------------------|
| <input checked="" type="checkbox"/> 1 | <input type="checkbox"/> 4 | <input checked="" 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:

- ☐ :
☐ :

Specific Annual Actions to Achieve Goal

Priority 1(Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- N.E.W. Academy of Science and Arts will hire, supervise, evaluate and retain qualified teaching staff.
- N.E.W. Academy of Science and Arts will ensure verification of proper credentials and DOJ clearance prior to start of employment.
- N.E.W. Academy of Science and Arts will actively recruit qualified teachers reflecting student ethnic demographics
- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- N.E.W. Academy of Science and Arts will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
- N.E.W. Academy of Science and Arts will review alignment of instructional materials to standards.
- N.E.W. Academy of Science and Arts will maintain an annual inventory of instructional materials and respective purchase of materials.
- N.E.W. Academy of Science and Arts budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- N.E.W. Academy of Science and Arts facilities will be maintained and cleaned by custodial staff
- N.E.W. Academy of Science and Arts will do annual and monthly facility inspections to screen for safety hazards.
- N.E.W. Academy of Science and Arts will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS.
- N.E.W. Academy of Science and Arts will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.
- N.E.W. Academy of Science and Arts will provide PD to teachers examining CAASPP/CAA, NWEA MAPs, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- N.E.W. Academy of Science and Arts will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- Instruction and curriculum will promote collaboration, creativity, communication and critical thinking.
- N.E.W. Academy of Science and Arts will provide access to computer labs to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

Priority 1 Outcome #1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of courses and Teachers at N.E.W. Academy of Science and Arts appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	94%	100%	100%	100%	100%	100%

Priority 1 Outcome #2: All N.E.W. Academy of Science and Arts students (including all statistically significant subgroups) will have access to standards-aligned materials and technology.

Metric/Method for Measuring: % of N.E.W. Academy of Science and Arts students who will have sufficient access to standards-aligned instructional materials.

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

Priority 1 Outcome #3: N.E.W. Academy of Science and Arts facilities will be maintained and cleaned through a contract with the custodial staff and include daily spot checks and maintain safe, orderly, and "good" condition facilities and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: School will continue to participate in yearly plant and facility inspection and will maintain our school in good repair and have the Property Management Facilities team use the State of California Facility Inspection Tool (F.I.T.) for the facility inspection Lists every other year and daily spot checks that are in compliance/good standing.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	≥90%	≥90%	≥90%	≥90%	≥90%	≥90%

Priority 2 Outcome #1: N.E.W. Academy of Science and Arts will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

Metric/Method for Measuring: Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

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

Priority 7 Outcome #1: All N.E.W. Academy of Science and Arts students, including all significant subgroups, will have access to a broad course of curriculum (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts) outlined in the charter petition. Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project based learning units

Metric/Method for Measuring:

Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
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All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
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LCFF STATE PRIORITIES

GOAL #2

All students will continue to meet growth targets in the CAASPP/SBAC assessment to achieve meeting the standard or exceeding the standard on benchmark and state assessments.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

Priority 4 Outcome 1 Teachers will continue to provide standards-based lessons that are aligned to the CCSS, participate in school-based, and district and statewide professional development. We will purchase needed textbooks and materials and will continue to provide instruction in visual and performing art aligned to the common core.

Priority 8 Outcome 1: Continue increased academic instructional learning time by providing before and after school tutoring, summer school and field trips. Maintain high levels of support staff to assist with Math and ELA/ELD intervention and for students with special needs. Provide incentives like competitive salaries and compensation for appropriate certification, and increase teacher retention rates. Assist teachers with the cost of securing appropriate instructional certification.

Expected Annual Measurable Outcomes

Priority 4 Outcome #1: All students will continue to meet growth targets in State SBAC assessment to achieve meeting the standard or exceeding the standard on benchmark and state assessments.

Metric/Method for Measuring: School-wide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	ELA overall (2017): 27.4% Math overall (2017): 21.91	ELA overall (2017): 27.4% +1 Math overall (2017): 21.91+1	ELA overall (2017): 27.4% + 2 Math overall (2017): 21.91% + 2	ELA overall (2017): 27.4% + 3 Math overall (2017): 21.91% + 3	ELA overall (2017): 27.4% + 4 Math overall (2017): 21.91% + 4	ELA overall (2017): 27.4% + 5 Math overall (2017): 21.91% + 5
English Learners	Currently in ELA 6% Currently in Math 6%	Currently in ELA 6% + 1 Currently in Math 6% + 1	Currently in ELA 6% + 2 Currently in Math 6% + 2	Currently in ELA 6% + 3 Currently in Math 6% + 3	Currently in ELA 6% + 4 Currently in Math 6% + 4	Currently in ELA 6% + 5 Currently in Math 6% + 5

Socioecon. Disadv. /Low Income Students	ELA overall (2017): 27.4% Math overall (2017): 21.91	ELA overall (2017): 27.4% + 1 Math overall (2017): 21.91 + 1	ELA overall (2017): 27.4% + 2 Math overall (2017): 21.91% + 2	ELA overall (2017): 27.4% + 3 Math overall (2017): 21.91% + 3	ELA overall (2017): 27.4% + 4 Math overall (2017): 21.91% + 4	ELA overall (2017): 27.4% + 5 Math overall (2017): 21.91% + 5
Foster Youth						
Students with Disabilities	Currently in ELA 8% Currently in Math 17%	Currently in ELA 8% + 1 Currently in Math 17% + 1	Currently in ELA 8% + 2 Currently in Math 17% + 2	Currently in ELA 8% + 3 Currently in Math 17% + 3	Currently in ELA 8% + 4 Currently in Math 17% + 4	Currently in ELA 8% + 5 Currently in Math 17% + 5
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	ELA (2017): 27.4% Math (2017): 21.91%	ELA overall (2017): 27.4% + 1 Math overall (2017): 21.91 + 1	ELA overall (2017): 27.4% + 2 Math overall (2017): 21.91% + 2	ELA overall (2017): 27.4% + 3 Math overall (2017): 21.91% + 3	ELA overall (2017): 27.4% + 4 Math overall (2017): 21.91% + 4	ELA overall (2017): 27.4% + 5 Math overall (2017): 21.91% + 5
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

Priority 8 Outcome #1:

N.E.W students will participate in a rigorous, high-quality curriculum that includes opportunities, and continue increased academic instructional learning time by providing before and after school tutoring, summer school and field trips. Maintain high levels of support staff to assist with Math and ELA/ELD intervention and for students with special needs.

Metric/Method for Measuring: Based on formal administrator observation using the California Standards for the Teaching Profession.

APPLICABLE STUDENT GROUPS	Baseline	2018- 2019	2019- 2020	2020- 2021	2021- 2022	2022- 2023
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES

GOAL #3

All English learners will advance 1 level on the ELPAC each year and ensure reclassification rates meet or exceed the District's reclassification rate. The school will monitor every students' academic progress and student achievement as measured by assessment data.

Related State Priorities:

☐ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☒ 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐:

Specific Annual Actions to Achieve Goal

- Continue to analyze school data by grade-level and subgroup to identify low scores and monitor student progress. Use testing data, including ELPAC scores, to effectively group students by their English language proficiency level to maximize ELD instruction and provide effective designated and integrated ELD instruction.
- Use benchmark assessments to assist in beginning, mid- year, and end of year progress to analyze strengths and weakness regarding English Language Arts and Math proficiency. Benchmarks are aligned to the Common Core State Standards. All students participate in Narrative, Informative, and Opinion writing prompt assessments. Grades 1 through 5 are assessed in running records.
- Continue providing all teachers and staff with professional development in effective teaching and integration of ELD and ELA, lesson design, strategies, and assessments. Increase the use of technology in each classroom and school. Provide opportunities for more hands-on experiences at the computer for all students, especially those in the early primary grades. Purchase additional online assessment tools to provide students with more practice with the new testing format throughout the school year. Purchase additional computers for classroom use.
- All students show progress towards meeting proficiency targets as indicated on school-wide grading rubric. Imagine Learning will provide all students with oral, listening, reading, and writing skills practice.
- The school will provide instructional resources; materials and teacher training that will facilitate CCSS mastery and inclusion of instructional shifts during instruction. NEW Academy will provide intervention pull out/push-in program. Students with academic challenges will have opportunities for before or after school tutoring. All students and families will have access to materials and instructional resources.

Priority 4 Outcome #1: All English learners will advance 1 level on the ELPAC each year.

Metric/Method for Measuring: EL student ELPAC level of growth rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	Establish Benchmark (2018-19) with new ELPAC test implementation	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District	Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District

Priority 4 Outcome #2: N.E.W. Academy of Science and Arts ensure reclassification rates meet or exceed the District's reclassification rate.

Metric/Method for Measuring: EL student reclassification rates.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	2016-17 reclassification rate 8.2%	2016-17 reclassification rate 8.2% + 1	2016-17 reclassification rate 8.2% + 2	2016-17 reclassification rate 8.2% + 3	2016-17 reclassification rate 8.2% + 4	2016-17 reclassification rate 8.2% + 5

LCFF STATE PRIORITIES

GOAL #4

All students will continue to meet growth targets in attendance to achieve 95% attendance rate. Maintain a suspension/expulsion rate of 1% or less.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Maintain a 95% or more attendance rate in order to increase ADA. We will continue monitoring student attendance and provide incentives to encourage perfect attendance. For example, recognizing students with perfect attendance awards and certificates once a month at our end of the month celebrations. Maintain low chronic absentee and tardy rate as established by School Attendance Review Team (SART) policies. Implement SART meetings at least 4 times each year to meet with families to review consequences for excessive absence and trancies.
- Establish and implement tier 1 and 2 interventions and alternatives to suspension and expulsion, and provide staff development to keep teachers informed regarding compliance issues.

Expected Annual Measurable Outcomes

Priority 5 Outcome #1: Maintain a 95% or more attendance rate

Metric/Method for Measuring: School SIS, LAUSD reports and CALPADS

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	2016-17 attendance rate 96.9%.	2016-17 attendance rate 96.9% + 1.	2016-17 attendance rate 96.9% + 2	2016-17 attendance rate 96.9% + 3.	Attendance rate 99.9%	Attendance rate 99.9%.

Expected Annual Measurable Outcomes

Priority 6 Outcome #1: Maintain a 1% suspension and expulsion rate or less.

Metric/Method for Measuring: LAUSD and CALPADS reporting by charter.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Maintain a 0% suspension and expulsion rate.	Maintain a 0% suspension and expulsion rate.	Maintain a 0% suspension and expulsion rate.	Maintain a 0% suspension and expulsion rate.	Maintain a 0% suspension and expulsion rate.	Maintain a 0% suspension and expulsion rate.

LCFF STATE PRIORITIES

GOAL #5

The Charter School will better serve students and families and strengthen parent involvement and participation.

Related State Priorities:

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

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Implement yearly parent involvement policy and monitor using Title 1 Parent Survey and Language Academy Survey and Parent attendance lists, according to the ESEA Act. Continue increasing parent involvement in School Site Council (SSC), English Language Learner Advisory Committee (ELAC), and Coffee with the Principal, ESL parent classes, and Parent/Teacher Conferences. Provide additional community resources for our families as needed through our Parent Center.
- Collect increased number of Parent/Pupil/Teacher surveys on Safety and School Culture as required by CDE Dashboard as measured by return rates. Make PIP part of Parent/Student Handbook and present during selected meetings.
- Use Parent Square announcements and calls and weekly newsletter to communicate to parents on school activities

Outcome #1 (goal 3): The Charter School will better serve students and families and strengthen parent involvement and participation.

Metric/Method for Measuring: % of parents will participate in at least two school events annually and 80% of parents will attend at least one parent-teacher conference

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	75% of parents in 2016-17 attended ≥ 2 events; 80% of parents attended parent-teacher conference	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance ($\geq 80\%$)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance ($\geq 80\%$)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance ($\geq 80\%$)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance ($\geq 80\%$)	Increase parent participation rate in school events annually (target estimated at 2-3% annually); continue to maintain high parent-teacher conference attendance ($\geq 80\%$)

How Goals Enable Students

NASA's goals enable students to become and remain self-motivated, competent and life-long learners by helping them acquire and apply core knowledge and critical thinking skill sets that are essential in an information age. Students will also demonstrate innovation, and flexibility when partnering with business and community members to advance common goals. They will make decisions and solve problems ethically and collaboratively. Students will use technology to gather, analyze, and synthesize information for application in a global economy. They will exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons. Finally, they will display leadership skills that inspire others to achieve, serve, and work together.

All our staff, parents, community, and visitors enjoy our school environment and atmosphere based on annual parent surveys including the Student School Climate Survey and the Title I Parent Survey. They claim they feel safe, cared for, and loved at the Charter School. We constantly strive for 100% parent participation in all of our activities, meetings, and conferences.

We have well qualified staff members that have committed their careers to NASA and many have been here since the Charter School began. 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 of Science and Arts community help to keep the school clean and safe.

Instructional Design

At NASA 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, NASA 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 achieve academic achievement through in-depth investigation, rigorous thought, and meaningful connections.

NASA 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 (CCSS) in English Language Arts and Math. 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.

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/Ven 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

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

NASA's vision is that all students will be socially, linguistically, and academically accomplished to become responsible, multilingual global citizens. The 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 based on analysis of state mandated and charter adopted assessments (please see page 36 of EL Master Plan).
- 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 NASA 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.

The NEW Language Academy implements a Dual Language program with designated content areas delivered in English and Spanish throughout the instructional day. Beginning in Transitional Kindergarten/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 (included elsewhere in the petition). 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. Please refer to Language Academy Program Design Matrix in previous Language Academy section.

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 Common Core State Standards (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 leaders, parents, and community members.

N.E.W. Academy of Science and Arts practices the following research-based best practices:

- Family-Community-School Partnerships: NASA actively engages families and the community in the life of the school. Students are engaged and encouraged to participate in service to the community. Some of the partnerships are listed below under "Successes and Accomplishments" (Innovative practice)
- Technology Integration: By implementing technology in our curriculum, students learn computer skills while pursuing academic goals. Students have access to working computers and technology.
- Small Learning Communities: Students are given the opportunity to work in small cohort groups throughout their years at the Charter School, thereby increasing teacher-student interaction, support and monitoring.
- Interdisciplinary, Project-Based Curriculum: Students understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Many teachers engage students by organizing curricula around central ideas, building on students' prior knowledge, connecting learning to students' lives, and clearly addressing learning expectations.
- Culturally-Relevant Instruction: Latino American/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. Further providing students with classical writings by providing a variety of opportunities.
- Language Academy: A dual language style program with 2 cohorts per grade level. NASA works with Loyola Marymount University Los Angeles, in developing this program. The goal of the

Language Academy 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. (Innovative practice)

- Research-based Practices: N.E.W. Academy of Science and Arts uses curriculum and instructional strategies founded on proven effective best practices. Professional development includes teacher, staff and parent coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction 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, Benchmark Advanced/Adelante with ELD, California My Math (Houghton Mifflin), Science California (Houghton Mifflin), and an authentic Bilingual/Bi-literate program that strongly support all student in mastering the learning of English (Language Academy). Along with the curriculum all grades participate in service learning and other initiatives that support student learning.
- NASA implements the Character Counts! Frameworks across our Charter School and curriculum to help students develop good character in accordance with the program's Six Pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship. Students are recognized monthly in an assembly for Star of the Month and exhibiting the Pillar of the month in their classrooms.

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.

Some research related to English Learners is:

Saunders W., & Goldenberg, C. (2010) Research to Guide English Language Development Instruction. From Improving education for English learners: research based approaches (pp. 21-82) Sacramento: California Department of Education

Cadiero-Kaplan, K., Lavadenz, M. & Armas, E. (2012) Essential Elements of Effective Practices for Teachers of English Learners: Policy Brief, Californian's Together: CA.

Chang, J. (2003). Strategies for effective two-way immersion (TWI) programs: A Chinese American perspective. *NABE News*(6), 28- 31.

Facella, M., Rampino, K., & Shea, E. K. (2005). Effective teaching strategies for English language learners. *Bilingual Research Journal*, 29(1), 209-221.

Lavadenz, M., & Armas, E. (2008). Differentiation instruction for English learners. *California English*, 13(4), 16-20.

Baker, P. B., & Digiovanni, L. W. (2005). Narratives on culturally relevant pedagogy: Personal responses to the standardized curriculum [Electronic Version]. *Current Issues in Education*, 8. Retrieved December 12, 2013

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 district-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 district-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.

On an annual basis, NEW Academy 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

NASA's curriculum for each core subject area is aligned with the State Content Standards, which include the Common Core State Standards, Next Generation Science Standards, History-Social Science Content Standards, and English Language Development Standards. These State Standards provide a basic framework for instruction at N.E.W. Academy of Science and Arts Standards-based core subject class include: Language Arts, Math, Science, and Social Studies. From this baseline, students expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. 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.

Our Curriculum Committee assists Charter School administration with monitoring our core instructional materials to provide the most effective curriculum for ELA, SLA, ELD, and Math, Science, etc.

Key features of the educational program include:

SUBJECT	CURRICULUM	PROGRAM DETAILS
English Language Arts/Spanish Language Arts (core)	NASA Adopted Benchmark Advanced/Adelante Curriculum	The program is a parallel English and Spanish Reading Language Arts Program aligned to the CCSS. Delivered in English or Spanish per Language Academy and grade
English Language Development (core)	Benchmark ELD	Use both designated and integrated ELD. Some Designated ELD grouping is managed in a team-teaching manner by some grade level classrooms. That is, different groups go to different teachers during designated ELD
Mathematics (core)	McGraw-Hill My Math	Aligned to the CCSS. Teachers use manipulatives. Program has teachers utilize manipulatives. This curricular area enhanced with PD on strategies to address coherence and rigor. Delivered in English or Spanish for the Language Academy (see Language Academy Matrix)
History-Social Science (core)	Embedded with Benchmark/Adelante ELA Program	Additional Curricular support from California Vistas McMillan: McGraw Hill and teacher created units
Science (core)	McGraw Hill Science and FOSS kits	NASA is transitioning into the NGSS. Teachers use NGSS standards. Teachers use for lesson Planning. Participated in State rollouts. Will continue to train in delivery of NGSS.
Art (Visual and Performing as well as music) (core)	Partnership with Artists in the Classroom (AIC) through Angels Gate Cultural Center in San Pedro	Artist residencies in various Art disciplines including Visual Arts, Dance, Music, and Creative Writing/Poetry. Teachers also create standards based lessons that compliment AIC Artists lessons.

Technology and Integration of Technology is presented in the Technology section below.

All teachers provide and students receive 200 minutes of physical education instruction every 10 days, meeting or exceeding the minimum requirement stated in § 51210(g) of the Education Code. Physical Education at NASA focuses on healthy exercise habits, physical activities through game, calisthenics. Teachers also work on developing teamwork and cooperation and sportsmanship. NASA also provides afterschool sports clubs like, running, soccer, music and dance.

As mentioned and detailed earlier NASA practices research-based best practice (and innovative curricular components). For details see section on Community need for a Charter School beginning on page 9, and

section titled N.E.W. Academy of Science and Arts Charter School practices the following research-based best practices on page 49.

NASA also uses a Multi-Tiered System of Supports (MTSS). On a systems level, NEW Academy employs the use of Multi-Tiered System of Supports (MTSS) to ensure that all students have equitable access and opportunities to achieve the Common Core State Standards (CCSS). The California Department of Education defines MTSS as “an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.”¹

MTSS is inclusive of Response to Intervention (RtI²) processes, but has a broader, system-wide focus that includes aligning a systems initiative, supports and resources. A more detailed explanation is found in the section on instructional methodologies and in the section of the NASA EL Plan. However, it should be stated that NASA utilizes the following:

- Student Support and Progress (SSPT) that consists of the Resource Specialist Teacher, The Resource Teacher, the Assistant Principal, and classroom teacher. The team works with teacher and parent referrals and meets weekly.
- Tutoring before and after school is provided to students with academic needs (Tier 2)
- All Classrooms have access to an Instructional Aid for work with small group and 1:1
- NASA employs a resource teacher that works with tier 2 students in ELA and Math.

Instructional Methods and Strategies

N.E.W. Academy of Science and Arts 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 the California Assessment of Student Performance and Progress targets.

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). N.E.W. Academy of Science and Arts also has found the use of these instructional practices to be effective for student academic achievement. Some of these include:

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Nonlinguistic representations
5. Cooperative learning

¹ California Department of Education (2016). *Definition of Multi-Tiered System of Supports* retrieved from CDE website on November 30, 2016 - <http://www.cde.ca.gov/ci/cr/ri/mtsscomprti2.asp>.

6. Setting objectives and providing feedback
7. Generating and testing hypotheses
8. Cues, questions, and advance organizers

NASA encourages a student-centered methodology in teaching. Here the teacher assumes the role of facilitator or coach. This type of approach lends itself to inquiry based learning as well as cooperative learning. We hope for peer to peer interactions during lessons.

We also encourage use of all technologies in the classroom. Teachers use computers, tablets, projectors and other technology to facilitate or assist in lessons

Differentiated instruction allows students multiple pathways to gain mastery of information and learning, supporting both low and high-performing students.

In a typical classroom, visitors, will see students working in lability or collaborative groups actively engaged in culturally relevant project-based learning. While in their groups students utilize Thinking Maps to help them to think critically across all subject areas and to complete all their standards based tasks and assessments. Teachers are facilitators and encourage peer to peer interactions.

In addition, teachers use a variety of strategies, including but not limited to the following:

- Small group instruction
- Centers
- Cooperative Groups
- KWL charts
- Think Pair Share

Instructional Methodologies and Curriculum

Our program goal is to:

- Centralize, implemented programs schoolwide, including the ELD, ELA, and Math curriculum, differentiate and scaffold learning, include supplemental materials at the right levels for ELs and diverse students, as well as, providing intervention that is data driven.
- Increase vertical articulation opportunities with staff for ongoing schoolwide data analysis and the facilitation of best practices across grade-levels.
- Develop and structure ELD instruction to provide maximum effectiveness to the various levels. This will include moving students during the day to most appropriate setting and grouping, providing for small group instruction where more than two levels are present in a particular setting.

Additionally, our Language Academy is designed to assist our student population, where the majority are from homes where English is not the primary language. Our goal is to provide core instruction in both English and Spanish to facilitate proficiency in both. (Pathways to Biliteracy)

All classes provide integrated and designated ELD instruction using the new ELD standards. As included in the EL Master Plan, classes provide up to 45 minutes daily designated ELD instruction. Integrated ELD instruction is daily throughout instruction when appropriate. This instruction is aligned to the ELA Common

Core State Standards. Our reclassification criteria, which includes assessment data such as the ELPAC, helps to monitor the progress of our ELs.

These data are analyzed by school administration, teachers, parents, and the governing board to drive instruction and help establish common goals in facilitating progress for all students.

Consultants and coaches from CEEL, as well as other outside agencies, provide professional development for effective implementation of the ELA/ELD and Math CCSS. Teachers continue to receive extensive training on Depth of Knowledge (DOK) and critical thinking strategies.

Our ELA/Spanish Language Arts and ELD text, *Benchmark (ADVANCE/ADELANTE)* is a parallel English and Spanish Reading Language Arts Program helps our students take ownership of their learning and includes the use of technology to integrate ELD with the core curriculum.

We found that building capacity in the area of English Language Development was important given what SBAC and reclassification English Learner data was showing.

NASA purchased Benchmark Advanced/Adelante for use this year. *Benchmark (ADVANCE/ADELANTE)* is NASA's ELA/Spanish Language Arts and ELD text. It is a parallel English and Spanish Reading Language Arts Program. It also includes the use of technology to integrate ELD with the core curriculum.

Our expectation is that learning will improve and be reflected in assessments as teachers become more familiar with the new program and its approaches to Language Arts.

The program comes with an English Language Development (ELD) component. The program is new to the school and we are becoming more familiar with effective implementation. We have also utilized some computer programs that would enhance and supplement our program. One is Imagine Learning, a software program for English language learners and struggling readers. The other program we had used with 3rd-5th grade and expanded to 2nd grade is Accelerated Reader. In this computer program students read books at their level and are assessed in comprehension.

Our Math program is aligned to the Math CCSS. It is Houghton Mifflin 'My Math'.

In addition to intervention, which includes before and after school tutoring, and our STEM Summer Program, we are also developing a plan to support students in a broader way. Using the *Multitier Systems of Supports*, we seek to help struggling students with both academic and behavioral deficits. This approach includes:

- Targeted intervention for at-risk students
- Support for Self-Management Learners, Advanced Learners, and English Language Learners
- Increased intensity based on the individual need
- Frequent monitoring to inform decision making
- And Alternatives to Suspension
- Hired an Intervention teacher for push-in and pull-out Tier 2 and 3 work

Ensuring Student Mastery of CCSS, NGSS, and ELD standards with NASA Instructional Materials and Curriculum

NASA will ensure mastery of the CCSS, NGSS, and ELD standards using these instructional methodologies and curriculum, including our instructional materials. Our instructional materials are approved and vetted by the State of California. Our ELA and Math programs were created with the CCSS in mind. Our teachers have been trained in the use of all materials we adopt to ensure mastery by students of all standards. Staff has received training in the ELD standards by the Center for Equity of English Learners (CEEL) from Loyola Marymount University. As outlined in Element 1 we have implemented data analysis and assessment to identify needs of students as well as built capacity on a variety of strategies staff can use to ensure mastery of all standards.

Technology Integration

N.E.W. Academy of Science and Arts supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into an effective, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate internet search results; as well as, how to communicate deep understanding using software applications and multimedia technology. Technology-savvy teachers are recruited to teach at NASA. All the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility.

By integrating technology with project-based learning, students have learned realistic and effective ways to enhance their own education; such as, online research or more diverse ways to communicate with teachers and mentors. Technology has helped students understand appropriate grade-level scientific and mathematic concepts, collaboration with fellow students, and has helped to improve basic skills at their own pace. Technology enhances student learning by providing a multimedia-learning environment that caters to the students' different learning styles.

Among the technology access, equipment and support for classrooms are as follows:

- Key technology applications have been integrated into every classroom, and students are proficient in basic Microsoft Office applications, graphic design tools, and a variety of web search tools. Future instruction will focus on web design and other advanced applications such as Power Point, Google Chrome software, i.e.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The Charter School has a fully functioning computer lab and technology classes available to all students.

We have online platforms for teachers that include:

- Online curricular programs aligned to Benchmark Advanced/Adelante
- Online curricular program aligned to My Math (McGraw-Hill)
- Accelerated Reader (AR), a computerized reading program (used by 2nd-5th grade) that tests reading comprehension and reading level. The program tracks student progress.
- Imagine Learning is strategic research based computerized program that creates individualized learning programs in Reading and English Language Development. It assesses progress of students.

- Brain Pop is an educational platform that covers subjects such as Science, Social Studies, math, engineering, arts, etc. Videos and materials are designed to help students in these areas.
- Reading AZ is an educational platform for ELA/SLA.
- NASA also utilizes Student Information Systems such as Power School and Parent Square.

Classrooms at NASA are learning laboratories where ideas are embraced and students are supported. Students form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion is emphasized throughout this process and modeled by teachers and administrators.

Technology Plan

NASA has created a technology plan that has been evaluated and updated by a committee consisting of members of the administration, technology support, and teachers. It was important to have every classroom teacher understand the plan and be involved in some aspect of the review and development process. This process included teachers who met in cross-grade level groups to discuss the creation and development of technology goals and which goals would be implemented in the future. NASA has hired an IT consultant who provides insight on technology issues. Parents were also included in providing feedback regarding technology in the home. Parents and community members were invited to a Board meeting in which information about the technology plan was reviewed. Additionally, feedback was provided by teachers and staff. Charter School administration finalized the plan for implementation and on-going monitoring. Charter School administration are in charge of assessing the implementation. Grade level meeting time, as well as staff meetings will be used for the teachers to provide additional feedback and help monitor the implementation process. Parents and community members will also be asked to provide feedback during parent committee meetings, Board meetings, and through surveys.

In an effort to ensure that students are prepared to take computer based state standards assessments, NASA is providing practice time on interim assessments, increased computer lab time throughout the day, including the creation of an additional computer labs as will be mentioned next. Professional development for teachers has been provided in the area of online assessments.

N.E.W. Academy of Science and Arts holds the vision that all students can and will achieve. Ensuring appropriate access to technology is a fundamental aspect of the vision as well as ensuring that all students have equal opportunities. To make technology accessible to all students, we have established a computer lab at 2 of the 4 school sites. We have a cart that holds 25 laptops for our TK/K and 1st grade level students. Each lab consists of 25 computers.

NASA teachers and staff will be required to complete a survey to gather information on how technology is used in the classroom and how they would rate their proficiency in various technological skills. Skills survey will include:

- Gen. Comp. Knowledge
- Internet Skills
- Email
- Word Processing
- Presentation Software
- Spreadsheets
- Web Development

NASA has developed a computer lab for all its campuses. Teachers utilize the labs on a weekly basis for educational activities and for assessment. We have a computer lab schedule for each campus. Teachers may practice for CAASPP, or utilize any of our online platforms.

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 Program

N.E.W. Academy of Science and Arts believes that it is important to assist with the transition from preschool to kindergarten. NASA provides an orientation for all incoming kindergarten students 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 the Head Start program in the adjoining community center come on a tour of the kindergarten and 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

A child is eligible for transitional kindergarten if a child will have his or her fifth birthday between September 2 - December 2 of each year (inclusive). Also, a child is eligible for expanded transitional kindergarten if a child will have his or her fifth birthday after December 2 but before the last day of school, along with other requirements as set forth in Education Code Section 48000(c)(3)(B).

The TK program provides students 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. Children who meet the age eligibility for kindergarten may be enrolled in the TK program upon parent request.

The TK Program is conducted in combined classrooms with our Kindergarten students. The TK curriculum includes the California Preschool Learning Foundations developed by the California Department of Education, as well as the same curriculum as our Kindergarten program. Curriculum pacing and instructional delivery is monitored through the use of data to ensure TK students are able to master content before moving on in an age-appropriate way. Throughout our TK/K classrooms – particularly in recognition of the fact that

most of our students have not attended high-quality preschools before enrolling at NASA – we incorporate a variety of early childhood development practices regarding language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by NASA, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

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.

ACADEMIC CALENDAR AND SCHEDULES

N.E.W. Academy of Science and Arts has a longer school day than traditional public schools in order to allow for more time for learning and community activities. The Charter School has 180 instructional days. The administrators and Board of Directors determine specific calendar dates and hours on an annual basis. A complete school calendar for 2018-19 is below:

N.E.W. ACADEMY OF SCIENCE AND ARTS 2018-2019



August 2018						
Su	M	Tu	W	Th	F	Sa
			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	

6-14 Pre Year PD/Class prep.
15 First Day of School
20-24 ELPAC testing window
30 Min. Day/Awards Assembly
31 Labor Day Holiday

November 2018						
Su	M	Tu	W	Th	F	Sa
				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	

9 Veterans Day Holiday
16 End of 1st Trimester/ Min. Day
19-23 Thanksgiving Break
30 Min. Min. Day/Awards Assembly

February 2019						
Su	M	Tu	W	Th	F	Sa
					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		

7-8 Parent conference (all)/Min. Day
15 Minimum Day
18 Presidents' Day
28 Min. Day/Awards Assembly

May 2019						
Su	M	Tu	W	Th	F	Sa
			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	

1-17 CAASPP &
K-2 Benchmark Assess.
24 Min. Day
27 Memorial Day Holiday
31 Min. Day/Awards Assembly

September 2018						
Su	M	Tu	W	Th	F	Sa
						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 Holiday
10-21 BOY testing window
28 Min. Day/End of the Month

December 2018						
Su	M	Tu	W	Th	F	Sa
						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 Min. Day/Awards Assembly
17-31 Winter Break

October 2018						
Su	M	Tu	W	Th	F	Sa
	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			

4-5 Parent conf. (all parents)/Min. Day
31 Min. Day/End of the Month

January 2019						
Su	M	Tu	W	Th	F	Sa
		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
14 M. L. King Day Holiday
16-30 MOY Testing Window
31 Min. Day/Awards Assembly

March 2019						
Su	M	Tu	W	Th	F	Sa
					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						

8 End 2nd Trimester
22 Min. Day/Awards Assembly
25-29 Spring Break

April 2019						
Su	M	Tu	W	Th	F	Sa
	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				

1 Spring Break
15-26 EOY 3-5 Benchmark Assess.
30 Min. Day/Awards Assembly

KEY/CLAVE
 Begin/End of School Year
 School Closed/Holiday
 Parent/Teacher Conf
 Teachers Report (pupil free)
 End of Trimester
 Half day
 CDE Testing
 BOY/EOY testing

6 End of GP (Progress Report)
6 Minimum Day/Last Day of School

Approximate Daily 50-60 min.
Minimum Weekly:
Lang. Arts Science
120-150 min. 90-180 min.
Math Art
60-120 min.

DAILY SCHEDULES

Transitional Kindergarten Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:45	Morning Meeting: Attendance, Calendar, Weather, Math, Songs				
8:45-9:30	SLA: Spanish Lang. Arts				
9:30-9:50	Recess Break				
9:50-10:20	SLA: Spanish Lang. Arts/Writing				
10:20-11:10	Math				
11:30-12:10	LUNCH/RECESS				
12:10-12:30	S.S.R.: Sustained Silent Reading				
12:30-1:10	Art*	P.E.*	Social Studies*	Science*	P.E.*
1:10-1:50	E.L.D.: English Language Development/All non-EL's work on Reading foundational and/or comprehension and writing				
1:50-2:30	Science*	dismissal 2:05 Staff PD or Collaboration	P.E.*	Art*	Science*
2:30-2:45	Debrief, Clean up & dismissal 345 instructional minutes				
* With Integrated ELD (English Language Development) SCI=Science WTG=Writing ELA= English Language Arts					

Kindergarten Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:30	Morning Meeting: Attendance, Calendar, Weather, Math				
8:30-9:30	SLA: Spanish Lang. Arts				
9:30-9:50	Recess/Nutrition				
9:50-10:30	SLA: Spanish Lang. Arts				
10:30-11:30	Art*	P.E.*	Soc. Stud.	Science*	P.E.*
11:30-12:10	LUNCH/RECESS				
12:10-12:30	S.S.R.: Sustained Silent Reading				
12:30-1:15	MATH				
1:15-1:45	E.L.D.: English Language Development/All non-EL's work on Reading foundational skills and/or comprehension and writing				
1:45-2:30	Science*	Dismissal 2:05 Staff PD or Collaboration	Art*	Art*	Science*
2:30-2:45	Debrief, Clean up & dismissal 345 instructional minutes				
* With Integrated ELD (English Language Development) SCI=Science WTG=Writing ELA= English Language Arts					

1st Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Morning Meeting: Attendance, Calendar, Weather				
8:10-9:30	SLA: Spanish Lang. Arts English Cohort: ELA English Lang. Arts *				
9:30-9:50	Recess/Nutrition				
9:50-11:30	SLA: Spanish Lang. Arts (Includes Writing) English Cohort: ELA English Lang. Arts *				
11:30-12:10	LUNCH/RECESS				
12:10-1:10	MATH: (Spanish-Language Academy) MATH: (English Cohort)				
1:10-1:50	E.L.D.: English Language Development/All non-EL's work on Reading foundational skills and/or comprehension and writing				
1:50-2:30	Science *	dismissal 2:05 Staff PD or Collaboration	Soc. Stud. *	Art *	Science *
2:40-3:00	P.E.		P.E.	P.E.	P.E.
3:00-3:05	Debrief, Clean up & dismissal 365 instructional minutes				
* With Integrated ELD (English Language Development) SCI=Science WTG=Writing ELA= English Language Arts					

2nd Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Morning Meeting: Attendance, Calendar, Weather				
8:15-9:30	MATH*				
9:30-9:50	Recess/Nutrition				
9:50-10:35	E.L.D.: English Language Development/All non-EL's work on Reading foundational skills and/or comprehension and writing				
10:35-11:30	ELA: English Language Arts (Dual Language Program) English Cohort: Writing*				
11:30-12:10	LUNCH/RECESS				
12:10-2:00	SLA: Spanish Lang. Arts (Includes Writing) English Cohort: Science*				
1:00-2:00	English Cohort: ELA English Lang. Arts *				
2:00-2:40	Science *	Dismissal 2:05	Social Studies*	Science*	Art*
2:40-3:00	P.E.	Staff PD or Collaboration	P.E.	P.E.	P.E.
2:15-3:00	Science*		Social Studies*	Science*	Art*
3:00-3:05	Debrief, Clean up & dismissal 365 instructional minutes				
* With Integrated ELD (English Language Development) SCI=Science WTG=Writing ELA= English Language Arts					

3rd Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Morning Meeting: Attendance, Calendar, Weather				
8:00-8:30	Journal	P.E.	Journal	P.E.	P.E.
8:30-9:30	ELA: English Language Arts				
9:30-9:50	Recess/Nutrition				
9:50-10:30	Science*	ELD: English Language Development//All non-EL's work on Reading foundational and/or comprehension and writing		Social Studies*	Science* Writing
10:30-11:30	SLA: Spanish Language Arts (Dual Cohort) ELA: English Language Arts (English Cohort)				
11:30-12:10	LUNCH/RECESS				
12:10-12:30	Read Aloud/S.S.R.				
12:30-1:10	SLA: Writing (Dual Program) ELA: Writing (English Cohort)				
1:10-2:10	MATH*				
2:10-3:00	ELD: English Language Development//All non-EL's work on Reading comprehension and writing		Dismissal 2:05 Staff PD or Collaboration	ELD English Language/ Development/ All non-EL's work on Reading comprehension and writing	
3:00-3:05	Debrief, Clean up & dismissal 365 instructional minutes				
* With Integrated ELD (English Language Development)					

4th Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Morning Business				
8:05-9:10	Math*				
	Math Continues English Cohort				
9:10-9:50	Art*	Science*	Social Studies*	Science*	Social Studies
9:50-10:10	Recess/Nutrition				
10:10-12:00	SLA: Spanish Language Arts (Dual Program) ELA: English Language Arts (English Cohort)				
11:50-12:30	LUNCH/RECESS				
12:30-1:15	ELD: English Language Development/ All non-EL's work on Reading comprehension and writing				
1:15-2:00	ELA: English Language Arts (Dual Cohort) Accelerated Reader & Writing (English Cohort)				
2:00-2:40	Science*	Dismissal 2:05 Staff PD or Collaboration	Science*	Social Studies	Art
2:40-3:00	P.E.				
3:00-3:05	Debrief, Clean up & dismissal 365 instructional minutes				
* With Integrated ELD (English Language Development) SCI=Science WTG=Writing ELA= English Language Arts WTG WKSHP=Writer's Workshop					

5th Grade Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 -8:30	Morning Business & Journal				
8:30-9:50	Math*				
10:10-10:30	Recess/Nutrition				
10:30-11:25	ELA: English Language Arts (Both Cohorts)				
11:25-12:10	ELD: English Language Development/ All non-EL's work on Reading comprehension and writing				
12:10-12:50	LUNCH/RECESS				
12:10-1:30	Accelerated Reader & Writing (English Cohort) SLA: Spanish Language Arts (Spanish Cohort)				
1:30-2:30	Science	P.E. (1:25-2:05)	Science	Social Studies	Art
2:30-3:00	P.E.	Dismissal 2:05 Staff PD or Collaboration	P.E.	P.E.	
3:00-3:05	Debrief, Clean up & dismissal 365 instructional minutes				
* With Integrated ELD (English Language Development) SCI=Science WTG=Writing ELA= English Language Arts WTG WKSHP=Writer's Workshop					

Instructional Days and Minutes Calculator Table

Grades	Grades Offered	Number of Regular Days	Number of Instructional Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instructional Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instructional Minutes Per Minimum Day	Number of [Other] Days	Number of Instructional Minutes Per [Other] Day	Total Number of Instructional Days	Minutes Required Per State Law	Total Number of Instructional Minutes	Number of Instructional Minutes Above / Below
TK/K	Yes	127	345	36	305	17	220			180	36000	58535	22535
1	Yes	127	365	36	305	17	220			180	50400	61075	10675
2	Yes	127	365	36	305	17	220			180	50400	61075	10675
3	Yes	127	365	36	305	17	220			180	50400	61075	10675
4	Yes	127	365	36	305	17	220			180	54000	61075	7075
5	Yes	127	365	36	305	17	220			180	54000	61075	7075
6	No									0	54000	0	####
7	No									0	54000	0	####
8	No									0	54000	0	####
9	No									0	64800	0	####
10	No									0	64800	0	####
11	No									0	64800	0	####
12	No									0	64800	0	####

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.

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 of Science and Arts educational program. We also seek applicants through websites, conferences, districts, recruitment agencies, and recommendations. We also 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 of Science and Arts Charter School 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. N.E.W. Academy of Science and Arts 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.

N.E.W. Academy of Science and Arts is committed to supporting its staff and teachers by providing ongoing opportunities for professional growth and development. N.E.W. Academy of Science and Arts believes that one of the best methods for professional development consists of learning from others facing similar situations. N.E.W. Academy of Science and Arts 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 NASA staff or other teachers throughout the year. N.E.W. Academy of Science and Arts 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.

NASA 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. N.E.W. Academy of Science and Arts 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.

N.E.W. Academy of Science and Arts 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 Design

Teachers are provided with professional development that revolves around narrow, single topics such as classroom management, assessment, or differentiating instruction. N.E.W. Academy of Science and Arts supports research-based findings that a process-oriented approach to professional development in which participants learns 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 NASA'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
- Dibels
- LAS Links
- CCSS
- Computer adaptive assessments
- BCLAD/BASP Certification
- Digital Library Training
- STEM (STEAM) Curriculum/3D Printer

Training Outcomes

Professional development of the faculty and staff is of primary importance to the Charter School community. As the Charter School, has progressed, student learning needs have been primarily addressed through the faculty meetings, leadership meetings, setting of goals, benchmarks, and assessments of student achievement data. NASA recognizes the Charter School staff as a professional learning community and believes that strategic planning includes allocation of sufficient funds to ensure ongoing professional development.

N.E.W. Academy of Science and Arts uses professional development time to assist teachers accentuate key concepts schoolwide, make cross-curricular connections, coordinate units, and integrate content areas. The Charter School ensures that teachers of related subjects (i.e. science and mathematics) meet for common planning time during the week. This time is built into teacher's schedules as part of the school day. This time is used to plan strategically and build units around big ideas or knowledge networks. This time has also been used to establish and implement writing rubrics and other instructional tools or strategies.

The sessions listed below are pre-service training opportunities for teachers. Teachers are provided ongoing monthly coaching and support visits, along with office hours to provide teachers with continuous feedback about their instructional practice. These coaching sessions allow teachers to reflect and adapt strategies to better meet the needs of their students to impact greater academic achievement gains on periodic assessments and ultimately the CAASPP.

NEW Academy of Science and Arts

PRE-WEEK PD:

DATE	NAME	TOPIC
08.07.17	All Staff Meeting	New Economics for Women (NEW), NASA, NACP, New Capital Beginning of the Year Meeting
08.06.18	LACOE STEM Unit (Anthony Quan)	Teaching Math to English Learners Grades 3-5
08.07.18	All Staff Meeting	<ul style="list-style-type: none"> Employee Handbook Sexual Harassment & Child Abuse Reporting CPR Training Health Insurance Information
08.08.18	All Staff Meeting Teachers & Instructional Aides (ELPAC)	<ul style="list-style-type: none"> Emergency Procedures Epi Pen Training Blood Borne Pathogen Training ELPAC Training
08.09.18	Language Academy & LMU CEEL All Staff CEEL's Dr. O'Brien & Enlite IT	<ul style="list-style-type: none"> ELD Coaching Meeting (2n-4th Grade) Technology & Online Platforms Review Training
08.10.18	LACOE STEM Unit (Anthony Quan)	Teaching Math to English Learners Grades TK-2
08.14.18	Staff and RST	Special Education PD (IEPs, Accommodations, UDL, etc.)

TEACHER COLLABORATION AND P.D. SCHEDULE

WEEK		NAME	TOPIC
08.06.18	Pre-Week PD*	various	See table above for all topics
08.21.18	Collaboration	Lead Teacher	Grade Level Items
08.28.18	PD	Principal/Assistant Principal	Formative/Summative Assess. (Benchmark/CAASPP)
08.30.18	EOTM**	Principal/Assistant Principal	Data Analysis & Center for Perform. Assessment Protocols
09.04.18	PD	Principal/Assistant Principal	Annual Performance Evaluations
09.11.18	Collaboration	Lead Teacher	EOY:17/18 Grade Level Data Analysis
09.18.17	Collaboration	Lead Teacher	BOY: 18/19 Grade Level Data Analysis (begin)
09.25.18	Collaboration	Lead Teacher	Center for Performance Assess. Protocols BOY Data Analysis
09.28.18	EOTM MIN. DAY MTG	Staff	Grade Levels Present their Data Analysis findings & goals to Staff using Performance Assessment Protocols template
10.02.18	Collaboration	Grade Level	Mid-Trimester (Interim) Reports for Conferences next week
10.09.18	PD	Principal/Teacher	Data Archiving & Grading Sched. /Data Board & Creating Charts
10.16.18	Collaboration	Lead Teachers	Internal Data Management & Data Binders
10.23.18	PD	Principal/Assistant Principal	Data Analysis/ Report Card Rubric/Classroom Data/ELD
10.30.18	Collaboration	Lead Teacher	
11.05.18	PD	CEEL	New English Learner Master Plan review (part 1)

11.12.18	PD	Principal/Assistant Principal	CSD Oversight Visit Items
11.16.18	MIN. DAY MTG PD	CEEL	New English Learner Master Plan review (part 2)/Report Cards
11.27.18	Collaboration	Teachers	1 st Trimester Report Cards/Conference planning
11.30.18	EOTM MIN. DAY MTG	Principal/Curr. Comm.	Oversight Debrief/ Intro NGSS
12.04.18	PD	Teacher	Ortega: With Diff. Eyes Conference (share)
12.11.18	Collaboration	Lead teacher	2 nd Running Records grade level data analysis
12.14.18	EOTM MIN. DAY MTG		
01.08.19	PD	Principal/Assistant Principal	Charter Renewal Update/Digital Library
01.15.19	Collaboration	Lead Teacher	Grade Level Planning
01.22.19	PD	Teachers	Spanish Literature/Thematic Planning
01.29.19	Collaboration	Lead Teachers	MOY: 17/18 Grade Level Data Analysis (begin)
01.31.19	EOTM MIN. DAY MTG	Teachers	F & P Running Records Analysis Wk. 18/ Parent Conferences
02.05.19	PD	Principal/Assistant Principal	CAASPP
02.12.19	Collaboration	Lead Teachers	Center for Performance Assess. Protocols MOY Data Analysis
02.19.19	PD	Assistant Principal/Resource Teacher	ELPAC Staff Training P.1
02.26.19	Collaboration	Lead Teachers	Prepare ELPAC schedules/Data Analysis
02.28.19	EOTM MIN. DAY MTG	Assistant Principal/Resource Teacher	ELPAC Staff Training P.2
03.05.19	PD	Curr. Committee	NGSS
03.12.19	Collaboration	Lead Teachers	Vertical Planning
03.19.19	PD	Curr. Committee	Social Studies
03.22.19	EOTM MIN. DAY MTG	Lead Teachers	F & P Running Records Analysis Week 24
04.02.19	Collaboration	Teachers	EOY assessment prep & planning
04.09.19	PD	CABE Participants	CABE Conference Presentation
04.16.19	Collaboration	Staff	Soy Bilingüe Festival Preparations
04.23.19	PD	Principal/Assistant Principal	LCAP
04.30.19	EOTM MIN. DAY MTG	Curr. Committee	Science Fair/Art Fair
05.07.19	Collaboration	Teachers	Vertical Articulation
05.14.19	PD	Principal/Teachers	Teacher Presentations (conferences)
05.21.19	Collaboration	Lead Teachers	F & P Running Records Analysis Week 30
05.24.19	PD	School Administration	End of Year Items
05.28.19	Collaboration	Teachers	Cumulative Records/Report Cards/Articulation Cards
05.31.19	MIN. DAY MTG	Principal/Teachers	EOY Data Analysis: Center for Performance Assess. Protocols
06.04.19	EOTM MIN. DAY MTG	Staff	End of Year Awards & Celebration

*PD=Professional Development

**EOTM: End of the Month/12 pm dismissal

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.

NASA 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 of Science and Arts 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 EL Coordinator to identify students who may not be proficient in English.

Step 2. Preliminary Evaluation: Academic History

- Site administration 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 NASA 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 Science and Arts 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 of Science and Arts.

N.E.W. Academy of Science and Arts' 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) settings². ELD also includes foundational literacy development 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.

² California Department of Education (CDE). (2010a). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: California Department of Education.

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 of Science and Arts 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 grouping³:

- 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 LTELs⁴

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.

³ Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. *American Educator*.

⁴ 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

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 of Science and Arts 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 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:

NASA 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, NASA 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 of Science and Arts 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 follows⁵:

⁵ 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 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 of Science and Arts 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)

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 of Science and Arts 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 of Science and Arts will use the ELPAC which is tentatively scheduled to start in 2018.

NASA 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 of Science and Arts 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 below⁶:

- 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

⁶ 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.*

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:

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 of Science and Arts 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 of Science and Arts 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 Science and Arts 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 student's individual goals.

N.E.W. Academy of Science and Arts 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

NASA provides a supportive community to all students enrolled with an extra emphasis on our subgroups, including foster and homeless youth. Our Principal or credentialed designee check enrollment forms and packets during the enrollment period and at the beginning of the school year for information that may identify a students 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 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. NASA holds an annual food drive during the holidays to provide special support for the NASA 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 NASA's Internal Data gathering process by Teachers, Test and Data Coordinator, Homeless Liaison, Assistant Principal, and Principal.

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 of Science and Arts students. All surveys are then reviewed by NASA staff to determine those students who qualify as eligible socioeconomically Disadvantaged.

NASA 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. NASA 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 NASA's Internal Data gathering process by teachers, Test and Data Coordinator, Assistant Principal, and Principal.

Foster Youth, Homeless Students

NASA provides a supportive community to all students enrolled with an extra emphasis on our subgroups, including foster and homeless youth. Foster youth are identified during the enrollment process by checking identified box in the enrollment form. Homeless youth are identified during enrollment and during the beginning of every school year also by parents volunteering 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. NASA holds an annual food drive during the holidays to provide special support for the NASA 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 NASA'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 NASA'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.

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

A TYPICAL DAY

A visitor to the Charter School will see students arriving at school between 7:30 a.m. and 8:00 a.m. to have breakfast and prepare for the day. Students identified with academic needs are seen participating in intervention and remediation activities between 7:00 a.m. and 7:55 p.m.

By 8:00 a.m., students are seen starting their school day at the Charter School in their respective classrooms. Students take State Standards based core subject classes of English Language Arts, Math, Science, and Social Studies throughout the day between 8:00 a.m. and 3:05 p.m., except for Tuesdays, when students are dismissed at 2:05 p.m. for Charter School staff's weekly professional development. All students are seen participating in Physical Education (PE) at the Charter School, which incorporates an intramural sports program, including practices and games, team-building initiative games, and California Physical Fitness training. Students eat lunch at various times between 11:10 and 12:50 on Monday through Friday. From approximately 3:00 p.m. onwards, students have the opportunity to participate in tutoring, or extra-curricular activities, such as soccer, running, dance, and music. Some students attend the After-School Education and Safety Program (ASES) until 7:00 pm.

Teachers at all grade levels use Common Core State Standards-based curriculum to instruct their students. 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.

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

NASA's vision is that all students will be socially, linguistically, and academically accomplished to become responsible, multilingual global citizens. The 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.

The NEW Language Academy implements a Dual Language program with designated content areas delivered in English and Spanish throughout the instructional day. Beginning in Transitional Kindergarten/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 (included elsewhere in the petition). 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.

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 Common Core State Standards (CCSS) and the need to strategically plan for ELs to meet rigorous, grade level academic standards.

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 and objectives are referenced in Element 1. Please see:

- LCFF State Priority 2 – Implementation of State Academic Standards / LCAP Goal 1 –: N.E.W. Academy of Science and Arts will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.
- LCFF State Priority 2 Implementation of State Academic Standards / LCAP Goal 2 - EL students will meet reclassification objective as established by CDE
- LCFF State Priority 4 – Implementation of State Academic Standards / LCAP Goal 2 – All students will continue to meet growth targets in State SBAC CAASPP assessment to achieve meeting the standard or exceeding the standard on benchmark and state assessments.

- LCFF State Priority 4 – Implementation of State Academic Standards/ LCAP Goal 3- All English learners will advance 1 level on the ELPAC each year and ensure reclassification rates meet or exceed the District's reclassification rate. The school will monitor every students' academic progress and student achievement as measured by assessment data.

N.E.W. Academy of Science and Arts has a data driven culture where the Charter School Administration along with teachers and staff is responsible for collecting, aggregating and analyzing all schoolwide data. Charter School Administration collaborates with teachers when analyzing teacher assessments. Each week the following submissions are required:

- Teacher submits weekly lesson plans to the Principal.
- Each Monday, the Principal provides feedback and support to all teachers regarding lesson plans submitted for the week.
- Teacher then addresses the recommendations by the collaboration of the Principal, School Administration and the other teachers
- Instructional delivery based on the lesson plan is then monitored by observations protocols, student results on teacher Formative Assessment (ongoing).
- Students who have not shown mastery of State Content Standards trigger that data for the Principal, Charter School Administration and the teacher to develop an immediate intervention. This intervention is then supported during the day and during afterschool tutoring.
- Reteaching, assessing, and moving the student forward.

Benchmark assessments are administered to all students at the beginning, middle, and end of the year. Administration oversees this implementation. Administration is responsible for communicating data outcomes to teachers. Staff meets and uses schoolwide data analysis tools, previously listed in the SMART Goals and Action Plan across all grade levels to aid in data driven educational decisions. During these meetings, the following items are discussed:

- Collect and chart data results and ask: What did the Data say?
- Analyze strengths and challenges, and prioritize
- Establish goals and set, review, and revise
- What changes can be made, select instructional strategies
- Determine results indicators (teacher & student behaviors as well as qualitative & quantitative data.

Student data expectations are posted throughout the Charter School in common areas. Teachers post data by class inside the classroom. Teachers are responsible for communicating data outcomes to students. Students receive assessment data within the week of an assessment. The data are reviewed with the student both in the classroom and academic goals are set with advisory teachers.

Data results are provided to parents every 6-8 weeks first for interim trimester progress reports and then trimester report cards. Report cards reflect assessments used during that period i.e. benchmarks, publisher results, teacher assessments, projects, etc. Report are provided in person to parents at parent conferences twice a year. Students are provided report cards in the same sequence as parents. The Principal is responsible for communicating data outcomes to parents and community.

Student Achievement

N.E.W. Academy of Science and Arts Charter School has implemented a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and Charter School's academic objectives. Students are assessed regularly throughout their years at N.E.W. Academy of Science and Arts through a variety of methods (see chart 1 below with assessment methods). Student content mastery is assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. This approach to assessment is conducive to benchmarking students individually, evaluating groups of students, and assessing the Charter School as a whole on an annual basis, using local, state, and national standards. N.E.W. Academy of Science and Arts strives to meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

Assessments at the Charter School are fully integrated into teaching and learning. Assessments guide the course of instruction. Students demonstrate their ability to integrate knowledge, skill, and analysis to produce authentic work. They have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at NASA include: essays, performances, debates, staged conferences, presentations, and community service projects.

N.E.W. Academy of Science and Arts utilizes formative and summative assessment data to monitor student achievement. Student achievement data are collected daily, weekly, monthly and annually, both formally and informally to measure student progress and progress of grade levels. The Charter School closely monitors the achievement of student data systematically to include the following demographic characteristics:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

Publishers' tests continue to be used to determine consistent and continuous student progress toward state content standards by classroom teachers. Assessments are conducted based on the recommended schedule of each adopted program, but the general time frame calls for regular and end-of-unit assessments for each state adoption.

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES

N.E.W. ACADEMY OF SCIENCE AND ARTS ASSESSMENTS						
	GRADE	LANGUAGE	INSTRUCIONAL PROGRAM	FALL	WINTER	SPRING
SUMMATIVE ASSESSMENT						
STATE MANDATED						
SBAC (ELA/MATH)	Grades 3-5	English	ALL			X
SBAC (ELA/MATH)	Grades 3-5	Spanish (future)	Language Academy (LA)			X
California Alternative Assessment	Special Education					

	Students Grades 3-5					
CAST Science	Grade 5	English	ALL			X
LANGUAGE PROFICIENCY						
STS, Spanish Proficiency	Grades 2-5	Spanish (future)	ALL	X		
ELPAC (Annual), English Proficiency	Grades 1-5	English	English Learners	X Initial	X Annual	
LOCALLY IMPLEMENTED						
ACADEMIC ACHIEVEMENT						
University of Oregon Dibels Data System: IDEL (current 16-17)	Grades TK-1	Spanish	Language Academy Classes	X	X	X
University of Oregon Dibels Data System: Dibels 6 th Edition (current 16-17)	Grades 2-5	English		X	X	X
University of Oregon Dibels Data System: Dibels Next—DAZE (current 16-17)	Grades 3-5	English		X	X	X
University of Oregon Dibels Data System: CBM Math (current 16-17)	Grades TK-5	English		X	X	X
NWEA/MAPs ELA/SLA Math: Plan to transition to this testing system similar to NACP (Begins 2018-19)	Grades TK-5	English/ Spanish	ALL	X	X	X
Trimester Writing Assessment T1: Narrative, T2: Opinion, T3: Informative	Grades TK-5	English/Spanish	ALL	X	X	X
FORMATIVE ASSESSMENT						
Process teachers & students use during instruction that provides feedback to adjust ongoing teaching						
LOCALLY IMPLEMENTED						
Benchmark ELD Assessment	Grades TK-5	English		X	X	X
Teacher created quizzes	Grades TK-5	Grades TK-5				
Textbooks weekly & unit assessment	Grades TK-5	English & Spanish	ALL			
Fountas & Pinnell running records	Grades TK-5	English & Spanish	ALL	Administered every 6-8 weeks		
Reading A-Z running records	Grades 3-5	Spanish	Language Academy	Every 6-8 weeks		
Accelerated Reader (AR)	Grades 2-5	English/ Spanish	2 nd -5 th grade			
Optional-Imagine Learning	Grades TK-5	English	ALL			
Optional-Imagine Learning Español	Grades TK-5	Spanish	ALL			
Optional-Brain Pop	Grades TK-5	English	ALL			
Teacher provided such as: Student work samples, instructional rubric, teacher feedback to student work, peer to peer feedback or reviews, audio visual observation and feedback.	Grades TK-5	English & Spanish	ALL	On-going		

Methods to Measure Student Outcomes

N.E.W. Academy of Science and Arts uses the following methods to assess student progress and fulfillment of instructional objectives:

- **Schoolwide Assessments-** NASA is using criterion-referenced assessments. Assessments from the University of Oregon, the *Dynamic Indicators of Basic Early Literacy Skills* (DIBELS) for English Language Arts Assessment and, the *“Indicadores Dinámicos del Éxito en la Lectura”* (IDEL) for Spanish Language Arts assessment are administered 3 times a year. For 3rd-5th reading comprehension we used a portion of *‘DIBELS next’* called the *Daze* and for Math, University of Oregon’s *‘easyCBM CCSS Math’*. We also use fall, winter, and spring writing assessments adapted from the LAUSD interim writing assessments. They included narrative, opinion, and informative writing respectively. Additionally, NASA utilized running records assessment from *Fountas and Pinnell* for the lower grades and Accelerated Reader running records for upper grades. Running records are administered every 6-8 weeks and the data is disaggregated to include EL and SPED progress. Grade level teams unpack data and discuss next steps.
- **Classroom Assessment** provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers monitor student progress through exams, essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their children’s progress with mid-trimester reports and report cards. Teachers are encouraged to provide a narrative report in addition to a letter/number grade for each student. Teacher teams meet collaboratively to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.
- **State Standardized Testing:** Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the CAASPP. We also will use the ELPAC.
- **Key Technology Applications** have been integrated into every classroom, and students are proficient in basic Microsoft Office applications, graphic design tools and a variety of web search tools. Accelerated Reader is used to improve student fluency and comprehension, Imagine Learning is used to improve English Language Development, online practice tests to prepare for online assessment. Future instruction will focus on other advanced applications.

DATA ANALYSIS AND REPORTING

NASA has established an Internal Data Gathering Process that collects and analyzes ELA and Math data using Running Records and University of Oregon Math beginning, middle, and end of year assessments. Academic performance data is collected and analyzed by classroom and subgroups such as ELs and RFEP, Students with special needs, grade level, and school wide. Data provided 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 to eight-week grading period using criteria based on Benchmark Reading Levels constructed by Fountas & Pinnell criteria and are progressive within the course of the school year and aligned vertically throughout grade levels. Curriculum used for Mathematics in

grades K-5 is My Math is assessed using University of Oregon Math CBM Math assessments. Beginning of the Year (BOY), Middle of the Year (MOY) and End of Year (EOY) University of Oregon 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.

Teacher and grade level reflections are analyzed during Lead Meetings to monitor and improve our education program using the Data and Accountability Cycle after each six-week period. Teachers and School Site Leadership reflect on the implementation, reflect on student performance, modify any necessary changes to implementation, and acknowledge accountability for student progress.

School Performance Dashboards every six weeks are created to inform our executive leadership and are presented to the New Academy Board by the principal.

NASA has developed an Assessment Calendar to schedule all school-wide, state and internal assessment. We have also adopted the same system used by NACP for gathering, reporting, and storing internal assessment data (running records) for all grades. We will generate reports to allow Faculty and staff access to schoolwide Fountas & Pinnell (Reading Records) and Writing Prompts scores. NASA will also generate data reports from University of Oregon, UO DIBELS, IDEL, and CBM Math assessments, that show BOY, MOY, and EOY Benchmarks for grades TK – 5th.

NASA will use these reports to inform instruction and guide professional development decisions. These data are stored in an e-folder spreadsheet and the teachers' Data Binders. Upon completion of the Benchmark Assessment, the teachers will meet with grade-level lead teachers and as grade-level teams to use analysis protocols to collect and chart the data, analyze strengths and obstacles, establish goals, and select instructional strategies to impact student learning. Finally, each grade-level team will write, "determine results indicators" to identify what the team expects to see as a result of implementing the chosen strategies.

NASA's Leadership Team and staff will utilize data analysis protocols from the *Center for Performance Assessment* to disaggregate assessment data to inform teachers and drive instruction. This process includes establishing grade-level *data teams* who will:

- Collect and Chart Data
- Analyze Strengths and Obstacles
- Establish Goals: Set, Review, Revise
- Select Instructional Strategies
- Determine Results Indicators

NASA's faculty and staff will meet bi-weekly and at the end of each month in both grade-level and vertical articulation settings and collaboratively review data gathered through analysis protocols. *Teacher Collaboration Worksheets* summarizing group work are collected and submitted to the principal following each meeting.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Students have regular projects, papers, research reports, as well as beginning, middle and end of year benchmark that are graded using a conventional number-grade system. Grades ranging from 4 to 1 are given for all subject areas. Teachers collectively determine the deadlines for submission of missing work and final grades when students fail to complete missing work.

NASA Grading Rubric

NAME	NUMBER GRADE	LETTER GRADE	PERCENTAGE
EXCEEDING	4	A	90-100%
MEETING	3	B	80-89%
NEARLY MEETING	2	C	70-79%
NOT MEETING	1	D	69% and below

Teachers submit progress report 3 times in the year using our SIS system. Two mid-trimester reports are in between progress reports. Students are promoted when they have demonstrated command of grade level standards.

Teacher must exhaust all options before recommending retention, including bringing his/her concern to the Student Support and Progress Team (SSPT) for review and discussion. This group will meet to go over strategies and support for the student in question are discussed. The decision to retain a student is the last resort when all else has failed and the student is failing to make normal progress. The parents must be notified of concerns early so that the school and home may cooperate in helping him/her achieve greater success. Most retentions should be at the primarily level, however, older students may be considered if it is strongly felt retention will help the student. At any given time, students should not be retained more than one year. A student retention waiver must be sign by parents and be on file at N.E.W. Academy of Science and Arts for each student retained. Parent notification of the recommendation to retain is to be given as early as possible in the school year, but no later than 10 school days following the end of the third trimester.

Promotion / Retention Policy and Procedures

If a student becomes at risk after the first grading period, the child, parent, and teacher meet to create an action plan for 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 Support and Progress Team review. The teacher fills out the SSPT packet given by school administration and schedules a meeting with SSPT and parent to review student information, data, and evaluate student work. 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 team and parents, the student will be provided intervention after school with the Resource Specialist Teacher. Retention possibilities are offered to the parents if they feel the student will benefit from an additional year. Parents have an option to retain their child or not. The principal makes the retention decision.

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,

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.

nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. 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.

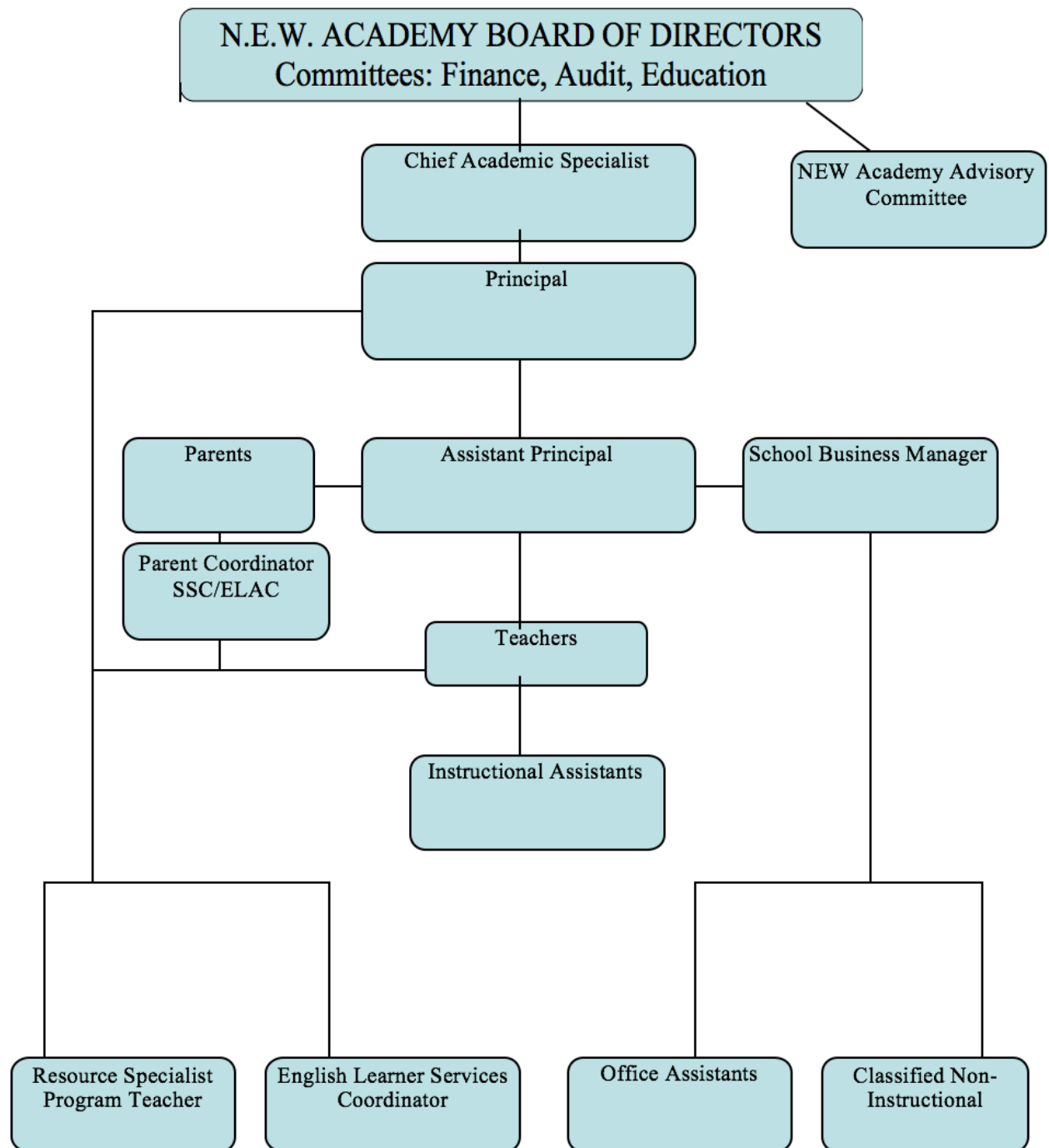
FEDERAL PROGRAM COMPLIANCE

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.

Governance Structure

N.E.W. Academy Charter School 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.



CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

N.E.W. Academy of Science and Arts 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 of Science and Arts 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.

Charter School 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 of Science and Arts its sister school, N.E.W. Academy Canoga Park. 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

The composition of the NEW Academy board currently consists of six board members. Board members serving on the board have the following expertise to assist in the governance of NEW Academy – finance, auditing, human resources, and education. Board members were vetted to match areas of expertise identified during NEW Academy's Strategic Plan process.

New Economics for Women founded NASA vis-à-vis NEW Academy. NEW Academy and New Economics for Women are two separate entities with completely separate governing boards. 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 LAUSD boundaries.

N.E.W. Academy of Science and Arts 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 at 379 S. Loma Drive, Los Angeles, CA 90017. 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. The On-boarding process for new board members will consist of:

A review of mission, vision and values of NEW Academy schools, the history of the board and founding organization, board committees, organizational chart, minutes for the last year, copies of bylaws, Conflict of Interest Policy and Charter Petition including academic performance and benchmarks. Included will be tours of the NEW Academy schools.

Mandatory attendance at the On-Boarding sessions to be conducted by Charter Board Partners on governance to include: Brown Act and Roberts Rule of Order, role and responsibilities of a board member and overview of how charter schools are funded and operate.

Public comment is present on all agendas and public participation is encouraged.

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

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.

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 the charter schools' grounds or location of the noticed Board meeting as allowed by California law; and within the LAUSD 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.

President of the Board of Directors- is the senior volunteer leader of the organization who presides at all Board meetings and other meeting as required. The President oversees implementation of Board and organizational policies and ensures that appropriate administrative practices are established and maintained. Works directly with Chief Academic Specialist, other board officers in setting priorities for the future development of NEW Academy as well as developing and maintaining an effective board culture.

Vice President –is the secondary leader of NEW Academy and in the absence or disability of the President, the Vice President presides over the board meetings and shall have other powers and perform other duties from time to time that may be prescribed for them by the Board of Directors. The Vice President supports activities of the President including sharing responsibilities as appropriate.

Secretary – Shall oversee and provides direction for the keeping of legal documents including the minutes of the all Board meetings. Certifies and keeps at the principal executive office of NEW Academy, a book of minutes of all meetings and actions of the Board of Directors.

Treasurer – Shall provide direction for the financial management of the NEW Academy and facilitates the board meeting in financial oversight responsibilities. Is Chair of the Finance Committee and board review of the financial policies and monitors investment policy adopted by the Board of Directors.

Chief Academic Specialist is directly hired by the Board of Directors and directly reports to the Board and is the link between governance decisions and actual implementation of board policy.

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 sub committees 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 report 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, directors and non-directors, or non-directors only. 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.

PARENTAL INVOLVEMENT

The Board of Directors adopts policies that encourage parent involvement in the Charter School. However, parent engagement is never forced or required of parents. N.E.W. Academy of Science and Arts 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 of N.E.W. Academy of Science and Arts students are encouraged and expected 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 conferences in order to bring the Charter School further into the community and to show families that we value their backgrounds. Stakeholders provide input for the LCAP.

The Charter School provides translation services and materials in the child's home language to ensure effective communication with parents. N.E.W. Academy of Science and Arts 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 of Science and Arts provides ongoing parent education classes and workshops which are two pronged. Parents receive workshops on how 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 of Science and Arts 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.

After families have been accepted for enrollment all parents/guardians are encouraged to (a) attend an orientation; and (b) sign a parent compact indicating that they understand the N.E.W. Academy of Science and Arts 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/teacher 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.

- Enroll their child in academic enrichment programs (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 NASA 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, pursuant to *Education Code (EC)* Section 52855 and *EC* 64001. 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; 4 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) consisting of The Principal Assistant Principal and School Business Manager Lead Teacher. 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 Monday of each month at 7:30 am.

English Learners Advisory Council (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 ELAC is a committee for parents or other community members who want to advocate for English Learners at the Charter School. 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 ELAC.

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

1. The Charter School's program and academics.
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 ELAC to provide:

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

The ELAC is responsible for the following:

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

ELAC 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 ELAC binder and stored in a public place.

ELAC 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 ELAC by-laws.
- Only families of ELs can vote for the ELAC members.
- Anyone can be nominated for the ELAC.
- The Principal is a member of ELAC.
- Other staff members and community members may be elected as ELAC members

ELAC Officers

- The ELAC 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 ELAC is as follows:

- 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 ELAC 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.

ELAC will meet every second Tuesday at 7:30 a.m.

Community Involvement

NASA works closely with established community-based organizations in the Pico Union/Westlake area to ensure community participation and maximize the resources available to students and families. The community-based organizations that NASA works with include the following organizations:

- Hillside Community Center (offered classes in increasing self-esteem, domestic violence support groups, and developing communication skills);
- CARECEN (Central American Resource Center)
- Central City Neighborhood Partners (a network of community-based organizations, businesses, educational and governmental agencies working with the school to improve quality of life for low-income families by giving tools needed to achieve self-sufficiency).

- Guatemalan Consulate
- Westlake North Neighborhood Council
- Planned Parenthood
- New Economics for Women
- Arroyo Vista Family Health Center
- Los Angeles Coaching Network and Scholars

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(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

N.E.W. Academy of Science and Arts has selected a group of professionals that share the educational philosophy of the Charter School and are committed to the education of all children. All personnel must commit to the mission and vision of the Charter School. Employees' job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the Charter School and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

Employee Positions

Chief Academic Specialist
Principal
Assistant Principal
School Business Manager
Teachers
Office Support Staff
Instructional Assistants
Custodial Staff
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 of 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' experience as a principal or vice principal of an elementary school with a minimum of 3 years' 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.
- Working with English Learner students.

Principal

The Principal serves as the instructional leader, day-to-day administrator of N.E.W. Academy Science and Arts 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:

- Teaching experience in a variety of instructional settings
- M.A. in Education from an accredited university
- Valid California Administrative Services Credential required
- 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 preferable
- 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:

- M.A. in Education from an accredited university preferred
- Must have a valid California Administrative Services Credential preferred
- Valid teaching credential required
- Bilingual required in English and Spanish; BCLAD 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:

- 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 of Science and Arts 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 School Business Manager 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 and back office provider to develop and manage the Charter School's budget.
- Maintain accurate records of all financial transactions and submit them to the back office 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 Principal and Assistant Principal 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

- Possess valid and current Multiple Subject Teaching credential with CLAD or BCLAD
- Experience and dedication to working with parents and families
- Experience 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.
- Shelve 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 Accelerated Reader Platform).
- 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 of Science and Arts.

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 NASA'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.

Other Certificated Staff

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

Parent Liaison

At NASA, the parent liaison's job is 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 Principal 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.

Office Personnel

Office Personnel will be selected by the Principal on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies, and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community
- Positive communication and engagement with parents and the surrounding community
- Other duties as assigned by the school community

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 of Science and Arts' Custodian of Records.

Student Health and Wellness

NASA follows 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.

N.E.W. Academy promotes Local Wellness Policy, which establishes how the Charter School will support and promote the health and wellness of its students. This policy will include 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 NASA's designated administrator responsible for ensuring the Charter School complies with the adopted policy.

The health and safety of N.E.W. Academy of Science and Arts staff and pupils is a high priority for the Charter School. A school safety plan is developed, implemented, and kept on file for review. Charter School staff will be trained annually on the safety procedures outlined in the plan. The Charter School has adopted a set of health, safety, and risk management policies, which include, but are not limited to, the following:

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 and in conjunction with the District (if at District facilities).

Auxiliary Services

Charter School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

. Charter School office staff is trained at the beginning of the school year and during the year on student confidentiality. Our staff is aware that parents have the right to inspect and review the student's education records maintained by the Charter School.

EMERGENCY SITUATIONS

As part of NASA's emergency plan all staff will be trained in implementation of policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The Charter School will train instructional and administrative staff in basic first aid.

LOCK DOWN PROCEDURES

The purpose of a Lock Down-response or a Lock Down-No Response signal is to provide the Incident Commander with a means for alerting the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crises that can occur in a school it was necessary to establish a Lock Down-Response and A Lock Down-No Response Signal:

Lock Down No Response is used when there is:

1. A gunman in the school or
2. Shots being fired or
3. A hostage situation

These three situations pose the greatest threat to students and staff and require that NO ONE MOVES IN THE SCHOOL. The School Emergency Response Team (SERT) is not activated. Staff without supervision of children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the Lock Down-No Response is declared move the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.

Students who are not under the direct supervision of an adult when the Lock Down-No Response signal is given should find the nearest adult and follow their directions.

Any visitor to the school will remain where they are, assuming they are either in a classroom or office. If in neither location, go to the nearest classroom and follow the teacher's instructions.

The secretary or someone else who is in the Command Post at the time of the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after the Lock Down-No response signal was given.

Lock Down-Response is used, at the discretion of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the searching of the school for stray children and guests.

Teachers will follow the same procedures as they would for a Lock Down-No Response except there is no need to move children away from the windows or to sit on the floor.

The Search Team will collect the Emergency Attendance sheets from each classroom.

A Lock-Down signal should never be used for a fire/explosion or weather emergency. These events have their own signal and should not be confused with a Lock-Down Situation.

Fire Drills

Fire drills will be held at least once a month Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the all clear signal.

Disaster Drills (i.e. Earthquake)

Disaster drills will be conducted at least once every two months. Students will be made familiar with the duck and cover routine. A disaster drill commencing with the —duck and cover routine will be initiated by an announcement over the intercom. Staff and students will hear —This is an emergency drill. Duck and cover. During the —duck and cover routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet

and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an **—all clear** announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the **—duck and cover routine** immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated **—Civil Defense Workers** and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word **—safe school drill** will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the Charter School must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure

they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all Charter School employees are immediately designated Civil Defense Workers, and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the all clear signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

STAFF RESPONSIBILITIES

All employees are responsible for their own safety, as well as that of others in the workplace. NASA will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on NASA's premises, or in a product, facility, piece of equipment, process, or business practice for which NASA is responsible, the employee will bring it to the attention of their supervisor or Administrator immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Administrator to work on the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately, supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis, NASA may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

MANDATED CHILD ABUSE REPORTING

. NASA will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. NASA staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only —reasonably suspect that abuse or neglect has occurred. The reporting person does not have to prove abuse.

All staff members are mandated reporters. The Principal, Assistant Principal and Director of Operations work with all faculty and staff members to make sure staff understands their responsibilities as mandated reporters and implement all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months' confinement in a county jail or by a fine of one thousand dollars (\$1,000) or by both. Staff will not be made to investigate any incident, only report to the Administrator and/or proper authorities.

All suspected cases of child abuse will be reported to Department of Children Services and/or Los Angeles Police Department. A written report will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department. The reporting employee will inform the Director of Curriculum or the Office Manager that a report has been made. Should it be necessary to remove the child from school, NASA staff will obtain the contact information of the agency person removing the child. This information will be placed in the student record and be available to the parent/guardian.

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.

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 developed 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.

FACILITY STATUS/LOCATION:

We have included this information due to the unique composition of our school site facilities as it relates to our safety plan. We are one school housed in four different sites within one square block.

Grade	Location	# of Classrooms
K and 1	N.E.W. Academy of Science and Arts Charter School Villa Mariposa Site 345 S. Columbia Ave Los Angeles, CA 90017	4 Classrooms, 1 Art Room, 1 Main Office, 1 Administrative Office, Intervention Room, 1 Library, 5 Restrooms, Lunch Area, Recess Yard. Sinks in some classrooms
2 and 4	N.E.W. Academy of Science and Arts Charter School Casa Loma Site 379 S. Loma Dr Los Angeles, CA 90017	5 classrooms, Parent Center, 1 Main Office, 2 Administrative Office, 1 Computer Lab, Intervention Room, Resource Specialist Teacher Room, Intervention Room, 1 Library, 3 restrooms, 1 Kitchen, Main Lobby, Lunch Area, Recess Yard, 3 Classroom Restrooms, sinks in some classrooms
3 and 5	N.E.W. Academy of Science and Arts Charter School Prosperity Center 303 S. Loma Dr Los Angeles, CA 90017	6 Classrooms, 1 Computer lab, 1 Main Office, 1 Library, 4 Restrooms, 1 break room, Main Lobby, Lunch Area, Recess Yard
TK and K	N.E.W. Academy of Science and Arts Charter School La Posada 375 S. Columbia Ave Los Angeles, CA 90017	3 Classrooms, 3 Restrooms, Lunch Area, Recess Yard, sinks in some classrooms
Contact	Dr. Eric Todd, Principal (213)923-9326	

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 of Science and Arts Charter School (NASA) makes every effort to recruit students of various racial and ethnic groups in order to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD, and that achieves and maintains the LAUSD’s Racial and Ethnic Balance goal. NASA conducts voluntary orientation meetings prior to the opening of each school year to inform interested parents and students on what the Charter School has to offer. Outreach events are held in several locations of the Pico-Union/Belmont area in order to ensure all students in the area have an opportunity to attend the Charter School. Open houses and school tours are conducted on a regular basis during the school year as well.

NASA develops promotional and informational material (i.e. a school brochure, flyers, and website) that is easily transmittable to all of the various racial and ethnic groups represented in the District. Promotional and informational materials are distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, and public libraries that serve the various racial, ethnic, and interest groups represented in the district. NASA is working closely with Guatemalan agencies including the Consulate of Guatemala to better assist families that do not speak Spanish. Materials in languages other than English, such as Spanish, are distributed in

order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students may submit applications subjected to the admission procedures detailed in Element 8.

NASA maintains an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School. NASA will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

For Recruitment Efforts

The plan includes:

- An enrollment process that includes a timeline that allows for a broad-based recruiting process.
- Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the Charter School. Open houses and school tours will also be conducted.
- Develop promotional and informational materials (i.e. a school brochure, flyers, and a website) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, public libraries, that serve the various racial, ethnic, and interest groups represented in LAUSD.

Meeting	Location	Date
Meeting with Parents and community	N.E.W. Academy of Science and Art	On-going August through June (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local schools	Local Pre-Schools	Review posted available dates and provide flyers, information and presence.
Community Organization	Neighboring organization: <ul style="list-style-type: none"> • Various locations including parks, community events, clean up events 	Review posted available dates and provide flyers, information and presence.
Residents within the zip code	Post signs with school information	Review posted available dates and provide flyers, information and presence.

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 Policy

N.E.W. Academy of Science and Arts 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. NASA 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.

Per revisions to EC 47605 (AB 1360) effective 1/1/18:

(n) A charter school may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the charter school.

Parents are notified that volunteering is not a requirement through NASA's Student-Parent Handbook, Coffee with the Principal and School written correspondence.

N.E.W. Academy of Science and Arts 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 dis-enrolled, 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 of Science and Arts, 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 NASA.

Student Recruitment

The Charter School 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 NASA and its programs at various community agencies, notifying the school community of application 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 N.E.W. Academy of Science and Arts, 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 of Science and Arts 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 NASA 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.

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 wait 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 NASA in early to mid-February. The specific date will be confirmed and communicated the families and community in the enrollment interest form each year.

Public notices and enrollment interest forms are posted at the Charter School's office and the Charter School's website. Both the public notices and the enrollment interest forms, clearly state the 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 phone. They will be 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 are 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 NASA 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 NASA 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 is made up of two members of the NEW Academy Charter School Board of Directors. The audit committee members will annually recommend its selection of an independent auditor to the full NEW Academy Charter School Board of Directors. The two board of 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 Los Angeles County Superintendent of Schools, the State Controller, and the CDE by the 15th of December of 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.” (Ed. Code § 47605(b)(5)(J).) *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 well-being 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 noncharter 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 CSD 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 the Charter School's main office at the Loma campus, 379 Loma Drive, Los Angeles, CA 90017.

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 of Science and Arts' (NASA) discipline policy is aligned with LAUSD's Discipline Foundation Policy, and is based on positive behavioral support and progressive discipline process that involve teachers, staff, parents/guardians, administrators, and students. As stated in LAUSD bulletin BUL-6231.0 on Discipline Foundation Policy, "Charter schools are generally exempt from complying with the Education Code (including statutory provisions for pupil suspension and expulsion) unless otherwise provided in their charter." However, NASA's discipline foundational policy is aligned with LAUSD's School Climate Bill of Rights. NASA's policy includes Positive Behavior Intervention, Alternatives to suspension and positive behavior interventions and supports and a formal complaint procedure if School-Wide Positive Behavior Intervention and Support is not implemented.

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 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.

Similar to LAUSD's discipline policy, NASA's policies and procedures 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.

NASA 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. NASA 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 of Science and Arts 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.

NASA is a Character Counts! School. We teach all students about the importance of building good character using the Six Pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. We expect that all students follow these Six Pillars at all times. In the event that student's behavior is not consistent with these values, students will be given a reflection sheet by a staff member. This will allow students the opportunity to reflect upon their actions and think about ways to improve their behavior.

The Six Pillars of Character! is a framework for teaching good character and is composed of six ethical values (characteristics) everyone can agree upon. Each of the six charter traits are used within the Character Counts! program to help instill a positive learning environment for students and a "culture of kindness" making of NASA a safe environment for students to learn. The Six Pillars of Character values are not political, religious, or culturally biased. In fact, every year since 1995 this program has been officially recognized and endorsed by the U.S. Senate and the President of the United States.

Students are given incentives and positive behavior supports by having lunch with the Principal, end of the month ceremony awards, end of the month class celebration, student reclassification ceremony, and perfect attendance awards.

Teachers are sent to workshops to receive professional development on behavior intervention and positive behavior supports. They are encouraged to participate in professional development workshops and conferences to continue to grow in their capacity to serve students in a positive manner. Our parent liaison works with outside agencies to bring resources 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.

NASA'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.

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
- Reflection activity: phone call/note
- Student contract: phone call/note
- Loss of recess or other free time: phone call/note
- Recommendation for a Student Success Team meeting (SST).
- Grounds for Suspension or Expulsion

NASA has a school-wide student support plan that uses the Response to Intervention (RTI) model for academic and behavioral support. Student who exhibit behaviors that impede the learning of self and others will be referred to the Student Success Team (SST), for positive behavior tiered intervention. The SST 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.

In-School Suspension

1. In-school Suspensions

In-school suspensions are given as an alternative to out of school suspension and are held in a classroom other than the student's own classroom. The grounds are the same, however the circumstances may differ. For example, a parent or guardian may not be available to supervise an in-home suspension, or perhaps a student's academic progress may be monitored more closely. The maximum number of days for these suspensions is 3 days. 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 his/her designee or other certificated personnel. The student must complete a reflection sheet that addresses the pillars not followed.

Grounds for Suspension and Expulsion

2. 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 the 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 another 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.

We believe that enforcement of this policy will provide a safe and healthy environment for all students and staff. Removing dangerous student from the Charter School students and staff are safe.

3. Discretionary Expellable Offenses: Students will 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 another 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.

1. 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 (3)(a)-(b).

w) 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, 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 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 will 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; or 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. The Administrative Panel, and/or Board of Directors, upon an appeal, may make an expulsion decision for 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 offense, 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), if requested the hearing shall be held within thirty (30) school days after the Principal recommends (i.e., following the 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 SSPT 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

NASA 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 NASA 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 Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. NEW Academy Board 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 from exercising its discretion to remove a person from the hearing whom it believes 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 of Science and Arts employees shall participate in STRS. All eligible, classified employees shall participate in PERS and/or a private retirement plan. All other staff members shall participate in federal social security.

NASA 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 NASA on behalf of all non-certificated and non-classified employees. The Director of Operations will be responsible for ensuring that all appropriate arrangements for coverage have been made and will be sustained.

NASA shall submit all retirement data through LACOE and comply 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.

N.E.W. Academy of Science and Arts communicates to all prospective and current parents and students that NASA is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students are informed of their public-school attendance alternatives during the enrollment process by providing a list of neighboring schools.

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 of Science and Arts
c/o Principal
379 S. Loma Dr.
Los Angeles, CA 90017

- 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 of Science and Arts
c/o Principal
379 S. Loma Dr.
Los Angeles, CA 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification 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 record (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 will serve as NASA's closure agent(s) in the event that NASA 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, 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).)

ADDENDUM

Assurances, Affirmations, and Declarations

N.E.W. Academy of Science and Arts (also referred to herein as “NASA” 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 (LTEs) 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.⁸

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

⁸ 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.

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. 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(l).

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).)