



NEW DESIGNS CHARTER SCHOOL-WATTS

Grades 6-12

CHARTER PETITION RENEWAL

New Designs Charter School-Watts

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Submitted To:
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Charter Schools Division
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Assurances, Affirmations, and Declarations

New Designs Charter School - Watts (also referred to herein as “New Designs Charter” 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 above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English

Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

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

(“IEPs”) and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

General Information

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Paul Okaiteye Chief Executive Officer
• The contact address for Charter School is:	1342 W. Adams Blvd. Los Angeles, CA 90007
• The contact phone number for Charter School is:	(323) 730-0330
• The proposed address or ZIP Code of the target community to be served by Charter School is:	12714 S. Avalon Blvd. Los Angeles, Ca 90061
• This location is in LAUSD Board District:	District 7
• This location is in LAUSD Local District:	South
• The grade configuration of Charter School is:	6 th -12 th Grade
• The number of students in the first year will be:	479
• The grade level(s) of the students in the first year will be:	6 th -12 th Grade
• Charter School's scheduled first day of instruction in 2019-2020 is:	Tuesday, August 13, 2019
• 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.)	632
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional/year-round
• The bell schedule for Charter School will be:	8:00 am – 3:45 pm
• The term of this Charter shall be from:	July 1, 2019 to June 30, 2024

Community Need for Charter School

New Designs Charter serves a diverse community of students from the Watts / South Los Angeles area and offers a college-preparatory experience enhanced by career-readiness programming. High school students experience a rigorous curriculum that requires them to meet and exceed the A-G admissions requirements of the UC/CSU system. As such, New Designs Charter provides a critical pathway to college for students in the South Los Angeles communities, many of which are communities of color that have not always had access to a college-preparatory education. New Designs Charter's firm belief in providing services to underserved communities¹ drives and informs its community outlook in the Watts area. While the Charter School works to be a center of educational excellence, it does so with the

¹ Out of 40 public schools in Watts, 35 have an API rank of 5/10 or lower. Data source: Los Angeles Times. "Mapping LA." <http://maps.latimes.com/neighborhoods/neighborhood/watts/schools/>.

understanding that reversing chronic underachievement in the community² requires dedicated resources and continuity of services. New Designs Charter has maintained a commitment to the development of a college-preparatory learning environment that enables students to become literate, self-motivated, and life-long learners.

School Performance During the Current Charter Term

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b)(4) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the Charter School is at least equal to 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 Education 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).)

Since California’s Academic Performance Index (API) measure was suspended after 2013, the first three criteria do not apply. We focus on the fourth criteria. The following shall serve as documentation confirming that New Designs Charter meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b).

² Only 2.9% of residents in Watts age 25+ have a four-year degree, considered to be low for Los Angeles. Data source: Los Angeles Times. “Mapping LA.” <http://maps.latimes.com/neighborhoods/neighborhood/watts/>.

Academic performance at New Designs Charter is at least equal to (and generally greater than) the academic performance of the public schools that pupils at New Designs Charter would otherwise have been required to attend, as well as the academic performance of the schools in the District, taking into account the composition of the pupil population that is served at New Designs Charter, meeting the minimum threshold criteria in Education Code Section 47607(b)(4).

New Designs Charter’s Smarter Balanced Assessment Consortium (“SBAC”) student performance results from 2014-2015 to 2017-2018 show the Charter School made positive gains in the percentage of students meeting or exceeding standards each year in both math and ELA. Student achievement data were reviewed by both the Charter School and by teachers to inform strategies for lesson designs and classroom instruction. The gains reflect the conscious efforts by faculty and staff at New Designs Charter.

The charts below show a comparison of the Charter School’s performance in ELA and Math over four years to the performance of “resident schools” our students would otherwise attend.

SBAC ELA Comparisons³				
Name of School	2014-2015	2015-2016	2016-2017	2017-2018
New Designs Charter	8%	22%	25%	27%
Animo College Preparatory Academy	27%	25%	23%	24%
Edwin Markham Middle	10%	11%	17%	19%
Charles Drew Middle	12%	13%	13%	20%
Animo Phillis Wheatley Charter Middle	12%	16%	16%	19%
David Starr Jordan Senior High	17%	38%	31%	45%
Animo Western Charter Middle	19%	25%	23%	28%
Samuel Gompers Middle	10%	12%	20%	21%
Alain Leroy Locke 3 College Preparatory	17%	36%	32%	27%
LAUSD	33%	39%	40%	42%

³ Data source: CDE California Assessment of Student Performance and Progress website.

SBAC Math Comparisons ⁴				
Name of School	2014-2015	2015-2016	2016-2017	2017-2018
New Designs Charter	4%	10%	8%	9%
Animo College Preparatory Academy	11%	6%	6%	8%
Edwin Markham Middle	6%	7%	13%	11%
Charles Drew Middle	7%	7%	8%	14%
Animo Phillis Wheatley Charter Middle	6%	6%	5%	6%
David Starr Jordan Senior High	5%	6%	7%	9%
Animo Western Charter Middle	10%	10%	11%	15%
Samuel Gompers Middle	9%	6%	4%	7%
Alain Leroy Locke 3 College Preparatory	9%	10%	7%	9%
LAUSD	25%	28%	30%	32%

Numerically Significant Subgroup SBAC Performance

Socioeconomically Disadvantaged: When compared to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, the performance of Socioeconomically Disadvantaged Students (“SED”) at New Designs Charter is at least equal, as shown in the charts below. Because the vast majority of students at New Designs Charter qualify for federal free and reduced-price meals, the entire program is designed to support these students in the context of their circumstances.

SBAC ELA for SED Students ⁵				
Name of School	2014-2015	2015-2016	2016-2017	2017-2018
New Designs Charter	8%	15%	26%	27%

⁴ Data source: CDE California Assessment of Student Performance and Progress website.

⁵ Data source: CDE California Assessment of Student Performance and Progress website.

Animo College Preparatory Academy	27%	34%	24%	25%
Edwin Markham Middle	11%	11%	18%	18%
Charles Drew Middle	13%	14%	13%	20%
Animo Phillis Wheatley Charter Middle	11%	16%	16%	19%
David Starr Jordan Senior High	17%	37%	34%	44%
Animo Western Charter Middle	19%	25%	22%	28%
Samuel Gompers Middle	10%	13%	19%	21%
Alain Leroy Locke 3 College Preparatory	16%	37%	33%	29%
LAUSD	27%	33%	34%	37%

SBAC Math for SED Students ⁶				
Name of School	2014-2015	2015-2016	2016-2017	2017-2018
New Designs Charter	4%	9%	8%	9%
Animo College Preparatory Academy	11%	6%	6%	10%
Edwin Markham Middle	7%	7%	13%	11%
Charles Drew Middle	7%	7%	9%	15%
Animo Phillis Wheatley Charter Middle	6%	5%	5%	7%
David Starr Jordan Senior High	5%	4%	7%	9%
Animo Western Charter Middle	10%	11%	11%	15%
Samuel Gompers Middle	9%	7%	4%	7%
Alain Leroy Locke 3 College Preparatory	9%	11%	8%	9%

⁶ Data source: CDE California Assessment of Student Performance and Progress website.

LAUSD	20%	23%	24%	26%
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Ethnicity: When compared to the academic performance of the public schools that the Charter School pupils would otherwise have been required to attend, the performance of African American and Hispanic/Latino students at New Designs Charter is comparable, as shown in the charts below.

New Designs Charter recognizes that its African American and Hispanic/Latino students have not always achieved the same academic results, as reflected in the chart below. To address this achievement gap, the Charter School has initiated a variety of schoolwide actions to improve academic performance: before and after school, Saturday school, math and ELA boot camps and acquisition of diagnostic/adaptive curriculum such as i-Ready and Achieve 3000.

SBAC ELA ⁷	2015		2016		2017		2018	
Name of School	Hispanic/ Latino	African American	Hispanic/ Latino	African American	Hispanic/ Latino	African American	Hispanic/ Latino	African American
New Designs Charter	7%	11%	32%	11%	34%	14%	32%	21%
Animo College Preparatory Academy	28%	27%	37%	21%	25%	17%	25%	15%
Edwin Markham Middle	12%	3%	12%	4%	20%	7%	22%	8%
Charles Drew Middle	13%	7%	14%	5%	15%	8%	21%	12%
Animo Phillis Wheatley Charter Middle	13%	n/a	19%	12%	20%	9%	25%	12%
David Starr	18%	17%	37%	42%	30%	n/a	46%	n/a

⁷ Data source: CDE California Assessment of Student Performance and Progress website.

Jordan Senior High								
Animo Western Charter Middle	20%	15%	28%	18%	25%	18%	30%	22%
Samuel Gompers Middle	13%	5%	17%	6%	24%	13%	21%	21%
Alain Leroy Locke 3 College Preparatory	18%	11%	41%	26%	35%	23%	33%	12%
LAUSD	27%	24%	33%	28%	33%	29%	37%	32%

SBAC Math⁸	2015		2016		2017		2018	
Name of School	Hispanic/Latino	African American	Hispanic/Latino	African American	Hispanic/Latino	African American	Hispanic/Latino	African American
New Designs Charter	3%	5%	11%	7%	12%	4%	11%	6%
Animo College Preparatory Academy	11%	7%	7%	0%	7%	0%	10%	8%
Edwin Markham Middle	7%	2%	8%	2%	15%	6%	14%	3%
Charles Drew Middle	8%	2%	8%	1%	1%	10%	17%	7%
Animo Phillis Wheatley Charter Middle	7%	3%	7%	4%	6%	2%	8%	4%
David Starr	6%	0%	7%	0%	8%	n/a	8%	n/a

⁸ Data source: CDE California Assessment of Student Performance and Progress website.

Jordan Senior High								
Animo Western Charter Middle	12%	3%	12%	6%	12%	7%	16%	8%
Samuel Gompers Middle	11%	3%	10%	2%	6%	1%	8%	5%
Alain Leroy Locke 3 College Preparatory	11%	3%	13%	2%	9%	1%	12%	3%
LAUSD	19%	15%	23%	17%	24%	19%	26%	20%

Source: CDE DataQuest

Students With Disabilities: For all the years that data are available for the SBAC testing, Students With Disabilities continue to struggle in Math and ELA. The school recognizes this area of need and has provided more aides to assist in the provision of instruction to students with Individualized Education Programs (“IEPs”).

English Learners: New Designs Charter has an English learner population at 13% in 2017, 14.8% in 2016 and 28.5% in 2015. The chart below shows how our English Learners taking the SBAC assessment compare to all students in both ELA and math who also took the assessment. The Charter School recognizes the need to place special focus on ELs to deliver services and programming to help raise their performance to that of their English only peers.

	English Learners Compared to ALL students ⁹							
	2015		2016		2017		2018	
	ALL	ELs	ALL	ELs	ALL	ELs	ALL	ELs
ELA	8%	5%	22%	20%	26%	8%	27%	18%
Math	4%	5%	10%	6%	8%	5%	9%	12%

The Charter School has made gains with African American and Latino students and with English Learner subgroups as evidenced by Distance from Level 3 Math and ELA aggregated scores.

⁹ Data source: CDE California Assessment of Student Performance and Progress website.

Distance from Level 3 (DF3) Subgroup Averages¹⁰

Year	Latino	African American	English Learner
2017	-76.3	-115.9	-93.9
2016	-76.3	-120.3	-95.0
2015	-115.8	-136.7	-131.4

English Learner Reclassification Rates

English Learners made gains on CELDT/ELPAC test scores and improvement in CELDT/ELPAC levels. Additionally, a high 2016-17 reclassification rate led to a “high” status for the English Learner Progress Indicator on the California School Dashboard.

CELDT/ELPAC Performance Levels

Performance Level	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018 ¹¹
Advanced	17%	22%	21%	31%	*
Intermediate	41%	32%	39%	37%	38%
Early Intermediate	28%	30%	26%	22%	*
Beginning	10%	10%	13%	6%	*
Number Tested	58	94	62	175	34

Despite the difference in academic results between English Learners and all students, New Designs Charter has dedicated resources to reclassifying English Learners in an effort to replicate the success in 2016-17, as shown in the chart below. English Learners are provided a Teaching Assistant to do one on one instruction and support during regular class and as needed. They are also provided fluency leveled books to help with fluency, comprehension and confidence building. Teachers also provide accommodations and modifications in lessons and assignments as well as provide translations to non-English speakers. Progress in Reading and Math is tracked using the i-Ready Diagnostic and Instruction program. Students are tested with the i-Ready Diagnostic which monitors their growth in reading and math. Based on the students learning levels, the i-Ready instructional tool provides lessons that accommodate their learning needs.

New Designs Charter Reclassification Rates			
2014-2015	2015-2016	2016-2017	2017-2018
0%	1.2%	36%	2.7%

Source: CDE DataQuest

¹⁰ Data source: CDE California School Dashboard

¹¹ Data source: CDE DataQuest. To protect student privacy, results are denoted by asterisks * when 10 or fewer students were tested.

Performance of Non CAASPP Testing Grade Levels

For the grades that do not take the state standardized test the Charter School used the Smarter Balanced Interim Comprehensive Assessments as its internal assessment system for measuring the ongoing performance of these students in Math and English Language Arts. Smarter Balanced Interim Assessments are objective assessments that are closely aligned with state standards and are designed to support teaching and learning throughout the year. Apart from the objective Smarter-Balanced-based benchmark assessments, the Charter School also used general testing methods like quizzes, tests and other batteries of testing regimes that help teachers have a better grasp of how their students are learning and progressing. The chart below shows 9th and 10th grade performance in ELA and Math for two years for which data are available.

	% Meeting or Exceeding Standard in Benchmark (9 th & 10 th Grades)			
	2016-17		2017-18	
	Grade 9	Grade 10	Grade 9	Grade 10
ELA	17%	15%	38%	52%
Math	11%	4%	13%	7%

Internal data from 2017 show 38% of 9th graders meeting or exceeding ELA standards. A closer look at the data reveals that 36% of 9th graders “nearly met standards” and an analysis of their performance show more than half of them had scored closer to the top of that performance band. With appropriate strategies and supports from teachers, these students can move up into the next higher band of meeting standards. For 10th grade in 2017, 52% met or exceeded ELA standards, showing significant growth from 9th grade in 2016. Additionally, 26% of 10th graders in 2017 nearly met standards and with appropriate strategies and supports, these students can certainly advance to the next higher band. With this goal in mind, New Designs Charter analyzed these data and adopted school wide action plans that involved focused staff development to provide teachers with specific tools to reach and raise these students’ achievement levels.

Comparison Between 2016-2017 and 2017-2018 Academic Years in ELA Non-CAASPP Testing Grade Level (9th-10th)

	9th Grade (2016-2017)	10th Grade (2016-2017)	9th Grade (2017-2018)	10th Grade (2017-2018)
Standard Exceeded	0%	2%	11%	7%
Standard Met	17%	13%	27%	45%
Standard Nearly Met	26%	12%	15%	13%
Standard Not	57%	72%	47%	35%

Met				
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In math, 13% of 9th graders met or exceeded standards in 2017-18, with a 5 percentage point change for those exceeding and a 3 percentage point change for those meeting standards compared to a previous benchmark score. The 10th grade had 7% of students meeting or exceeding standard, this reflected a 3% drop compared to the beginning of the year.

**Comparison Between 2016-2017 and 2017-2018 Academic Years in Math
Non-CAASPP Testing Grade Level (9th-10th)**

	9th Grade (2016-2017)	10th Grade (2016-2017)	9th Grade (2017-2018)	10th Grade (2017-2018)
Standard Exceeded	3%	0%	0%	0%
Standard Met	8%	4%	13%	7%
Standard Nearly Met	17%	17%	9%	18%
Standard Not Met	72%	79%	78%	75%

There was also marked improvement among English Learners, Students with Disabilities (“SWDs”) and African American students. Noteworthy was significant reductions in the percentages of those not meeting standards for all these subgroups.

Reduction in Percentage of Students not Meeting Standards¹²

School Year	2016-2017		2017-2018		Reduction	
	ELA	Math	ELA	Math	ELA	Math
English Learner	68.4%	79.5%	50%	70.6%	18.4%	8.9%
Student with Disability	80%	89.5%	78.3%	100%	1.7%	11.5%
African American	59.5%	72.7%	42.9%	71.4%	16.6%	1.3%

Growth in Els, SWD and African American Subgroups¹³

School Year	2016-2017		2017-2018		Growth	
	ELA	Math	ELA	Math	ELA	Math
English Learner	7.9%	5.1%	17.7%	11.8%	9.8%	6.7%
Student with Disability	0%	0%	4.4%	0%	4.4%	0%

¹² Data source: CDE California Assessment of Student Performance and Progress website.

¹³ Data source: CDE California Assessment of Student Performance and Progress website.

African American	14.4%	3.6%	20.6%	6.4%	6.2%	2.8%
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An encouraging line observable in the data is that all significant subgroups with the exception of African Americans, had some reductions in total percentages of those not meeting standards, some more significantly than others. English Learners reduced by 14 percentage points and SWDs reduced by 19 percentage points. Hispanics or Latinos had reductions of 2 percentage points. SWDs increased their percentage of students meeting or exceeding standard by 6 percentage points while English learners increased by 8 percentage points.

2016-2017 9th and 10th Grade Math Benchmark Performance by Subgroups

Overall	English Learners	African Americans	Latinos	Socio Economic Disadvantage	Students With Disability
Standard Exceeded	5%	0%	3%	1%	0%
Standard Met	5%	8%	8%	13%	9%
Standard Nearly Met	12%	19%	17%	16%	18%
Standard Not Met	78%	73%	72%	70%	73%

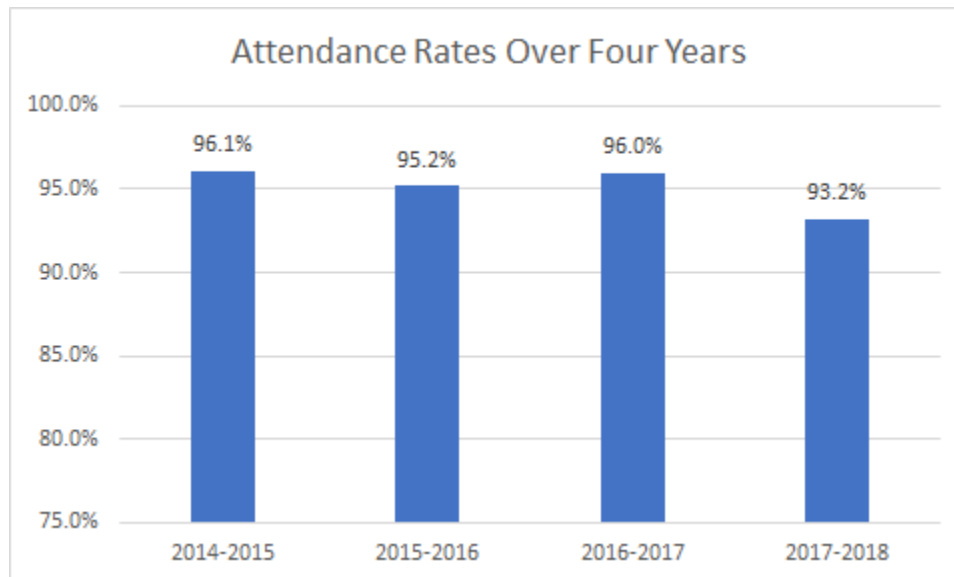
2017-2018 9th and 10th Grade Math Benchmark Performance by Subgroups

Overall	English Learners	African Americans	Latinos	Socio Economic Disadvantage	Students With Disability
Standard Exceeded	0%	0%	6%	2%	0%
Standard Met	18%	7%	6%	16%	15%
Standard Nearly Met	18%	15%	18%	19%	31%
Standard Not Met	64%	78%	70%	63%	54%

New Designs Charter acknowledges there is a need for improvement. One such need is to develop and implement strategies to improve achievement for African American and Latino subgroups in both ELA and math. This is because in terms of positive change in performance, these are the groups that registered the least change when compared to other subgroups in these two subjects. Another area is need for improvement in math for all grade levels and subgroups. Math registered lower percentages of students meeting or exceeding standards. A sizeable percentage of students in both grades did not meet standards. Overall, for both math and ELA, focus needs to be brought to bear on students nearly meeting and students not meeting standards in order to reduce percentages scoring in those performance band ranges.

Attendance Patterns and Average Daily Attendance (“ADA”)

New Designs Charter monitors student attendance on a daily, weekly, and monthly basis. New Designs Charter utilizes a number of strategies to maintain a healthy attendance rate, including recognizing cohorts with a high attendance rates and having teachers welcoming students at the door. Such efforts have led to a very low chronic absenteeism rate (1.5%) and a truancy rate that is much lower than the District average (17% vs 52% in 2016). Furthermore, as shown in the chart below, New Designs Charter has maintained high attendance rates¹⁴ over the past four years.

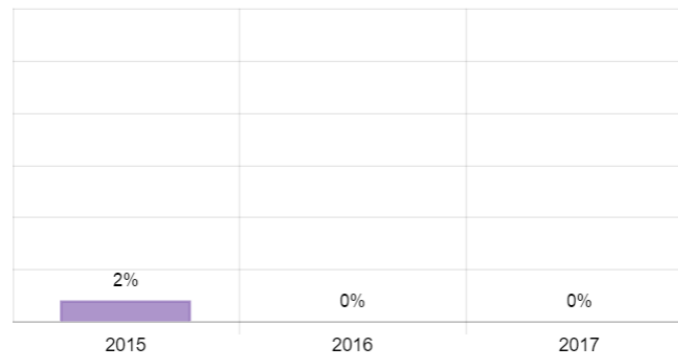


As reported by California Department of Education (“CDE”) the suspension rate at New Designs Charter has been 0% for the following school years: 2014-2015; 2015-2016 and 2016-2017. The Charter School received a “Blue” on the California School Dashboard suspension indicator. Our internal data shows the suspension rate to remain steady at 0% in 2017-18. The 2016-2017 single year chronic absenteeism data available from CDE shows New Designs Charter with an incredible rate of 1.5%, many percentage points below many school districts and schools. The chart below shows the Charter School’s suspension data story as reported on the Fall 2017 California Dashboard.

¹⁴ Data source: New Designs Charter internal attendance systems.

State Indicators

Suspension



Success of the innovative features of the educational program: New Designs Charter's College-Going Culture

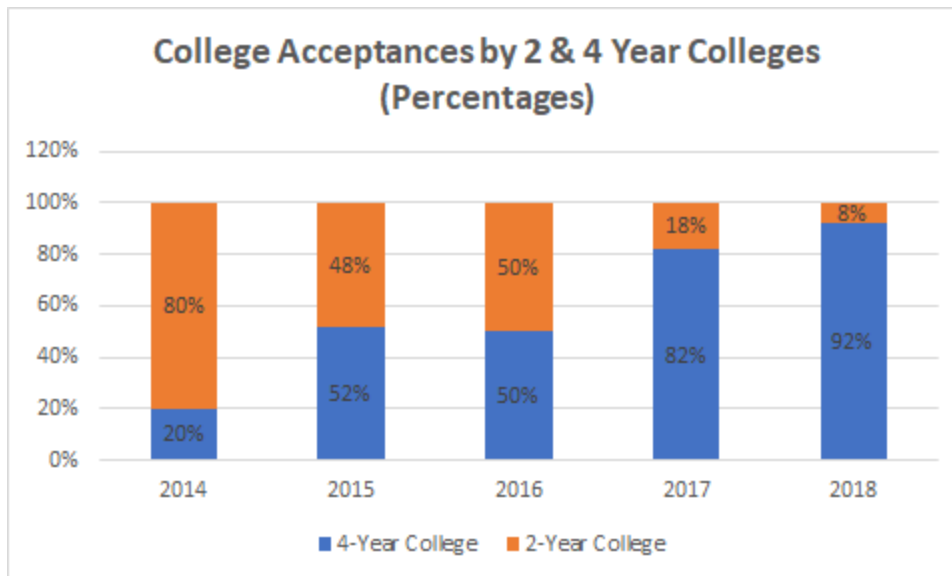
New Designs Charter has maintained a commitment to the development of a college-preparatory learning environment that enables students to become literate, self-motivated, and life-long learners. High school students go through a rigorous curriculum that requires them to meet and exceed the A-G admissions requirements of the UC/CSU system.

New Designs Charter has cultivated a strong college going culture among its students, their parents and the community. This starts with a rigorous graduation requirement based in a challenging A-G requirement that far surpasses the District and many school districts and charters in the state as shown by the Charter School's A-G completion rate. The A-G requirement meets and exceeds the entrance requirements for UC/CSU system. Those students accepted to colleges are openly celebrated and elevated as examples to the Charter School, the parents and the community.

All of our graduates are encouraged and supported in seeking admission to both 2-year and 4-year colleges. The chart below shows the percentage split of admissions for our students between 2-year and 4-year colleges. The proportion of 4-year college acceptances has more than quadrupled in the last five years, as shown in the chart below¹⁵. Since 4-year colleges often have higher graduation rates¹⁶, we believe more and more graduates from New Designs Charter are likely to achieve a college degree.

¹⁵ Data source: New Designs Charter internal data systems.

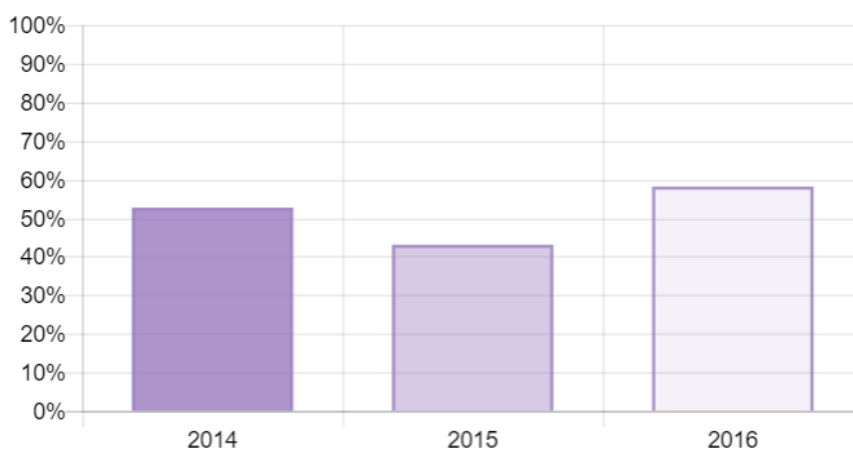
¹⁶ Data source: National Center for Education Statistics. https://nces.ed.gov/programs/coe/indicator_ctr.asp.



In terms of high school graduation, the four-year cohort graduation rate is affected by the circumstances many families in economically struggling areas find themselves in, where residency is fluid and choices may be made between continuing in school and fully joining the low hourly wage labor force¹⁷. The area served by the Charter School has a medium to high transiency rate. City-data reports a high geographical mobility in the area among Hispanics and Blacks who constitute the major racial groups that make up the student population. The chart below shows the schools cohort graduation percentages as reported on the Fall 2017 California Dashboard.

State Indicators

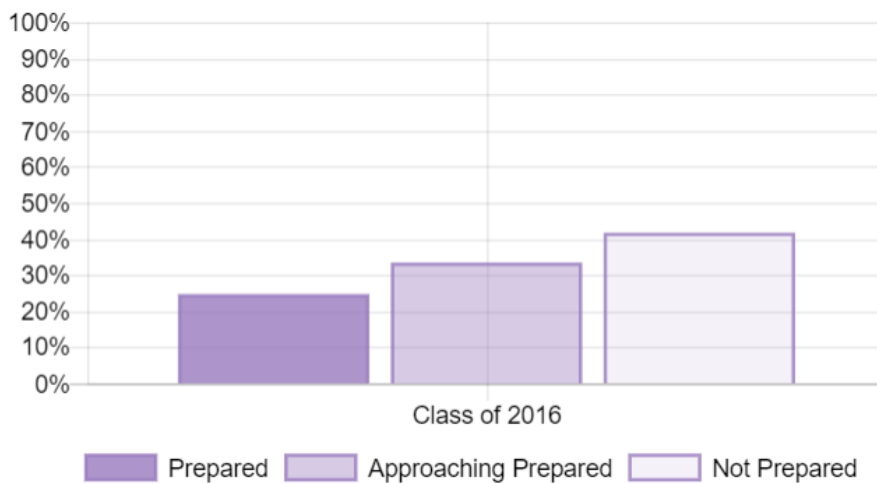
Graduation



¹⁷ Data source: The Washington Post. “First-generation college students are not succeeding in college, and money isn't the problem.” https://www.washingtonpost.com/posteverything/wp/2016/01/20/first-generation-college-students-are-not-succeeding-in-college-and-money-isnt-the-problem/?noredirect=on&utm_term=.e799cbfdf712

The chart below, from the Fall 2017 Dashboard, shows New Design Charters’ students’ college/career preparedness. This indicator is derived from multiple measures (A to E) designed to show students who “are likely prepared for success after high school.” This indicator has only one year of data and is still in its nascent developmental stages.

College/Career Indicator



Addressing Areas for Improvement

New Designs Charter is committed to raising the achievement levels of all students, particularly African American students, Students With Disabilities, and English Learners, and increasing the four-year cohort high school graduation rate. To address these areas for improvement and further elevate the academic achievement of all students, New Designs Charter has implemented the following features to its innovative program:

a) Springboard Curriculum for Math

New Designs Charter aligns its curriculum to Common Core State Standards (“CCSS”) to ensure that all students have access to highly effective instruction. New Designs Charter selected Springboard Math curriculum for Middle School and High School. The structure of the SpringBoard curriculum will allow students to master the CCSS and get them SBAC ready. Additionally, the Springboard curriculum offers a blend of directed, guided, and investigative instruction which aligns to our schools Essential Elements of Effective Instruction (EEEI) Lesson Plan Template. Springboard math includes real-world connections that get students engaged. Finally, Springboard focuses more deeply on fewer concepts, while emphasizing on procedural fluency. These concepts will help our students perform much better on the CAASPP.

In order to deliver the Math Springboard curriculum effectively, New Designs Charter will provide Springboard training for all Middle and High School teachers on or off-campus throughout the year. The school will schedule combined professional development with New Designs Charter to facilitate collaboration between Math departments of both schools that will allow transfer of best practices. We will also implement department meetings that allow teachers in the Math department to plan and analyze data together.

b) i-Ready curriculum for the Math Intervention Class (Academic Enrichment)

New Designs Charter recognizes that the middle grades mark a critical transition for students. New Designs Charter's goal is to ensure that ALL students demonstrate proficiency in all subject areas. In light to this, New Designs Charter offers an Academic Enrichment ("AcE") class which is in addition to the other six (6) classes taken by ALL middle school students (6th- 8th) regularly: English, Math, Social Studies, Science, Physical Education and Technology.

The Academic Enrichment class is a unique opportunity for Math intervention, support and enrichment. During the AcE class, students are provided personalized, robust and standards-aligned instruction in . It is a class intended to meet the varied learning needs of students through focused and personalized academic assistance. This means that we will double-block Math for Middle School students.

The curriculum for the Math Intervention class is iReady Diagnostic and Instruction program developed by Curriculum Associates, which delivers engaging online lessons with real-world scenarios that are assigned based on student diagnostic results. Teachers use real-time reporting to track student performance and determine if students need further remediation or can progress to enrichment activities. After each diagnostic exam, teachers facilitate "Data Chats" with students who will set individual growth goals. Families will also be provided with information on the diagnostic results and growth goals. Teachers will assign students individualized lessons, plan differentiated instruction and monitor student performance. New Designs will also acquire supplementary i-Ready *Mathematics Practice and Problem-Solving* workbooks which will complement the i-Ready online program to further support their math skills.

AcE is also a class where students continually work collaboratively. A routine part of the program is student instructional grouping for targeted intervention. Students that demonstrate similar areas for improvement will work together to strengthen those skills. Student groups can and often change from month to month, giving students opportunities to work with different students and to demonstrate mastery for different Math standards. As students reach their goals, teachers celebrate success with certificates of recognition as well as with opportunities for enrichment activities. This creates motivation for students to continually show growth in all areas.

In addition to the iReady program, the AcE class imbeds extended learning activities that are directly related to students' core Math class. The AcE teachers regularly collaborate with the core teachers to ensure alignment between the classes. For example, students may be assigned projects in the AcE class that are extensions of the core curriculum. Students are aware that the learning that takes place in one class is linked to the other.

c) Integrated Math for High School

New Designs Charter has begun to use the Integrated Math curriculum in our high school. This year grades 9 and 10 started with the Integrated Math curriculum. The rationale is to teach students how to make connections between algebra, geometry, statistics etc. This helps them have a more rounded experience as required by the Common Core State Standards.

An integrated pathway blends algebra and geometry content, as well as content from probability and statistics, in a sequence of three courses, typically referred to as Math I, Math II, and Math III. A common approach internationally, “the Integrated Math sequence is meant to take math learning out of silos and teach students how to bridge connections among topics,” according to an article published in Education Week. Adopting the integrated pathway involves more intensive curricular redesign and professional development but some educators note that the shift to the new CCSS standards is a logical time to also switch to an integrated approach to math. Some educators also argue that switching to an integrated approach would increase curricular alignment with the CCSS rather than staying with the traditional approach.

d) Benchmark Administration: Shifting to a Comprehensive Assessment and Achievement System

New Designs Charter recognizes the need to shift to a more comprehensive benchmark assessment and achievement system in order to obtain good data to improve instruction, and it starts with assessments. The school will acquire a system that will provide teachers with one place to seamlessly build and administer formative assessments, capture and analyze multiple sources of data to inform instruction, and direct students to learning resources needed to support specific, targeted standards. The same system will be used in administering benchmark assessments. Therefore, New Designs Charter plans to shift from using the CAASPP Interim Assessment System for benchmark testing. We will explore the acquisition of systems such as: Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP), Illuminate and Schoolnet. The new system will ensure that teachers have

access to a singular ecosystem of continuous feedback to improve student performance.

e) Creating a New Math Culture on Campus

Along with all stakeholders, New Designs Charter will create a Math culture on campus that will paint a picture on how and why Math plays a vital role in preparing students for college and careers. The goal of the school is to ensure that all students have access to learning opportunities. The school will implement a robust plan to improve mathematics teaching and learning in the classroom in ways that students will have equitable opportunities to practice and master mathematics skills. In order to do this, the school will schedule academic Math competitions like Quiz Bowl and utilize Math manipulatives to reinforce concepts learned in the classroom.

New Designs Charter will identify components of professional learning experiences which support community building for teachers which include developing teacher's knowledge of and familiarity with mathematical habits of mind and/or standards for mathematical practice by engaging them in a mathematics immersion experience where they are asked to work with and on mathematical ideas in ways that are quite new to them as learners and doers of mathematics.

Building excitement around Math will also mean that Math student activities will be factored in the regular schedule. For example: Daily Math trivia will engage students by inviting them to respond to Math problems posted for the day. Students will then be recognized for getting the correct answer during the Friday assembly; Math Poster-Making Contest will invite students to represent, symbolize and or interpret an assigned Math theme through art in the form of a drawing contest.

Improving our Four-Year Cohort Graduation Rate

In order to improve the four-year cohort graduation rate, New Designs Charter will do the following:

a) Naviance to Strengthen College-Career-Going Culture

Naviance is an online platform designed to connect academic learning to the practicality of life through college and career readiness. Naviance is described as a comprehensive college and career readiness solution that helps districts and schools align student strengths and interests to postsecondary goals, improving student outcomes and connecting learning to life (www.naviance.com, 2018). Naviance specifically focuses on the following areas: College and Career Preparation; Career Exploration; Academic Planning; Self-Discovery.

Within Naviance, there is a staff portal which allows teachers and administrators to communicate with students and parents via email and data requests/assignments. Staff

and administrators are able to see each student's profile which includes the following information: General demographic information (personal, academics, groups assigned, parent information, and family connection account information), Post-Graduation Path/Completed Student Surveys, Test Scores, Naviance Assessments, Colleges, eDocs (which allows for staff to electronically send required admissions documents to colleges), Resumes, Scholarships, Journal, Documents, Careers, and a Success Plan. The student, on the other hand, has their own online portal called "Family Connection". This website is specifically geared towards the student and their family, enabling the most important information and resources to be at their fingertips. Family Connection presents easy to use tabs such as: "Colleges", "Careers", "About Me", and "My Planner", to empower students to navigate through high school and graduate successfully.

Naviance was implemented within the student body of New Designs Charter during the 2017-2018 school year. As each high school grade level is facing different challenges and stages of life, Naviance provides differentiated curriculum that is grade-level specific. Freshmen year focuses on acclimating to high school life. Sophomore year focuses on continuing positive habits created during freshman year and begins focusing more on college. Junior year focuses on test prep and specific college planning; and senior year focuses on college applications, funding and all other college-related readiness. In addition, Naviance provides SAT and ACT diagnostic and practice tests which help our students prepare adequately for the actual tests.

The implementation and use of Naviance within New Designs Charter is an incredibly important piece of our college going school culture. Through Naviance, with the integration of self-awareness, high school success, and college/career planning, we are investing in and equipping our students to set goals and reach them for their present and future. Additionally, Naviance enables our Career Pathway Academics to organize and facilitate an even more in depth look into each student's current and future career aspirations and experiences. Naviance is proving to be an invaluable resource to both our students and our faculty/staff as we are better equipped to efficiently and effectively streamline our students' path towards successfully applying to and attending college and pursuing a career.

b) Southwest College Partnership

New Designs Charter has entered into a new partnership with Southwest College through our Career Academies. Southwest will now offer classes on our campus in the afternoons and on Saturdays beginning with the 2018-2019 academic year. The goal of this partnership is to enable our students to earn 30 college credits as well as industry certifications in Technology, Finance, Criminal Justice, etc. In the long run, the plan is to provide the opportunity for our students to obtain Associate Degrees together with their high school diploma. Beginning with 2019-2020 academic year,

High School students from 9th grade will begin a path that will lead to obtaining 30 college credits and an industry certification upon graduation.

Subgroup Growth

New Designs Charter commits to preparing all students to meet the demands of the 21st century workforce. Utilizing student data in a way that points out specific learning needs of each of the subgroups is crucial to student achievement. The school will use data from multiple sources to inform instructional practices and employ strategies that will aid in meeting student learning outcomes. Stakeholders will be made aware that the time for transparency, research, and commitment from all school constituents is necessary, which means that everyone needs to work together to bring the most effective assistance possible to those who are, every day, trying to make a difference for students who need it the most. This approach resembles to a doctor trying to treat a patient's condition with an accurate thermometer and with knowledge of medical research. To ensure all subgroups meet the academic requirements, the school will be armed with accurate data and the appropriate interventions supported by educators who can identify and prioritize the most critical causes of students' under performance. Once learning needs are accurately diagnosed, potential interventions will be employed and monitored throughout the year.

Student Population To Be Served

The New Designs Charter is a 6th through 12th grade institution, dedicated to providing a career-based, college-preparatory program for all students. Our curriculum is designed to provide a strong foundation in Science, Technology, Engineering and Mathematics ("STEM") while still providing further opportunities for students to excel by offering programs with strong emphasis in the Arts. Next year, New Designs Charter will incorporate Project Lead The Way's ("PLTW") courses¹⁸ into our middle school curriculum to provide a strong dose of Engineering to our middle school students. With a 6th through 12th grade school, New Designs Charter offers a seamless pathway from middle to high school.

The New Designs Charter serves the South Central/Watts area in the city of Los Angeles. The community covers 8.6 square miles with a population of 169,156. 18% of the population falls within the ages of 10-19 years. The area is predominantly Hispanic with 74% of the population followed by Black at 24%. Females constitute 52% of the population. The median household income in the area is \$36,282 as compared to \$71,805 for California. Per capita income for the community is \$12,397 while that of California is \$32,397. 42% of children under 18 live under the poverty line in the area. In education, 49% of the population does not possess any degree and only 5% of the population possesses a bachelor's degree. 26% of people in the area have obtained high school education, and 18% have some form of college education. Only 24% of the

¹⁸ Project Lead the Way is a curricula aligned with the College Board and Advance Placement (AP) courses that has a focus on hands-on, project-based activities and real-world problem solving.

population speaks English as a language at home and 74% speak Spanish at home¹⁹. In general, the area is considered to be underserved and noted for low academic achievement and low socioeconomic status of students.

It is against this background that New Designs Charter targeted the community to help address these challenges. Our mission is the creation of a college-preparatory, career-focused learning environment to prepare students to succeed in a global, diverse, information-based, and technologically advanced society. High school students experience a rigorous curriculum that requires them to meet or exceed the A-G admissions requirements of the UC/CSU system as a safeguard to their qualification and admission to the UCs and the CSUs. The results are that 100% of the graduating class qualifies and are accepted to any 2 or 4-colleges in California. At New Design Charter we understand that reversing chronic underachievement, low socioeconomic status and poverty in the community requires dedication and commitment of resources towards college-bound and career-ready curriculum.

As part of our aim to address the career skills and employment challenges in the community, New Designs Charter offers Career Pathways as part of our curriculum. The career pathways aim to provide a head start on career and professional training. All high school students are therefore required to select a career pathway of their interest in their freshman year. The Charter School currently offers Medical Science, Law & Diplomacy, Information Technology, and Finance pathways. Apart from fulfilling our graduation requirements, participation in career pathways provides 21st century workforce skills to our students. We are also in partnership with Southwest College to provide college credits and industry certification to our students. This will further enhance their employability skills.

New Designs Charter's student community consists of students with family origins from different regions of the world that include Africa, the Caribbean, Central America, Mexico, and South America. The chart below shows the ethnic distribution of our student population. Noticeable in the chart is the steady increment in enrollment numbers for the students over the years. The slight drop for 2017-2018 is attributable to students and families moving out of the area or the city/state altogether.

Two major ethnic subgroups, African Americans and Hispanics/Latinos make the bulk of the student population. A few students from various ethnic groups that have included Whites, Filipinos, Asians and Pacific Islanders have been recorded in the schools' make up over the years. These have been grouped as Other in the chart below.

¹⁹ Census Reporter. <https://censusreporter.org/profiles/79500US0603751-los-angeles-county-south-central-la-city-south-centralwatts-puma-ca/>

Student Enrollment Data²⁰

Academic Year	Total	African Americans	Hispanics or Latinos	Other
2017-2018	443	52.4%	46.9%	0.7%
2016-2017	457	50.3%	48.9%	0.8%
2015-2016	438	46.8%	53.0%	0.2%
2014-2015	365	45.2%	54.8%	0.0%

New Designs Charter is a public school that does not discriminate in its enrollment. Students with Disabilities (“SWDs”) constitute 12% of the student population. SWDs are serviced by Resource teachers in the Special Education Department. We currently serve students with the following specific learning disabilities: auditory processing & visual processing, Speech and Language (“SLI”), Other Health Impairment (“OHI”), and Autism (“AUT”). The Charter School provides classroom supports for these students utilizing an inclusive, push-in and pull-out model strategy as applicable. Additional time is provided where the area of intervention is needed providing intensive, structured and personalized supports for students as designated in their IEP.

Approximately 13.5% of students are identified as English Learners (“ELs”). For English Learners, in addition to designated ELD classes, the Charter School currently implements a tutorial formatted program called Supplementary Educational Services (“SES”). SES refers to extra academic support and it provides one-on-one high-quality, research-based tutoring in the areas of English Language Arts and Mathematics to low-income students. Tutoring sessions are offered before or after school, on weekends, or in the summer. Identified students are pulled out for additional intensive supports in English Language Arts and Mathematics. In addition, there is an English Language Development teacher assigned to assist students. All students are mainstreamed into the general academic program.

New Designs Charter is also a Title 1 school whose students come from a generally low socioeconomic status area with a high unemployment rate and all its concomitant challenges. The chart below shows the percentage of students identified in the low socio-economic status and therefore eligible for free/reduced lunch program. These students do not always have most of their needs met in their homes. To meet the nutritional needs of these students, the school provides breakfast, lunch and supper through a third-party vendor.

Detailed Student Enrollment Data²¹

²⁰ Data source: CDE Dataquest.

²¹ Data source: CDE Dataquest.

Year	Enrollment	Number of Low Socio-Economic Status	Percent of Low Socio-Economic Status
2017-2018	490	424	87%
2016-2017	457	443	97%
2015-2016	438	411	94%
2014-2015	365	345	95%

Below is our enrollment projection for the next five years:

Enrollment Plan					
Grade	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
6	62	62	62	62	62
7	62	63	63	90	95
8	62	62	63	63	95
9	105	90	95	95	95
10	76	105	95	95	95
11	60	76	105	95	95
12	52	60	76	105	95
Total	479	518	559	605	632

Vision

In pursuit of excellence, the New Designs Charter prepares students to succeed in a global, diverse; information based, and technologically advanced society.

Mission

The New Designs Charter is committed to the development of a college-preparatory learning environment that enables students to become literate, self-motivated, and lifelong learners.

Goals and Objectives

New Designs Charter serves students who are often on track to be the first in their families to attend college and for whom education can make a drastic change in their life trajectories. In line with our vision and mission, New Designs Charter will ensure students:

- Meet or exceed the "A-G" requirements of the University of California/California State University systems.
- Become technologically proficient, mastering core technology competencies.
- Become proficient in academic core areas in accordance with district and state standards

- emphasizing literacy, mathematics, science, technology, and civic responsibility.
- Develop the skills, knowledge, and attitudes to be productive and responsible citizens.
- Develop essential life skills to become self-motivated, competent, and lifelong learners.
- Conduct themselves appropriately and contribute to a safe and orderly atmosphere both in school and in their community.
- Respect and appreciate diverse cultures within and outside their school.
- Participate in an “early college program” by taking selected college level classes while in high school.

What It Means to Be an “Educated Person” in the 21st Century

An educated person in the 21st century must have the knowledge and skills to be a life-long learner who can adapt to an increasingly diverse and technologically advanced society. We believe that a life-long learner is an individual who, having recognized the importance of education, continues to search for new and exciting ways to accomplish life’s tasks. An educated person in the 21st century will have the competencies and characteristics to be successful in college and in the workforce. To be prepared for college and careers, students at New Designs Charter will be:

- Responsible for their own learning by participating in the design of their Individualized Learning Plans (“ILPs”)
- Knowledgeable individuals
- Flexible and adaptable
- Competent critical thinkers
- Functional and responsible citizens
- Willing to use technological tools
- Self-motivated with a desire to seek learning and explore new horizons
- Capable of communicating effectively

An educated person in the 21st century is skilled in:

- Analytical reasoning
- Collaboration with team member
- Construction of logical arguments
- Evidenced-based decision making
- Problem-solving
- Rendering of aesthetic and ethical judgments

Furthermore, we believe that an educated person in the 21st century should be able to use technology to explore a variety of mathematical, scientific, literary, historical, artistic and aesthetic issues. Our students will use both minds and hands to grapple with challenging problems and to design and build possible solutions. In addition to our STEM emphasis, we will continue to provide students with opportunities to broaden their understanding and knowledge set in the arts through our Drama, and Law & Diplomacy courses. Our X-Block programs offer students a variety of arts-based activities such as drawing, painting, dance and music. X-Block is

a non-academic class offered to students and is geared towards supporting students' interests, hobbies, talents and skills. X-Block meets once a week for 60 minutes in activities including but not limited to: Drawing, Arts and Crafts, Boys/Girls Soccer, Anime, Debate, Basketball, Tumbling and floor exercises, Cheer, Dance, Introduction to Mindfulness and Self-Compassion.

How Learning Best Occurs

At New Designs Charter, we recognize that learning best occurs when students are immersed in a culture of education that both challenges and nurtures their development as individuals. Since the Charter School's founding teachers, parents, and community members have created a shared culture within an environment that is unified by the high value placed on education. In the culture that we have created, education is not merely a stage to be traversed on the route to adult status, but rather a life-long perspective that knits together the home, the school, and the community. At New Designs Charter, students generally come from low socioeconomic status areas with all its concomitant challenges. We believe that learning best occurs when students can apply what they have learned in real life situations.

Students learn best when:

- They become an integral part of a strong educational value system that pervades their home, their school, and their community
- They are provided opportunities to develop multiple dimensions of intelligence and competencies
- They are intrinsically motivated by the process of learning, as facilitated by a constructive educational environment, and flexible curriculum adaptive to the needs of individual students.
- They are respected and encouraged to develop their individual learning styles
- They are active participants in the educational program through hands-on lessons, an integrated curriculum, thematic and project-based learning
- They are engaged in collaborative and cooperative learning encounters with their peers under the guidance of knowledgeable adults
- They have opportunities to demonstrate personal competence and integrity as contributing members of the community through service learning and internships

Research on teaching and learning: Four decades of studies on instructional strategies have provided a variety of teaching techniques that are utilized effectively by our teachers as they interact with, facilitate, and direct students within their educational settings (Ayers, 2011; Brophy, 2011; City & Elmore, 2010; Darling-Hammond, 2008, 2009, 2010; Gage, 2010; Good,

2009; Good & Brophy, 2008; Greene, 2008; Hatch, 2006; Hayes & Apple, 2007; Hewitt, 2008; Joyce, 2008; Kauchak & Eggen, 2006; Lieberman, 2011; Marzano, 2010; Moon, 2008; Newmann & Wehlage, 2010; Shulman, 2005; Silver, 2007; Tuckman, 2008; Walberg, 2011; Wiggins & McTighe, 2008). Many of these strategies chronicled in Marzano books are used as guides for our instruction. Our instructional strategies are guided by the following Marzano's nine high-yield Instructional Strategies: A well-researched instructional strategies by Marzano that are also common to the other research mentioned above.

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Homework and practice
- Nonlinguistic representations
- Cooperative learning
- Setting objectives and providing feedback
- Generate and testing hypothesis
- Questions, cues, and advance organizers

Goals, Actions and Measurable Outcomes Aligned with the Eight State Priorities

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), New Designs Charter's annual goals, actions, and measurable outcomes, both school-wide and for each subgroup of pupils, which address and align with the Eight State Priorities as described in Education Code Section 52060(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"). Each of these goals addresses the unique needs of all students attending the Charter School, including our numerically significant student subgroups. The metrics associated with these goals help the Charter School to ensure that these specific subgroups are making satisfactory academic progress and receive additional supports made possible by funds from the Local Control Funding Formula.

The following chart details the Charter School's annual goals for all pupils 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 school will take to achieve each of the identified annual goals.

LCFF STATE PRIORITIES	
GOAL #1	

Develop an infrastructure for ongoing collection, monitoring, disaggregation and analysis of multiple types of data (including student demographic and achievement data) in order to: inform instructional decisions; tailor research-based intervention programs; further develop Student Success Team (“SST”) to address the needs of all subgroups; measure program efficacy; ensure maximization of human, physical, and financial resources; that support the school’s mission and goals.	Related State Priorities: ☐ 1 ☒ 4 ☒ 7 ☐ 2 ☒ 5 ☐ 8 ☐ 3 ☐ 6		
	Local Priorities: ☐ : ☐ :		

Specific Annual Actions to Achieve Goal

STAFF TO SUPPORT SCHOOL’S BASE PROGRAM

New Design Charter will employ **16 appropriately credentialed teachers** and a **School Director/Principal** as part of the school’s base program

STAFFING, SERVICES & PROGRAM TO SERVICE SPED STUDENTS:

LAUSD: Option 2

New Design Charter’s SPED Team: will provide instructional and social emotional supports as outlined in the student’s IEP. Our staffing will include but is not limited to:

- **2 RSP Teachers**
- **2 Instructional Assistants**
- **Contracted services: Psychologist, Social-emotional counselor, etc.**

ASSESSMENTS

New Designs Charter staff will implement multiple types of assessments, in order to monitor each student’s: academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed.

- **Interim Comprehensive Assessments (ICA)**
- **Interim Assessment Blocks (IAB)**
- **iReady ELA & Math: Grades 6-8**
- **PSAT: Grade 10**
- **SAT/ACT: Grade 11**
- **Illuminate Benchmark Assessments**

In addition, New Designs Charter will administer the following state-mandated assessments:

- **ELPAC: Initial & Summative for ELL**
- **CAASPP: ELA & Math – Grades 6-8, 11 (EAP)**
- **California Science Test: Grades 8 & HS**

Physical Fitness Test (PFT): Gr. 7 & 9

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS:

New Designs Charter academic interventions are aligned to the CCSS and provided to support struggling and at-risk students, and based on our data analysis, are predominately unduplicated students. The **Instructional Coach's** primary role is to provide all teachers with instructional coaching on the use of various pedagogical strategies including differentiation and using data to inform instruction. All teachers are observed and provided feedback on a weekly basis to ensure strategies taught during professional development are implemented in the classroom.

During the instructional day, our middle school students will be enrolled in **ACE**, a 1-hour ELA and 1-hour Math intervention course, taught by a credentialed teacher, and **(2) Intervention Assistants**. Students will have access to the following intervention programs:

- **iReady (subscription):** Grades 6-8
- **Achieve 3000 (subscription)**
- **Study Island (subscription):** Grades 6-12
- **Edge curriculum: HS**
- **APEX Online Credit Recovery Program (licenses)** for credit deficient students.
- **Intersession:** (winter) for middle school students who are credit deficient

New Designs Charter will provide an **Extended Learning Academy** that provides struggling students with tutoring before and after school. **Saturday Academy** provides targeted academic support for 4 hours in ELA and Math.

All students will be enrolled in an **Advisory Course**:

- For MS: provides students with study and test taking skills, Habits of Mind, Individualized Learning Plan, IAB/ICA, and develop learning goals
- For HS: College/career readiness lessons, financial aid planning, writing resumes, use of Naviance/family connections, etc.

All incoming **6th and 9th grade students** will participate in **Summer Bridge Program** where students will be assessed in reading, writing, and mathematics, and receive 4 hours of daily instruction to prepare them for the academic program in the Fall semester. Summer Bridge will provide students the opportunity to strengthen their skills gap in ELA and mathematics, provide culture building, understand schoolwide expectations, and provide our instructional staff with rich data on the types of support the students will need at the start of the school year.

STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:

Upon a review and analysis of our school's student profile data, discussions with teachers, students and parents, our school has implemented a comprehensive suite of services to meet the needs of our students including implementation of Positive Behavior Intervention Support (PBIS), an alternatives to suspension to improve school climate, behavior, and reduce suspension rates. We are currently researching various types of **social-emotional universal screeners** for adoption.

The **Assistant Principal of the Middle School** is in charge of School Safety, truancy, chronic absenteeism, PBIS, Alternatives to Suspension, and Restorative Justice.

The **(2) Deans (MS/HS)** are in charge of School Safety, truancy, chronic absenteeism, Alternatives to Suspension. The **(1) Counselor (MS/HS)** will provide academic, and social/emotional counseling. New Designs Charter has adopted LAUSD's PBIS Program and the school's PBIS team receives ongoing training.

The Charter School's character education program is embedded in the Advisory course. **A Thousand Joys** will provide trauma informed practices training for students and staff.

COURSE ACCESS & COLLEGE/CAREER READINESS:

In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, beyond core subjects which include:

- Physical Education with a nutrition component to improve student performance on PFT and support healthy eating habits.
- MS Electives: Technology, AcE
- UC A-G Approved Courses
- AP Courses (AP Fee waivers)
- CTE Pathway Courses: **Law & Diplomacy; Information Technology; Finance Academy; Medical Science & Engineering**

In addition, our school will provide students with field trips to colleges/universities, college fairs, SAT/ACT prep workshops and tutoring for high school students and purchase subscription/license for Naviance.

New Designs Charter will offer CAASPP Academy at Radisson Hotel, which provides 2-day test reviews for MS and grade 11 students.

FACILITIES

The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site:

- Facility Site (leasing costs)
- Provide maintenance and repairs to ensure a clean and safe facility.
- Annually complete a Facility Inspection Tool (FIT) Report

- Installation of security cameras, metal detectors, fencing to increase security schoolwide since it detrimentally impacted student attendance in the 2017-18 school year.

Expected Annual Measurable Outcomes

Outcome #1: Annual Growth on ELA and Math: Grades 6-8, 11

Metric/Method for Measuring: CAASPP Distance from Level 3 (DFL3) using Scale Scores

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	-67.8 points below DFL3 in ELA and -117.4 points below DFL3 in Math	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year
English Learners	-62.4 points below DFL3 in ELA and -115 points below DFL3 in Math	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year
Socioecon. Disadv./Low Income Students	-67.8 points below DFL3 in ELA and -117.4 points below DFL3 in Math	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year
Foster Youth	*22					
Students with Disabilities	-145.6 points below DFL3 in ELA and -212.7 points below DFL3 in Math	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year
African American Students	-94.5 points below DFL3 in ELA and -136.6 points below DFL3 in Math	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year

²² * Subgroup not numerically significant at this time.

American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	-44.5 points below DFL3 in ELA and -99.6 points below DFL3 in Math	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year	-5 point change below DFL3 from previous year
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Students will meet UC A-G requirements by graduation.

Metric/Method for Measuring: % of students who meet UC A-G

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G
English Learners	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G
Socioecon. Disadv./Low Income Students	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G
Foster Youth	*					
Students with Disabilities	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G
African American Students	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G	100% of students meet UC A-G
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of students meet UC A-	100% of students meet UC	100% of students meet UC	100% of students meet UC	100% of students meet UC	100% of students meet UC

	G	A-G	A-G	A-G	A-G	A-G
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					
Outcome #3: Students receive career-readiness programming through CTE Pathway						
Metric/Method for Measuring: 100% of students who complete CTE Pathway						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway
English Learners	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway
Socioecon. Disadv./Low Income Students	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway
Foster Youth	*					
Students with Disabilities	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway
African American Students	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway	100% of students complete CTE Pathway
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					

White Students	*					
Outcome #4: English Learners make progress in English proficiency as measured by CELDT/ELPAC. Metric/Method for Measuring: CELDT/ELPAC scores and reclassification rates						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)	Establish baseline ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates
English Learners	Establish baseline ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates	Meet or exceed target ELPAC scores and RFEP rates
Socioecon. Disadv./Low Income Students	n/a					
Foster Youth	*					
Students with Disabilities	n/a					
African American Students	n/a					
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	n/a					
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					
Outcome #5: Students will take AP courses and pass AP exams Metric/Method for Measuring: % of students that pass AP exams with a score of 3+						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)	9% student pass rate	10% student pass rate	11% student pass rate	12% student pass rate	13% student pass rate	14% student pass rate
English Learners	9% student pass rate	10% student pass rate	11% student pass rate	12% student pass rate	13% student pass rate	14% student pass rate

Socioecon. Disadv./Low Income Students	9% student pass rate	10% student pass rate	11% student pass rate	12% student pass rate	13% student pass rate	14% student pass rate
Foster Youth	*					
Students with Disabilities	9% student pass rate	10% student pass rate	11% student pass rate	12% student pass rate	13% student pass rate	14% student pass rate
African American Students	9% student pass rate	10% student pass rate	11% student pass rate	12% student pass rate	13% student pass rate	14% student pass rate
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	9% student pass rate	10% student pass rate	11% student pass rate	12% student pass rate	13% student pass rate	14% student pass rate
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #6: Students by grade 11 will make progress toward being prepared for college-level work as measured by EAP results

Metric/Method for Measuring: % of Grade 11 students who are “Prepared” as measured by ELA and Math EAP

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)	5% ELA EAP 3% Math EAP	6% ELA EAP 4% Math EAP	7% ELA EAP 5% Math EAP	8% ELA EAP 6% Math EAP	9% ELA EAP 7% Math EAP	10% ELA EAP 8% Math EAP
English Learners	5% ELA EAP 3% Math EAP	6% ELA EAP 4% Math EAP	7% ELA EAP 5% Math EAP	8% ELA EAP 6% Math EAP	9% ELA EAP 7% Math EAP	10% ELA EAP 8% Math EAP
Socioecon. Disadv./Low Income Students	5% ELA EAP 3% Math EAP	6% ELA EAP 4% Math EAP	7% ELA EAP 5% Math EAP	8% ELA EAP 6% Math EAP	9% ELA EAP 7% Math EAP	10% ELA EAP 8% Math EAP
Foster Youth	*					
Students with Disabilities	5% ELA EAP 3% Math EAP	6% ELA EAP 4% Math EAP	7% ELA EAP 5% Math EAP	8% ELA EAP 6% Math EAP	9% ELA EAP 7% Math EAP	10% ELA EAP 8% Math EAP
African American Students	5% ELA	6% ELA	7% ELA	8% ELA	9% ELA	10% ELA

	EAP 3% Math EAP	EAP 4% Math EAP	EAP 5% Math EAP	EAP 6% Math EAP	EAP 7% Math EAP	EAP 8% Math EAP
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	5% ELA EAP 3% Math EAP	6% ELA EAP 4% Math EAP	7% ELA EAP 5% Math EAP	8% ELA EAP 6% Math EAP	9% ELA EAP 7% Math EAP	10% ELA EAP 8% Math EAP
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #7: High average daily attendance rates and low chronic absenteeism rates to maximize learning time.

Metric/Method for Measuring: Attendance rates and chronic absenteeism rates.

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)	93% attendance <4% chronic absenteeism	94% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism
English Learners	93% attendance <4% chronic absenteeism	94% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism
Socioecon. Disadv./Low Income Students	93% attendance <4% chronic absenteeism	94% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism
Foster Youth	*					
Students with Disabilities	93% attendance <4% chronic absenteeism	94% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism

		m	m	sm	absenteeism	m
African American Students	93% attendance <4% chronic absenteeism	94% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	93% attendance <4% chronic absenteeism	94% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism	95% attendance <4% chronic absenteeism
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #8: High school graduation as measured by low dropout rates and high graduation rates.

Metric/Method for Measuring: MS/HS dropout rates, HS graduation rates.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation
English Learners	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation
Socioecon. Disadv./Low Income Students	<3% MS dropout <3% HS dropout >98% HS	<3% MS dropout <3% HS dropout >98% HS	<3% MS dropout <3% HS dropout >98% HS	<3% MS dropout <3% HS dropout >98% HS	<3% MS dropout <3% HS dropout >98% HS	<3% MS dropout <3% HS dropout >98% HS

	graduation	graduation	graduation	graduation	graduation	graduation
Foster Youth	*					
Students with Disabilities	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation
African American Students	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation	<3% MS dropout <3% HS dropout >98% HS graduation
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #9: Students will have access to a broad course of study, including A-G courses

Metric/Method for Measuring: 100% of student access rates

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study
English Learners	100% of students will have access to broad	100% of students will have access to	100% of students will have access to	100% of students will have access to	100% of students will have access to	100% of students will have access to

	course of study	broad course of study	broad course of study	broad course of study	broad course of study	broad course of study
Socioecon. Disadv./Low Income Students	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study
Foster Youth	*					
Students with Disabilities	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study
African American Students	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study	100% of students will have access to broad course of study
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

GOAL #2

Provide all students with high quality instruction, a rigorous standards-aligned curriculum through student-centered/student driven learning experiences, that will prepare all students to strive/excel as critical thinkers, effective communicators, agency, and collaborators in an ever-

Related State Priorities:

- | | | |
|---------------------------------------|----------------------------|---------------------------------------|
| ☒ 1 | ☐ 4 | ☐ 7 |
| ☒ 2 | ☐ 5 | ☒ 8 |
| ☐ 3 | ☐ 6 | |

changing Global world and ensure their college and career readiness.

Local Priorities:

☒:1

☒:2

Specific Annual Actions to Achieve Goal

PROFESSIONAL DEVELOPMENT

New Designs Charter will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Topics of focus will include:

- Marzano observation DQ2, DQ9
- Use of Academic Language
- Classroom Management
- Interim Assessment
- Use of technology in the classroom
- Diversity and Inclusion
- Using and applying the Renaissance and Data Directives
- Data Driven Instruction: Analyzing Student's Data for instruction
- Modeling Instruction: Teacher collaboration in Lesson Designs and Instruction
- Universal Design for Learning: Differentiated Instruction
- Use of Differentiated Instruction, Activities and the use of Centers
- Teacher Collaboration: Examining Student work to inform instruction.

In addition, our teachers will receive 6 days of summer professional development; 4 non-instructional days during the academic year; and biweekly during the academic year.

Our teachers and administrative team will also attend workshops and/or conferences that include but are not limited to the following:

- New Teacher Academy
- CAASPP Institute
- CAST Academy
- AP Summer Institute
- PLTW trainings
- Springboard
- Expository Reading & Writing Course (ERWC)

ELD PROGRAM

New Designs Charter will adhere to its EL Master Plan. Our teachers will utilize Achieve 3000 during designated ELD, and intervention. The **EL Coordinator** and **EL Coordinator Assistant** will administer the ELPAC assessment, and provide targeted instruction for EL. Teachers will use Springboard ELD Component curriculum.

CORE CURRICULUM TO BE PURCHASED

Every student has access to standards-aligned curriculum. New Designs Charter will purchase the following core curriculum and/or instructional materials:

Springboard Integrated Math for High School students

TECHNOLOGY

New Designs Charter has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (“GAPE”). Annually, the Informational Technology Coordinator and IT Assistant will conduct a needs assessment based on staff and student needs and provide all tech support and maintenance. Annual, purchases for technology include but are not limited to:

- Chromebooks (replacement) & Mobile cart
- Projectors
- Desktop computers
- Headsets/head phones
- Tablets for grade 11
- IT equipment

STAFFING, STRATEGIES, PROGRAMS & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT:

In order to provide students with relevant learning experiences outside of the classroom, our school will host and/or provide the following:

- **Field trips aligned to the content**
- **Student Council for MS/HS**
- **CIF Sports Program: Led by the Athletics Director** - Basketball, Track, Football, Soccer, & Softball.
- **Clubs/Organizations:** Debate, Music, Global Impact, and cheer, and fundraiser to pay for trip to Ghana.
- **Learning Celebrations** which include- Student of the Week; Student of the Month; Honors Induction Ceremony and End of the Year Celebration

Competitions: Debate, Science Olympiad, Sports

Expected Annual Measurable Outcomes

Outcome #1: Teachers are appropriately credentialed and assigned to their courses.

Metric/Method for Measuring: % of teachers who are appropriately credentialed and assigned

APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
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All Students (Schoolwide)	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned
English Learners	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned
Socioecon. Disadv./Low Income Students	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned
Foster Youth	*					
Students with Disabilities	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned
African American Students	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned	100% of teachers are appropriately credentialed and assigned
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed	100% of teachers are appropriately credentialed

	and assigned	credential ed and assigned	credential ed and assigned	credential ed and assigned	credential ed and assigned	credential ed and assigned
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					
Outcome #2: Students have access Common Core State Standards-aligned instructional materials						
Metric/Method for Measuring: % of students with access to standards-aligned instructional materials						
APPLICABLE STUDENT GROUPS	Baseline	2019- 2020	2020- 2021	2021-2022	2022- 2023	2023- 2024
All Students (Schoolwide)	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials
English Learners	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials
Socioecon. Disadv./Low Income Students	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials
Foster Youth	*					
Students with Disabilities	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials
African American Students	100% of	100% of	100% of	100% of	100% of	100% of

	students have access to standards-aligned instructional materials	students have access to standards-aligned instructional materials	students have access to standards-aligned instructional materials	students have access to standards-aligned instructional materials	students have access to standards-aligned instructional materials	students have access to standards-aligned instructional materials
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: School facilities are maintained in good repair.

Metric/Method for Measuring: Facility Inspection Tool (FIT) Score

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good
English Learners	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good
Socioecon. Disadv./Low Income Students	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good
Foster Youth	*					
Students with Disabilities	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good
African American Students	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good
American Indian/Alaska Native Students	*					
Asian Students	*					

Filipino Students	*					
Latino Students	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good	FIT score: Good
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #4: Implementation of academic content standards will improve to “Full Implementation” (Level 4) or “Full Implementation and Sustainability” (Level 5) for all students, including access for English Learners

Metric/Method for Measuring: Local Indicator rubric.

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024				
All Students (Schoolwide)	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	5	ELD	5	ELD	5	ELD	5
	MATH	4	MATH	5	MATH	5	MATH	5	MATH	5
	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5
	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5
	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5
	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5
	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5
	VAPA	4	VAPA	5	VAPA	5	VAPA	5	VAPA	5
	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5
English Learners	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	5	ELD	5	ELD	5	ELD	5
	MATH	4	MATH	5	MATH	5	MATH	5	MATH	5
	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5
	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5
	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5
	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5
	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5
	VAPA	4	VAPA	5	VAPA	5	VAPA	5	VAPA	5
	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5
Socioecon. Disadv./Low Income Students	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	5	ELD	5	ELD	5	ELD	5
	MATH	4	MATH	5	MATH	5	MATH	5	MATH	5
	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5
	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5
	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5
	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5
	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5
	VAPA	4	VAPA	5	VAPA	5	VAPA	5	VAPA	5
	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5
Foster Youth	*									

Students with Disabilities	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	5	ELD	5	ELD	5	ELD	5	ELD	5
	MATH	4	MATH	5	MATH	5	MATH	5	MATH	5	MATH	5
	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5
	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5
	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5
	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5
	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5
	VAPA	4	VAPA	5	VAPA	5	VAPA	5	VAPA	5	VAPA	5
	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5
African American Students	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	5	ELD	5	ELD	5	ELD	5	ELD	5
	MATH	4	MATH	5	MATH	5	MATH	5	MATH	5	MATH	5
	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5
	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5
	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5
	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5
	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5
	VAPA	4	VAPA	5	VAPA	5	VAPA	5	VAPA	5	VAPA	5
	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5
American Indian/Alaska Native Students	*											
Asian Students	*											
Filipino Students	*											
Latino Students	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5	ELA	5
	ELD	4	ELD	5	ELD	5	ELD	5	ELD	5	ELD	5
	MATH	4	MATH	5	MATH	5	MATH	5	MATH	5	MATH	5
	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5	NGSS	5
	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5	HISTORY	5
	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5	CTE	5
	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5	HEALTH ED.	5
	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5	PHYS ED.	5
	VAPA	4	VAPA	5	VAPA	5	VAPA	5	VAPA	5	VAPA	5
	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5	WORLD LANG	5
Native Hawaiian/Pacific Islander Students	*											
Students of Two or More Races	*											
White Students	*											

Outcome #5: Students will exhibit progress in their physical fitness.

Metric/Method for Measuring: % of Grade 7 and 9 students who meet all 6 areas in the Healthy Fitness Zone (“HFZ”) on the Physical Fitness Test (“PFT”).

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	11% 7 th Graders 26% 9 th graders	13% 7 th Graders 28% 9 th graders	15% 7 th Graders 30% 9 th graders	17% 7 th Graders 32% 9 th graders	19% 7 th Graders 34% 9 th graders	21% 7 th Graders 36% 9 th graders
English Learners	11% 7 th Graders	13% 7 th Graders	15% 7 th Graders	17% 7 th Graders	19% 7 th Graders	21% 7 th Graders

	26% 9 th graders	28% 9 th graders	30% 9 th graders	32% 9 th graders	34% 9 th graders	36% 9 th graders
Socioecon. Disadv./Low Income Students	11% 7 th Graders 26% 9 th graders	13% 7 th Graders 28% 9 th graders	15% 7 th Graders 30% 9 th graders	17% 7 th Graders 32% 9 th graders	19% 7 th Graders 34% 9 th graders	21% 7 th Graders 36% 9 th graders
Foster Youth	*					
Students with Disabilities	11% 7 th Graders 26% 9 th graders	13% 7 th Graders 28% 9 th graders	15% 7 th Graders 30% 9 th graders	17% 7 th Graders 32% 9 th graders	19% 7 th Graders 34% 9 th graders	21% 7 th Graders 36% 9 th graders
African American Students	11% 7 th Graders 26% 9 th graders	13% 7 th Graders 28% 9 th graders	15% 7 th Graders 30% 9 th graders	17% 7 th Graders 32% 9 th graders	19% 7 th Graders 34% 9 th graders	21% 7 th Graders 36% 9 th graders
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	11% 7 th Graders 26% 9 th graders	13% 7 th Graders 28% 9 th graders	15% 7 th Graders 30% 9 th graders	17% 7 th Graders 32% 9 th graders	19% 7 th Graders 34% 9 th graders	21% 7 th Graders 36% 9 th graders
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

GOAL #3

Improve student academic outcomes by effectively collaborating with parents, families and community partners to support student learning and achievement and provide a safe and welcoming learning environment.

Related State Priorities:
☐ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:
☒ 3
☒ 6

Specific Annual Actions to Achieve Goal

STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE & ENSURE A SAFE SCHOOL:

New Designs Charter will implement the following actions and services to ensure all students are provided with a safe, welcoming and positive learning community.

- The Leadership Team will annually review and revise the Comprehensive School Safety Plan.
- The school's entire staff will be trained on the School Safety Plan, and monthly drills will take

place.

- Continue to implement character education program in Advisory course.
- Implement Spirit Days to improve school climate and culture building: Host Pep Rallies for sports/athletics; etc.
- Administer annual **staff and student survey**.
- **Transform Program:** Breathing exercises, Yoga, Meditation, & Drumming

In order to improve school safety, surveillance cameras were installed and are monitored by the **Safety & Culture Coordinator** who is in charge of school's supervision, student behavior issues, fire drills, and first aide. Our school also employs a **Campus Aide**.

PARENT INPUT IN DECISION-MAKING

At New Designs Charter, parent input in decision-making will take place through the following:

- School Site Council ("SSC")
- English Language Advisory Committee ("ELAC")

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:

New Designs Charter School will provide all parents (including unduplicated students, and Students with Disabilities) with numerous opportunities to engage as partners in their child's education.

The **Community Outreach/Recruitment Coordinator** will facilitate the following:

- **Coffee with the Principal**
- **Parent workshops:**
 - Focus Student Information System ("SIS")
 - What is CAASPP?
 - Data-driven decision-making
 - WASC Recommendations
 - CA School Dashboard
 - LCAP Development
- Parent/teacher Conferences
- Host Parent Orientation at the beginning of the academic year
- Learning Celebrations: Friday assemblies, monthly assemblies, Honors Induction Ceremony and End of Year Celebration, 8th grade Project Presentation Night
- Promote volunteer program
- Host parent/student orientation
- Provide translation services
- Issue invitations to families for schoolwide events, and forum especially for families/guardian with unduplicated students (EL, low income, foster youth) and families with children identified with a disability.
- Translation services will be provided
- Administer **parent surveys**.

Expected Annual Measurable Outcomes

Outcome #1: Parent involvement through input in decision-making will include parents of unduplicated students and students with disabilities. Parent involvement will include opportunities for participation in programs for unduplicated students and Students with Disabilities.

Metric/Method for Measuring: % of parental input and opportunities for participation will be inclusive of parents of unduplicated students and students with disabilities

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*					
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #2: Healthy school culture with low suspension and expulsion rates

Metric/Method for Measuring: Suspension and expulsion rates

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion
English Learners	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion
Socioecon. Disadv./Low Income Students	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion

Foster Youth	*					
Students with Disabilities	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion
African American Students	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion	<2% suspension <1% expulsion
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Outcome #3: School community engagement through surveys to understand sense of safety and school connectedness

Metric/Method for Measuring: Parent, student, teacher participation rates

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	57% parent participation 78% student participation 90% teacher participation	58% parent participation 80% student participation 90% teacher participation	59% parent participation 82% student participation 90% teacher participation	60% parent participation 84% student participation 90% teacher participation	61% parent participation 86% student participation 90% teacher participation	62% parent participation 88% student participation 90% teacher participation
English Learners	57% parent participation 78% student participation 90% teacher participation	58% parent participation 80% student participation	59% parent participation 82% student participation	60% parent participation 84% student participation	61% parent participation 86% student participation	62% parent participation 88% student participation

		participation 90% teacher participation	participation 90% teacher participation	ion 90% teacher participation	participation 90% teacher participation	participation 90% teacher participation
Socioecon. Disadv./Low Income Students	57% parent participation 78% student participation 90% teacher participation	58% parent participation 80% student participation 90% teacher participation	59% parent participation 82% student participation 90% teacher participation	60% parent participation 84% student participation 90% teacher participation	61% parent participation 86% student participation 90% teacher participation	62% parent participation 88% student participation 90% teacher participation
Foster Youth	*					
Students with Disabilities	57% parent participation 78% student participation 90% teacher participation	58% parent participation 80% student participation 90% teacher participation	59% parent participation 82% student participation 90% teacher participation	60% parent participation 84% student participation 90% teacher participation	61% parent participation 86% student participation 90% teacher participation	62% parent participation 88% student participation 90% teacher participation
African American Students	57% parent participation 78% student participation 90% teacher participation	58% parent participation 80% student participation 90% teacher participation	59% parent participation 82% student participation 90% teacher participation	60% parent participation 84% student participation 90% teacher participation	61% parent participation 86% student participation 90% teacher participation	62% parent participation 88% student participation 90% teacher participation
American Indian/Alaska Native Students	*					
Asian Students	*					
Filipino Students	*					
Latino Students	57% parent participation	58% parent	59% parent	60% parent participation	61% parent	62% parent

	78% student participation 90% teacher participation	participation n 80% student participation n 90% teacher participation n	participation n 82% student participation n 90% teacher participation n	n 84% student participation 90% teacher participation	participation on 86% student participation on 90% teacher participation on	participation n 88% student participation n 90% teacher participation n
Native Hawaiian/Pacific Islander Students	*					
Students of Two or More Races	*					
White Students	*					

Goals to Enable Students to Become and Remain Self-Motivated, Competent, Life-long Learners

To enable our students to become or remain self-motivated, competent, and life-long learners, New Designs Charter:

- Exposes students to real-world learning experiences in the classroom and will provide internship opportunities as well
- Equips students to become globally aware and to understand and address world issues.
- Fosters development of 21st century skills such as: creativity, collaboration, communication, critical thinking, character and citizenship.
- Continually improves educational processes that promote high student achievement in a safe and caring learning environment
- Provides an academic program that is rigorous, differentiated, and facilitates students setting their own goals and taking personal responsibility for their learning
- Creates a world class organization focused on the academic excellence of every student, every day
- Stresses daily the importance of enthusiasm for learning, self-motivation, respect and personal responsibility
- Implements a sound curriculum based on CCSS, the Next Generation Science Standards (“NGSS”), English Language Development (“ELD”) and any other applicable State Content Standards and Frameworks where applicable (collectively, “State Standards”).
- Utilizes authentic and State mandated assessments to drive instructional decision making
- Engages all stakeholder groups in the education of students
- Promotes leadership, ethics and character development through our Advisory program, which include lessons on Habits of Mind; Growth Mind Set; Global Competence

Educational Philosophy

There is a broad consensus that post-secondary education is a prerequisite for socio-economic advancement in the 21st century. A study by the Organization for Economic Cooperation and Development (“OECD”) has confirmed that children of less-educated parents in the United

States have a tougher time climbing the educational ladder than in almost any other developed country (OECD, 2012a, p. 102). The continued disparities between people of different socio-economic status in regard to access to rigorous curriculum is likely to continue unless educators grab the bull by the horn and bridge the quality and rigor gap.

Postsecondary education enhances an individual student's chance for a decent, well-paying job. This is evidenced by the fact that the unemployment rate for recent high school graduates without a college degree was more than 30 percent, while for recent college graduates, it was under 6 percent (Shierholtz et al., 2012). Also, a Bachelor's degree holder is likely to realize a million dollars more over a lifetime than an individual with only a high school diploma. The last decade has seen an emerging consensus that effective preparation for student success in postsecondary education and careers includes a strong background in science. To enable social mobility and prepare our community for participation in the new global economy we must provide them an opportunity to participate in post-secondary education.

By combining college-preparatory and career-readiness curricula, New Designs Charter offers a unique opportunity for its students, almost all of whom are from low socioeconomic backgrounds, to develop both the academic knowledge to be successful in college and the technical skills required to jumpstart their careers. The combination of these competencies is critical for our students, many of whom will be the first in their families to go to college. To deliver this dual programming, New Designs Charter will be staffed with qualified teachers.

As such, the ethos of New Designs Charter is a humanistic, interactive learning community distinguished by a pursuit of academic excellence and characterized by mutual respect among individuals as well as culture and language groups. Our learning philosophy emphasizes:

- An integrated program of learning that combines basic academic and career related content.
- Interdisciplinary coursework that maximize interactions and minimize constraints in crossing disciplinary lines.
- Articulated course work that spans the educational segments, (i.e. Middle, High School and College) and is sequentially more challenging.
- Substantial support from partners (especially business and higher education) beyond the school setting.
- Service learning and business internship that provides students with real life job experiences as well as leadership skills.
- Graduation standards for science, mathematics, Career Pathways and engineering that exceed "a-g" requirements (four years of math, three years of science, four years of career pathways and one year of engineering)

Curriculum / program

In order to continue to narrow the achievement gap New Designs Charter will ensure that:

- All students continue to enroll in college preparatory classes (a-g), including Advanced Placement (“AP”) classes.
- We create a technologically enhanced learning environment through the deployment of 21st century learning tools like tablets and laptops.
- The school’s curricula are aligned with CCSS Next Generation Science Standards, and other applicable standards.
- Concrete accountability systems are established to hold administrators and teachers responsible for producing results utilizing the *iObservation* evaluation tool.
- All administrators and faculty are committed to data-driven decision-making and instruction. Intensive instruction in reading and math is being provided to all students.
- Teachers are provided extensive professional development to ensure the delivery of a curriculum aimed at raising student achievement.
- Parent participation in the education of their children is encouraged and meaningfully supported through timely and relevant communications.

Career Pathways

An important distinction of New Designs Charter is that all students select a Career Pathway of their interest in their Freshman year. The school currently offers Law & Diplomacy, Finance and Information Technology pathways. We are taking steps to add Medical Sciences, Performing Arts and Engineering pathways in 2019-20.

Our Career Pathways, also known as Contextualized Teaching and Learning (“CTL”), is gaining steady acceptance as an integrative framework for promising approaches to post-secondary education and training for low-income and low-skill adults. In other words, the career pathway education program is built on the recognition that some students learn more effectively when they are taught in a hands-on, real-world context rather than in an abstract manner (Baker, Hope, & Karandjeff, 2009; Bond, 2004; Predmore, 2005). The primary goal of CTL is to utilize the “context supported by traditional academics to drive instruction” thus engaging students in active learning to assist them in making meaning (N. N. Badway, personal communication, August 1, 2010).

Motivation theory focuses on students’ perceived value of the mode of instruction and development of self-efficacy, which is a key component of CTL. Students are encouraged to reflect on their own ideas and the experiences in which the instruction and materials are imbedded. Predmore (2005) shows that thinking about content within real-world experience is important in CTL because “once [students] can see the real-world relevance of what they’re learning, they become interested and motivated” (Putting it Into Context, The Success, para. 6).

Law & Diplomacy Academy

Students who select the Law & Diplomacy Career Pathway enroll in classes such as Introduction to Law, Law of Torts, Law of Contracts, International Organizations, Criminal Law, and Introduction to International Relations. Students are expected to visit court rooms frequently and have “power lunch” meetings with lawyers and judges in downtown Los Angeles. Through the

Charter School's partnership with the legal community, our students will be provided an opportunity to participate in Moot Courts as well as several mock trials with law school students. The aforementioned experiences as well as the rigorous core and elective classes provide Law & Diplomacy students with excellent skills in writing, analysis, critical thinking, collaboration, public speaking and research.

Information Technology Academy

The curriculum of this academy exposes students to Programming, Database Administration, Web Design and Administration, Digital Networks, Computer Systems, Computer Networking and Principles of Information Technology and other areas in the expanding digital workplace.

Finance Academy/Academy of Finance ("AOF")

This career pathway connects high school students with the world of financial services, offering a curriculum that covers Banking and Credit, Financial Planning, International Finance, Securities, Insurance, Accounting, and Economics.

Longstanding partnerships with neighboring financial institutions ensure that Academy of Finance students are at the vanguard of financial education and reap the benefits of work-based learning opportunities. The AOF curriculum is vetted by partners in the financial services and business sectors, and emphasizes literacy and project-based learning to engage students. AOF students begin with Principles of Finance to gain a broad understanding of the core concepts needed in this field. Academies introduce students to a wide array of careers through courses including Applied Finance, Business Economics, Business in a Global Economy, Entrepreneurship, Ethics in Business, Financial Planning, Financial Services, Insurance, Managerial Accounting, and Principles of Accounting. Academy students will have completed at least four Academy Finance courses by graduation. AOF graduates benefit from learning the critical concepts of business management, accounting, and ethics. College and Career Readiness In addition to studying career-focused curriculum and working on collaborative projects, AOF students gain critical career knowledge through a series of work-based learning activities both inside and outside of the classroom. These activities include job shadowing, mock interviews, résumé writing workshops, and internship. Local business partners work with educators to provide these opportunities that round out students' education.

Medical Sciences Academy

Our purpose is to provide the student with information and knowledge of basic medical skills, which will be needed for an entry-level health care position. Students learn to identify and explain factors relating to the transmission of diseases, cell structures, and cell abnormalities that result in different diseases. Courses that will be offered include Introduction to Medical Sciences, Human Anatomy/Physiology, Medical English and AP Biochemistry.

Performing Arts Academy

This academy is dedicated to our goal of instilling in each student a love of music, the performing arts, and the independence to pursue it for a lifetime; either as a career or as a vocation. The academy will ensure that each student will achieve musical literacy and

understanding through creativity, music, musical experiences, theatrical performances, time-management, and problem-solving skills.

Engineering Academy

In Project Lead The Way Engineering, students engage in open-ended problem solving, learn and apply the engineering design process, and use the same industry-leading technology and software as are used in the world's top companies. Students are immersed in design as they investigate topics such as sustainability, mechatronics, forces, structures, aerodynamics, digital electronics and circuit design, manufacturing, and the environment, which gives them an opportunity to learn about different engineering disciplines before beginning post-secondary education or careers.

Research-based Evidence

A growing body of research demonstrates that students learn more deeply if they have engaged in activities that require applying classroom-gathered knowledge to real-world problems. Like the old adage states, "Tell me and I forget, show me and I remember, involve me and I understand." Research shows that such inquiry-based teaching is not so much about seeking the right answer but about developing inquiring minds, and it can yield significant benefits. For example, in the 1995 School Restructuring Study, conducted at the Center on Organization and Restructuring of Schools by Fred Newmann and colleagues at the University of Wisconsin, 2,128 students in twenty-three schools were found to have significantly higher achievement on challenging tasks when they were taught with inquiry-based teaching, showing that involvement leads to understanding. These practices were found to have a more significant impact on student performance than any other variable, including student background and prior achievement.

Standards Aligned Curriculum

New Designs Charter curriculum aligns with State Standards. In addition, our courses will incorporate other relevant standards including those listed below.

- i) California Common Core State Standards for Mathematics (Modified January 2013 Publication Version)
- ii) History-Social Science Framework Kindergarten Through Grade Twelve
- iii) Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve • Dance • Music • Theatre • Visual Arts
- iv) NGSS for California Public Schools, K-12 Learning Progressions for Middle (6-8) and High School (9-12) Science.
- v) Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS)
- vi) California English Language Development Standards: Kindergarten Through Grade 12
- vii) Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12

viii) World Language Content Standards for California Public Schools: Kindergarten Through Grade 12

Special Features of Our Curriculum

New Designs Charter continues to refine curriculum, instruction and assessment, which are underscored by the following distinct features deemed as essential to our success as a school:

Graduation Requirements based on the A-G requirements of the UC/CSU systems

All New Designs Charter students meet or exceed the UC/CSU "a-g" requirements prior to graduating from the Charter School. The curricula used in all these courses that meet our graduation requirements are approved by University of California Office of the President (UCOP).

College and Career Readiness

New Designs Charter utilizes the curriculum from Naviance which provides college and career readiness solutions through an online platform. The curriculum is designed for the classroom and it can be taught in an advisory period, in a career pathway class or imbedded in a core class. With lesson plans and easy-to-understand technology, the lessons guide students through the steps they need to take to be ready for transitioning from middle school to high school or planning for life after high school. Students learn about critical topics related to self-discovery, developing success skills, building a support network, exploring career options, and planning for college – academically, socially, emotionally, and financially. For our career pathway courses, we will use the curricula from Project Lead the Way or partner with Southwest College to provide career-pathway-focused courses.

Student Advisory Program

Using Individual Learning Plans, Faculty Advisors provide an ongoing adult support system in the academic, social, and career development of New Designs Charter students. New Designs Charter is committed to narrowing the achievement gap between low-income inner-city students and their relatively affluent counterparts. The most important tool for tracking and monitoring student success at the New Designs Charter is the ILP, which is designed based on the “*Student Learning Plans*” developed by the California Department of Education (1997). An ILP is a statement of expectations, achievement, interventions, and supports, including curriculum and instruction, which is developed by a Faculty Advisor in cooperation with a student and his or her parents. The ILP is designed to address the performance standards for each student. We see the ILP as a strategic plan for our students clearly outlining their strengths, weaknesses, opportunities and challenges. The ILP also contains any behavior modification strategies that would allow the student to succeed.

The ILP does not only set achievement benchmarks but outlines the resources necessary to achieve the set goals for all students. It is also used to pinpoint effective practices to student’s needs and identify resources each student needs to be successful at New Designs Charter. Faculty Advisors, counselors, students, teachers, and parents collaborate in making

recommendations and suggestions for any needed interventions, and together they share responsibility for the student's accomplishments. Advisors review each student's ILP monthly. By participating in the design of their learning plans, students are able to identify their individual learning styles, and develop potential academic strengths in an atmosphere of positive reinforcement and motivation. Using ILPs, students build proficient study skills and acquire the confidence necessary to achieve educational and professional success.

Early College Program

New Designs Charter is currently partnering with Southwest College to provide college courses to students. This extends the opportunity for students at New Designs Charter students to take college classes.

Leadership Skills

Woven into our curriculum are expectations for students to develop leadership skills, work in a collaborative environment and resolve conflicts amicably without resorting to violence. Our Advisory curriculum helps our students develop academic and social skills appropriate for future leadership in an ever changing, globally interconnected, multicultural, and multi-ethnic world.

Intervention and Enrichment Programs

Academic Enrichment Class.

New Designs Charter recognizes that the middle grades mark a critical transition for students. In light to this, New Designs Charter offers an AcE class. The Academic Enrichment class is a unique opportunity for intervention, support and enrichment. During the AcE block, students are provided personalized, robust and standards-aligned instruction in Reading and Math as they alternate between the two classes. It is a class intended to meet the varied learning needs of students through focused and personalized academic assistance in both Math and English Language Arts. AcE adds 0.5 credit unit to ELA and Math core classes making each class 1.5 credit units instead of 1.

Extended Learning Academy

In addition to the AcE class, New Designs Charter offers extended learning academy, *ExLA* which is composed of Before School, After School and Saturday School. The curricula for ExLa is Study Island. Lessons are directly related to students' core classes. The ExLA teachers regularly collaborate with the core teachers to ensure alignment of instruction among classes. For example, students may be assigned projects in the afterschool class that are extensions of the core curriculum. Learning that takes place in one class is linked and enhances and or reinforces the other. This avenue of learning will help students demonstrate readiness in the state assessments. Students are scheduled to participate actively in the after school and Saturday school program which implements of intervention, support and enrichment. Thus, addressing varied learning needs.

Technology Programs

The New Designs Charter's emphasis in Technology is evident in the Charter School's efforts in ensuring that Technology is integrated in the classroom. Technology learning tools are made available for the students to access multiple technology programs which include but not limited to: iReady diagnostic and instruction, Achieve 3000, Naviance, Study Island, Digital instructional kit for core and non-core subject curricula, Brain Pop and Khan Academy.

Collaboration and Networking

An important hallmark of our education process is the development of college, industry and community partnerships. We have established several partnerships during the last four years through which we have received support to enhance the learning process. For example through our partnership with "A Thousand Joys," our middle school students receive free counseling services. In addition, the Charter School received \$100,000 grant to improve science education from the Windsong Trust, which was used to establish the Science lab, purchase furniture, science laboratory equipment and apparatus, science materials and supplies, purchase the NGSS curriculum and shouldered the Science Olympiad competition expenses. During the next five years we intend to strengthen existing partnerships while creating additional ones to strengthen the learning process. New Designs Charter continues to establish more industry-based partnerships while strengthening our current ones.

Our industry partners have over the years offered internship and job shadowing opportunities for our students. Industry partnerships have enabled our students to work with professionals and gain "hands-on/minds-on" experiences in a true work setting.

Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects

The Charter School's curriculum ensures that students receive instruction in, and are expected to master, all grade level standards including English Language Arts, Mathematics, ELD, Social Studies, Visual and Performing, Arts and Physical Education.

New Designs Charter has an underlying commitment to helping all of its students achieve high academic standards. Every person who works at our Charter School is asked to affirm this commitment within the context of their professional responsibilities. New Designs Charter seeks to attract teachers who are dedicated to the students, the Charter School and their profession. We expect our faculty to have a strong base of knowledge and skills needed to teach the Charter School's developing scholars. New Designs Charter's curriculum in core content areas—mathematics, science, language arts, and social studies and electives are built around state and national standards for these subjects, where available.

New Designs Charter teachers are provided an opportunity to participate in a wide range of professional development activities that enhance both their knowledge base and practice. Our teachers continue to participate in workshops that allow teacher-teams to plan and create curriculum maps. We are currently developing curriculum maps, which allow teachers to compare and assess the curriculum vertically and horizontally. These maps will be followed by the development of unit plans, lesson plans, interdisciplinary ties, and external resources.

New Designs Charter provides its students with a rigorous, standards-based curriculum. The academic program at New Designs Charter relies on both teacher-created curriculum and some of the best research-proven curriculum available. Any curriculum chosen or designed will align with the CCSS English and Mathematics and the Next Generation Science Standards. Until new content standards are developed for other subjects, the school intends to follow the California Content Standards and Curriculum Framework for those subjects complemented by the CCSS Content Literacy standards. The Charter School is adopting the Project Lead the Way curriculum for both middle school and high school engineering course work.

The administration and faculty work together to create a professional environment in which parameters and expectations are clear, faculty opinions and ideas are respected, and on-going support and professional development is given to allow teachers to excel in their positions. To best meet the needs of students and the teachers, the Charter School will continue to encourage the use of a *variety of teaching methods* in the classroom. All teachers are trained in differentiated instruction, direct instruction and project-based learning.

Teachers use multiple approaches in their classroom, depending on the content being covered, the readiness and the learning styles of their particular students. From year to year, a teacher may approach a given skill or concept differently, based on his/her knowledge of student academic strengths and areas for improvement. New Designs Charter expects its teachers to use their judgment in deciding which particular instructional strategy is best for each situation. Our standards-based professional development facilitated by curriculum specialists and administrators provides on-going support, keeping our teachers focused on the alignment of curriculum, instruction and assessment.

In the 21st century, we believe that for our students to be adequately prepared for world of work they have to be college and career ready. Therefore, all students are offered the opportunity to enroll in a career pathway of their choice. The following sequence of courses are offered in the various career pathways as described in the table below:

Grade Level	Medical Sciences	Finance	Information Technology	Law & Diplomacy	Engineering
9 th	Applied Medical English	Introduction to Business Finance	Introduction To Computer Applications and Programming	Foundations of Law Introduction to International Relations	Introduction to Engineering
10 th	Anatomy/ Physiology	Integrated Marketing & English	Introduction to Network Engineering	Foundations of Justice (Criminal Law)	Principles of Engineering
11 th	AP	Introduction	Technology in	Foundations	Computer

	Biology	to Corporate & International Finance	a Global Economy	Civil Law, Ethics & Philosophy	Science Engineering
12 th	US History & Public Health	Business Statistics A/B	Computer Engineering	Journey for Justice in America	Engineering Design and Development

Detailed Course List

Subject	6 th Grade		7 th Grade		8 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	English 6A	English 6B	English 7A	English 7B	English 8A	English 8B
Mathematics	Math 6A	Math 6B	Math 7A	Math 7B	Math 8A	Math 8B
History-Social Science	World History & Geography: Ancient Civilizations A	World History & Geography: Ancient Civilizations B	World History & Geography A	World History & Geography B	U.S. History & Geography A	U.S. History & Geography B
Science	Earth Science A	Earth Science B	Life Science A	Life Science B	Physical Science A	Physical Science B
Technology	Tech 6A	Tech 6B	Tech 7A	Tech 7B	Tech 8A	Tech 8B
ELD	ELD 6A	ELD 6B	ELD 7A	ELD 7B	ELD 8A	ELD 8B
Academic Enrichment (AcE)	AcE 6A	AcE 6B	AcE 7A	AcE 7B	AcE 8A	AcE 8B
Physical Education	P.E. 6A	P.E. 6B	P.E. 7A	P.E. 7B	P.E. 8A	P.E. 8B

Subject	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	English 9A (A-G & HS Grad Req)	English 9B (A-G & HS Grad Req)	English 10A (A-G & HS Grad Req)	English 10B (A-G & HS Grad Req)	American Lit & Composition A (A-G & HS Grad Req)	American Lit & Composition B (A-G & HS Grad Req)	Modern Lit & Adv Composition A (A-G & HS Grad Req)	Modern Lit & Adv Composition B (A-G & HS Grad Req)
Mathematics	Algebra 1 or 2 A (A-G & HS)	Algebra 1 or 2 B (A-G & HS)	Geometry or Algebra 2 A	Geometry or Algebra 2 B	Algebra 2 or Geometry or Pre-	Algebra 2 or Geometry or Pre-	Pre-Calculus, Trigonometry	Pre-Calculus, Trigonometry, Statistics, or

	Grad Req)	Grad Req)	(A-G & HS Grad Req)	(A-G & HS Grad Req)	calculus A (A-G & HS Grad Req)	calculus B (A-G & HS Grad Req)	, Statistics , or Calculus A (HS Grad Req)	Calculus B (HS Grad Req)
History- Social Science			World History A (A-G & HS Grad Req)	World History B (A-G & HS Grad Req)	U.S. History A (A-G & HS Grad Req)	U.S. History B (A-G & HS Grad Req)	U.S. Gov (HS Grad Req)	Economics(H S Grad Req)
Science	Biology A (A-G & HS Grad Req)	Biology B (A-G & HS Grad Req)	Chemistr y A (A-G & HS Grad Req)	Chemistr y B (A-G & HS Grad Req)	AP Biology / Honors Science A (HS Grad Req)	AP Biology / Honors Science B (HS Grad Req)	Physics A (HS Grad Req)	Physics B (HS Grad Req)
Career Pathway	Elective (HS Grad Req)	Elective (HS Grad Req)	Elective (HS Grad Req)	Elective (HS Grad Req)	Elective (HS Grad Req)	Elective (HS Grad Req)	Elective/ Internshi p (HS Grad Req)	Elective/ Internship (HS Grad Req)
Foreign Language	Spanish 1 or 2 A (A-G & HS Grad Req)	Spanish 1 or 2 B (A-G & HS Grad Req)	Spanish 2 or 3 A (A-G & HS Grad Req)	Spanish 2 or 3 B (A-G & HS Grad Req)				
Visual/ Performing Arts	Visual Arts or Drama A (A-G & HS Grad Req)	Visual Arts or Drama B (A-G & HS Grad Req)						
Physical Education	P.E. 9A (HS Grad Req)	P.E. 9B (HS Grad Req)	P.E. 10A (HS Grad Req)	P.E. 10B (HS Grad Req)				
Engineerin g					Intro to Engineer- ing (HS Grad Req)	Intro to Engineer- ing (HS Grad Req)		
Advisory	Advisory (HS Grad Req)	Advisory (HS Grad Req)	Advisory (HS Grad Req)	Advisory (HS Grad Req)	Advisory (HS Grad Req)	Advisory (HS Grad Req)	Advisory (HS Grad Req)	Advisory (HS Grad Req)

	Req)	Req)						
ELD	ELD	ELD	ELD	ELD	ELD	ELD	ELD	ELD

New Designs Curriculum Outline

The summary curriculum for middle and high school and a brief course description for all high school courses are shown below.

English Language Arts (Core and College-Preparatory)

Reading, Word Analysis, Fluency, and Systematic Vocabulary Development

Students will use their knowledge of word origins and word relationships, as well as historical and literacy context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade level appropriate words.

Reading, Comprehension, Focus on Informational Materials

Students will read and understand grade level appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Literacy Response and Analysis

Students will read and respond to historically and culturally significant works of literature that reflect and enhance their studies of social science. They will clarify the ideas and connect them to other literary works.

Writing Strategies

Students will write clear, coherent, and focused essays. Their writing exhibits student's awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

Written and Oral Language Conventions

Students will write and speak with a command of standard English conventions appropriate to grade level.

Listening and Speaking Strategies

Students will deliver focus, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They will evaluate the content of oral communication.

History and Social Science (Core and College-Preparatory)

New Designs will develop an effective History and Social Science curriculum using the grade-level considerations, instructional strategies, and assessment guidelines outlined in *History-Social Science Framework for California Public Schools: Kindergarten through Grade Twelve*, (California Department of Education, 2001). All students will cover the grade-level curricular content specified in *History-Social Science Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1998). We will use

the Common Core State Standards for English Language Arts Literacy in History/Social Studies. Please find the outline of the History and Social Science curriculum below:

High School History and Social Science (Core and College-Preparatory)

Students will learn about important events and documents shaping history as well as explore fundamental concepts of geography, economics, political science, and sociology. In the area of curriculum development and history- social sciences instruction for grades 9-12 New Designs Charter will:

- Implement and refine a history and social sciences curriculum that incorporates a grade level curriculum content specified in the *History- Social Science Content Standards for California Public School: K-12*.
- Integrate the core content of history and social science into a greater understanding of science, mathematics, and language arts.
- Develop important- habits of mind in the form of evidence, connections and patterns, supposition, and the meaning that will produce active and thoughtful historians and social scientists.
- Present history through primary sources such as art, letters, music, maps, and personal accounts.
- Engage students in historiography enabling them to compare sources, identify bias, cite trends, and understand cause and effect, and debate issues of historical significance.
- Use geography as a medium for understanding historical trends and events, the movement of people and ideas, in the human relationship to its natural environment.
- Engage students to reflect upon ways history and the social sciences impact their lives through trends in government, economics, civics, and social change.
- Integrate appropriate technology and technological analysis into the study of history and the social sciences.
- Integrate the following skills into the study of social studies: historical and social sciences analysis, chronological and spatial thinking as well as research, evidence, and point of view.

World History AB (Core and College-Preparatory)

Students in grade ten study major turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

US History AB (Core and College-Preparatory)

Continuity and Change in the Twentieth Century Students in grade eleven study the major turning points in American history in the twentieth century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

Principles of American Government (first semester) and Economics (2nd semester) (Core and College-Preparatory)

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents such as the Federalist Papers. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. In addition to studying government in grade twelve, students also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro- and macroeconomics, international economics, comparative economic systems, measurement, and methods.

High School Mathematics (Core and College-Preparatory)

Students will acquire a combination of mathematical hands-on skills and conceptual understanding. In the area of curriculum development and mathematic instruction for grades 9-12 New Designs Charter will:

- Implement and refine a mathematics curriculum that incorporates the grade level curriculum content specified in the *Mathematics Content Standards for California Public School: K-12*.
- Integrate the core concepts of numbers, Algebra, Geometry, and Statistics into a greater understanding of Science, History- Social Science, and Language Arts.
- Develop important- habits of mind in the form of evidence, connections and patterns, supposition, and the meaning that will produce active and thoughtful mathematicians and statisticians.

- Teach students to understand and intuitively use mathematical reasoning: analyzing a problem; estimating a solution; expressing a clear solution and process; and checking the validity of the results.
- Engage students to reflect upon ways mathematical concepts and theories impact their lives through real- life examples and problems.
- Integrate appropriate technology and technological concepts into the study of mathematics.

Courses:

Algebra I

Seeing Structure in Expressions

- Interpret the structure of expressions

Write expressions in equivalent forms to solve problems

- Arithmetic with Polynomials and Rational Functions
- Perform arithmetic operations on polynomials
- Understand the relationship between zeroes and factors of polynomials
- Use polynomial identities to solve problems
- Rewrite rational functions

Creating Equations

- Create equations that describe numbers or relationships
- Reasoning with Equations and Inequalities
- Understand solving equations as a process of reasoning and explain the reasoning
- Solve equations and inequalities in one variable
- Solve systems of equations
- Represent and solve equations and inequalities graphically

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.

Model with mathematics

- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Geometry

The common core aligned geometry standards covers the following:

Congruence

- Experiment with transformations in the plane

- Understand congruence in terms of rigid motions
- Prove geometric theorems
- Make geometric constructions

Similarity, Right Triangles, and Trigonometry

- Understand similarity in terms of similarity transformations
- Prove theorems involving similarity
- Define trigonometric ratios and solve problems involving right triangles
- Apply trigonometry to general triangles

Circles

- Understand and apply theorems about circles
- Find arc lengths and areas of sectors of circles
- Expressing Geometric Properties with Equations
- Translate between the geometric description and the equation for a conic section
- Use coordinates to prove simple geometric theorems algebraically

Geometric Measurement and Dimension

- Explain volume formulas and use them to solve problems
- Visualize relationships between two-dimensional and three-dimensional objects
- Modeling with Geometry
- Apply geometric concepts in modeling situations

Mathematical Practices

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

Algebra 2 (Core and College-Preparatory)

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas for this course, organized into four units, are as follows:

AP Statistics A/B (Core and College-Preparatory)

AP Statistics involves the study of four main areas: exploratory analysis; planning a study; probability; and statistical inference. According to the College Board, upon entering this course students are expected to have mathematical maturity and quantitative reasoning ability. Mathematical maturity could be defined as a complete working knowledge of the graphical and algebraic concepts through Math Analysis, including linear, quadratic, exponential, and logarithmic functions. In contrast to many math classes, this course will require reading of the text. This AP Statistics course is taught as an activity-based course in which students actively construct their own understanding of the concepts and techniques of statistics.

Statistics (Core and College-Preparatory)

The purpose of this course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to four broad conceptual themes:

- Exploring data: Observing patterns and departures from patterns.
- Planning a study: Deciding what and how to measure
- Anticipating Patterns: Producing models using probability theory and simulation.
- Statistical Inference: Confirming models.

This discipline is an introduction to the study of probability, interpretation of data, and fundamental statistical problem solving. Mastery of this academic content will provide students with a solid foundation in probability and facility in processing statistical information.

Textbook: The Basic Practice of Statistics 4th Edition David S. Moore W.H. Freeman and Company, 2007.

Math Analysis (Core and College-Preparatory)

This course is for students to prepare them for Calculus or other courses requiring a background in Pre-Calculus mathematics.

Course Objectives

- Demonstrate an understanding of functions and equations, an ability to graph them, to find inverses and composition of functions.
- Identify the roots and poles of a rational function, asymptotes, maxima and minima.
- Use the exponential and logarithmic functions to model real life situations.
- Demonstrate an ability to recognize what type of conic section the equation represents and determine its geometric components such as foci, asymptotes, etc.
- Use a geometric description of a conic section and derive a quadratic equation representing it.
- Apply the fundamental theorem of algebra to problem solving.
- Divide polynomials using long division and synthetic division.
- Prove formulas by using the technique of mathematical induction.
- Apply the knowledge of vectors, parametric equations, and polar coordinates.

- Demonstrate an understanding of trigonometric functions and identities.

Calculus (Core and College-Preparatory)

This course includes introductory calculus, analytical geometry, and elementary functions. The following list is a set of specific course objectives for *AP Calculus*. This list is organized with respect to its six major course topics which include a review of the prerequisites, the development of *limits*, *Differentiation*, *Integration*, *Transcendental Functions*, *Special Techniques/Methods*, and the application of these.

This course study will include properties of functions, limits, differential calculus, and integral calculus. Use of symbolic differentiation and integration utilities is also included. AP Calculus is primarily concerned with developing the students' understanding of the concepts of Calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

Textbook: Calculus (Single variable). Finney, Demana, Waits, Kennedy. Scott Foresman-Addison Wesley

English Language Arts (Core and College-Preparatory)

Reading, Word Analysis, Fluency, and Systematic Vocabulary Development

Students will use their knowledge of word origins and word relationships, as well as historical and literacy context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade level appropriate words.

Reading, Comprehension, Focus on Informational Materials

Students will read and understand grade level appropriate material. They will describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose.

Literacy Response and Analysis

Students will read and respond to historically and culturally significant works of literature that reflect and enhance their studies of social science. They will clarify the ideas and connect them to other literary works.

Writing Strategies

Students will write clear, coherent, and focused essays. Their writing exhibits student's awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students will progress through the stages of the writing process as needed.

Written and Oral Language Conventions

Students will write and speak with a command of standard English conventions appropriate to grade level.

Listening and Speaking Strategies

Students will deliver focus, coherent presentations that convey ideas clearly and relate to the background and interest of the audience. They will evaluate the content of oral communication.

English 9AB (Core and College-Preparatory)

The major purpose of this course is to explore different genres of literature. These include poetry, the short story, the novel, works of nonfiction, the epic and the drama. Works read include *To Kill a Mockingbird*, *The Way to Rainy Mountain*, "The Birds," "The Secret Life of Walter Mitty," *The Odyssey*, *Romeo and Juliet*, and *A Night to Remember*. There is specific focus on essay writing, grammar, argument analysis in speeches and newspaper editorials, research skills and validation of information, as well as the art of oral presentation.

English 10AB (Core and College-Preparatory)

This course explores issues that plaque and enlighten society. Students will read works such as *Lord of the Flies*, *Alice's Adventures in Wonderland*, *Animal Farm* and *Macbeth*. Students will address these works through the examination of questions such as: How does questioning shape identity and lead to change within the individual, within society and within culture? How does reading and writing literature help us understand ourselves and others? What makes literature an art are the multiple meanings that stories can have and the journey of self-exploration that one experiences when one lets imagination and intellect come to life. Students will read short stories, novels, poetry, non-fiction and drama; engaging creative, descriptive, narrative, and persuasive writing; working in small groups to peer edit, and develop research skills and a sense of style in writing. In addition, students will polish final products for assessment and presentation in portfolios. Students will engage in informative, impromptu, and persuasive speaking after exploring principles of effective oral communication including delivery, organization, content, and stress management.

American Literature and Composition AB (Core and College-Preparatory)

This course is designed to encourage and improve skills in reading, writing, thinking and speaking. This course is a chronological survey of American Literature (both fiction and non-fiction) from the Colonial Period into the 20th century. Literary works will include colonial non-fiction and founding documents of U.S. government, works of the American Transcendentalists including *The Scarlet Letter*, late 19th Century American fiction including works by Twain and Bret Harte, works of the American Progressives (e.g., Upton Sinclair and Jane Addams), Harlem Renaissance poetry, *The Great Gatsby* by F. Scott Fitzgerald and "The Crucible" by Arthur Miller. Using these works as texts, students will work on critical thinking skills and essay writing, as well as exploring themes and issues running throughout American literature, especially as they relate to changing political and social climates in the United States and the world. Students will also work on expanding their vocabularies and perfecting their grammar.

Modern Literature/Advanced Composition AB (Core and College-Preparatory)

This course is designed to encourage and improve students' skills in reading, writing, thinking and speaking, as well as their ability to think and work independently. Class time is spent substantially in smaller group, self-directed learning activities. Literary works will include 1984 by George Orwell and —The Misanthropel by Moliere. Students will also be specifically working on more advanced writing structures, including their college application essay, and more substantial research projects of their own creation. Students will also have the opportunity to explore independent reading that they will share and discuss with a smaller group of their classmates.

Foreign Language (Core and College-Preparatory)

The school offers Spanish as a Foreign Language. New Designs Charter will implement an innovative small school design focused on personalizing students' education that supports the District's goals for improving performance in secondary schools.

The newly adopted World Language Content Standards for California Public Schools form the basis for *both* the Spanish Foreign Language course. The standards are divided into five different categories: Content, Communication, Cultures, Structures, and Settings. Each category has four stages, or levels. A non-native would start at Stage 1 and go through all 4. A Spanish Speaker would start at stage 2 and go through 4.

Spanish 1AB (Core and College-Preparatory)

Spanish 1 introduces and solidifies basic Spanish concepts. The textbook, workbook and materials serve to provide cultural content, learn vocabulary and grammar, and further develop reading, writing, listening and speaking skills in Spanish. The goals of the course are for students to learn skills and attain sophistication in the Spanish language., to build communicative skills and cultural competency and a realistic and insightful understanding of Hispanic culture and thought, prepare students to use Spanish in real-life situations by emphasizing oral communication and by developing the other basic language skills (reading and writing), to understand Spanish conversations, to interact orally on familiar topics, to use language for personal communications needs, to ask and answer questions and request clarification as needed, to understand written documents on familiar topics dealing with basic needs or interests, to write short descriptive paragraphs, and search for information on the Internet.

Spanish 2AB (Core and College-Preparatory)

Spanish 2 expands the five basic skills taught in Spanish 1. Although oral communication is still the focus, there is an increased emphasis placed on reading and writing. Students are expected to be able to comprehend magazines, newspaper and selected magazine articles. At level 2, they will have developed a functional command of words and phrases that deal with immediate needs and common everyday situations in a home or while traveling. Students will comprehend simple questions and statements about family, residence, self, weather, time and interests. The content expansion includes normal commands, frequent instructions, and courtesy interchanges. The student will be able to recognize differences in the present, past, and future tenses and of other

frequently encountered grammatical signals as they become more evolved. We will also be reading short stories, novels, poetry, non-fiction and drama from various Latin American authors. Using computers, students will learn new ways to enhance all communication skills

Science Curriculum

New Designs will implement the Science Content Standards for California Public Schools Kindergarten Through Grade Twelve (Reprinted, 2003), *Next Generation Science Standards (NGSS) for California Public Schools, Kindergarten through Grade Twelve* as required by California Education Code 60605.85, as well as California Common Core the State Standards English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects.

Middle School Science

Next Generation Science Standards(NGSS)

The Middle School science curriculum will align with the NGSS as described below:

Science and Engineering Practices	6-8 Condensed Practices
Asking Questions and Defining Problems A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested. Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world. Both scientists and engineers also ask questions to clarify ideas.	Asking questions and defining problems in 6-8 builds on K-5 experiences and progresses to specifying relationships between variables, and clarifying arguments and models. - Ask questions - That arises from careful observation of phenomena, models, or unexpected results, to clarify and/or seek additional information. - To identify and/or clarify evidence and/or the premise(s) of an argument. - To determine relationships between independent and dependent variables and relationships in models. - To clarify and/or refine a model, an explanation, or an engineering problem. - Ask questions that require sufficient and appropriate empirical evidence to answer. - Ask questions that can be investigated within the scope of classroom, outdoor environment, and museums and other public facilities with available resources and, when appropriate, frame a hypothesis based on observations and scientific principles. - Ask questions that challenge the premise(s) of an argument or the interpretation of a data set.

	Define a design problem that can be solved through the development of an object, tool, process or system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
Developing and Using Models A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations. Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in system; and communicate ideas. Models are used to build and revise scientific explanations and proposed engineered systems. Measurements and observations are used to revise models and designs.	Modeling in 6-9 builds on K-5 experiences and progresses to developing, using, and revising models to describe, test, and predict more abstract phenomena and design system.
	Evaluate limitations of a model for a proposed object or tool.
	- Develop or modify a model – based on evidence – to match what happens if a variable or component of a system is changed. - Use and/or develop a model of simple systems with uncertain and less predictable factors. - Develop and/or revise a model to show the relationships among variables, including those that are not observable but predict observable phenomena. - Develop and/or use a model to predict and/or describe phenomena. - Develop a model to describe unobservable mechanisms.
	Define a design problem that can be solved through the development of an object, a tool, a process or a system and includes multiple criteria and constraints, including scientific knowledge that may limit possible solutions.
	Develop and/or use a model to generate data to test ideas about phenomena in natural or designed systems, including those representing inputs and outputs, and those at unobservable scales.
Planning and Carrying Out Investigations Scientists and engineers plan and carry out investigations in the field or	Planning and carrying out investigations in 6-8 buildings on K-5 experiences and progresses to include investigations that use <u>multiple variables</u> and provide evidence to support explanations or solutions.

laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters. Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions.	• Plan an investigation individually and collaboratively, and in the design; identify independent and dependent variables and controls, what tools are needed to do the gathering, how measurements will be recorded, and how many data are needed to support a claim. • Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for evidence that meet the goals of the investigation.
Analyzing and Interpreting Data Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools – including tabulation, graphical interpretation, visualization, and statistical analysis – to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much earlier, providing secondary sources for analysis. Engineering investigations include analysis of data collected in the tests of designs. This allows comparisons	• Evaluate the accuracy of various methods for collecting data.
	• Collect data to produce data to serve as the basis for evidence to answer scientific questions or test design solutions under a range of conditions. • Collect data about the performance of a proposed object, tool, process, or system under a range of conditions.
	Analyzing data in 6-8 builds on K-5 experiences and progresses to introducing more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. • Construct, analyze, and/or interpret graphical displays of data and/or large data sets to identify linear and nonlinear relationships. • Use graphical displays (e.g., maps, charts, graphs, and/or tables) of large data sets to identify temporal and spatial relationships. • Distinguish between casual and correlation relationships in data. • Analyze and interpret data to provide evidence for phenomena.
	• Apply concepts of statistics and probability (including mean, median, mode, and variability) to analyze and characterize data, using digital tools when feasible. • Consider limitations of data analysis (e.g., measurement error), and/or seek to

of different solutions and determines how well each meets specific design criteria – that is, which design best solves the problem within given constraints. Like scientists, engineers require a range of tools to identify patterns within data and interpret the results. Advances in science make analysis of proposed solutions more efficient and effective.	improved precision and accuracy of data with better technological tools and methods (e.g., multiple trails). Analyze data to define an optimal operational range for a proposed object, tool, process or system that best meets criteria for success.
Using Mathematics and computational Thinking In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to produce the behavior of systems and test the validity of such predictions.	Mathematical and computational thinking in 6-8 builds on K-5 experiences and progresses to identifying patterns in large data sets and using mathematical concepts to support explanations and arguments. Use digital tools (e.g., computers) to analyze very large data sets for patterns and trends. - Use mathematical representations to describe and/or support scientific conclusions and design solutions. - Create algorithms (a series of ordered steps) to solve a problem. - Apply mathematical concepts and/or processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems. - Use digital tools and/or mathematical concepts and arguments to test and compare proposed solutions to an engineering design problem.
Constructing Explanations and Designing Solutions <i>The end-products of science are explanations and the end-products of engineering are solutions.</i> The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence	- Constructing explanations and designing solutions in 6-8 builds on K-5 experiences and progresses to include constructing explanations and designing solutions supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. - Construct an explanation that includes qualitative or quantitative relationships between variables that predict(s) and/or describes phenomena. - Construct an explanation using models or

and greater explanatory power of phenomena than previous theories. The goal of engineering design is to find a systematic solution to problems that is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, technical feasibility, cost, safety, aesthetics, and compliance with legal requirements. The optimal choice depends on how well the proposed solutions meet criteria and constraints.	representations. - Construct a scientific explanation based on valid and reliable evidence obtained from sources (including the students' own experiments) and the assumption that theories and laws that describe the natural world operates today as they did in the past and will continue to do so in the future. - Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. - Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion. - Apply scientific ideas or principles to design, construct, and/or test a design of an object, tool, process or system. - Undertake a design project, engaging in the design cycle to construct and/or implement a solution that meets specific design criteria and construction. - Optimize performance of a design by prioritizing criteria, making trade-offs, testing, revising and re-testing.
Engaging in Argument from Evidence <i>Argumentation is the process by which evidence-based conclusions and solutions are reached.</i> In science and engineering, reasoning in argument based on evidence is essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use argumentation to listen to, compare, and evaluate competing ideas and	Engaging in argument from evidence in 6-8 builds on K-5 experiences and progresses to constructing a convincing agreement that supports or refutes claims for either explanations or solutions about the natural and designed world(s). - Compare and critique two arguments on the same topic and analyze whether they emphasize similar or different evidence and/or interpretations of facts. - Respectfully provide and receive critiques about one's explanations, procedures, models and questions by citing relevant evidence and posing and responding to questions that elicit pertinent elaboration and detail. - Construct, use, and/or present an oral and

methods based on merits. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.	written argument supported by empirical evidence and scientific reasoning to support or refute an explanation or a model for a phenomenon or a solution to a problem. • Make an oral or written argument that supports or refutes the advertised performance of a device, process, or system, based on empirical evidence concerning whether or not the technology meets relevant criteria and constraints. • Evaluate competing designs solutions based on jointly developed and agreed-upon design criteria.
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Obtaining, Evaluating, and Communicating Information Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways; using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.	Obtaining, evaluating, and communicating information in 6-8 builds on K-5 experiences and progresses to evaluating the merit and validity of ideas and methods. • Critically read scientific texts adapted for classroom use to • determine the central ideas and/or obtain scientific and/or • technical information to describe patterns in and/or evidence • about the natural and designed world(s). • Integrate qualitative and/or quantitative scientific and/or • technical information in written text with that contained • in media and visual displays to clarify claims and findings. • Gather, read, synthesize information from multiple appropriate • sources and assess the credibility, accuracy, and possible bias • of each publication and methods used, and describe how they • are supported or not supported by evidence. • Evaluate data, hypotheses, and/or conclusions in scientific and • the technical texts in light of competing information or accounts.
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	• Communicate scientific and/or technical information • (e.g., about a proposed object, tool, process system} • in writing and/or through oral presentations.
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High School Science (Core and College-Preparatory)

Students will begin to understand how specific processes operate and how those processes relate to one another. In the area of curriculum development in the Science instruction for grades 9-12, New Designs Charter will:

- Implement and refine a Science curriculum that incorporates the grade level curriculum content specified in the *Science Content Standards for California Public School: K-12*.
- Integrate the core concepts of Earth Science, Life Science, and Physical Science into a greater understanding of History- Social Science, Mathematics, and Language Arts.
- Develop important- habits of mind in the form of evidence, connections and patterns, supposition, and the meaning that will produce active and thoughtful scientists.
- Teach students to understand and intuitively use the scientific method: identify a problem; pose relevant questions; state a hypothesis; conduct and experiment; understand the variables; analyze the data; and research a conclusion or solution that serves as a hypothesis for the next round of inquiry.
- Provide opportunities for lab experiments, field trips, and service learning where students gather, manipulate and record data from their community to better understand the natural world around them.
- Engage students to reflect upon ways scientific concepts and theories impact their lives through their environmental and personal health.
- Integrate appropriate technology and technological concepts into the study of concepts into the study of science.

Chemistry A/B (Core and College-Preparatory)

Chemistry is a high school course that covers the structure and properties of matter from an atomic level, i.e. atom structure, atom interaction, and the various changes that take place during chemical reactions. Students will then be able to understand how structure on the atomic level explains the behavior on a macroscopic level. It is a course where students will develop an understanding of the science of chemistry through laboratory oriented experiences. Students will learn about matter and change, atoms, the arrangement of electrons in atoms, the periodic law, chemical bonding, chemical formulas, compounds, equations, reactions, stoichiometry, phases of matter, physical characteristics and molecular composition of gases, liquids, and solids; solutions, ions, acids and bases; chemical reactions, reaction energy, kinetics, chemical equilibrium, oxidation reduction reactions, organic and nuclear chemistry, carbon and hydrocarbons and organic compounds. This course provides a solid grounding in the principles/concepts of chemistry and also serves as an introductory course for students who will pursue other advanced science courses in the future.

Environmental Science (Core and College-Preparatory)

Environmental Science integrates topics from a wide variety of subjects, including chemistry, geology, biology, geography, sociology, and political science. This is a senior-level course at New Designs, and follows the formal physics, chemistry, and biology classes that students have taken in the 9th – 11th grades. In this class, we will strike a balance between the rigorous scientific inquiry/experimentation and the political and sociological approaches to the subject. We will also focus on meaningful, student-driven projects that follow the interests of the class and remain relevant to current events. Students will develop an understanding of the environment, both local and global, and study both historical and current environmental issues.

Topics covered include: Ecology and Biomes, Biodiversity, Earth Science and Resources, Atmospheric Science and Air Pollution, Population Dynamics, Food Resources, Environment and Human Health, Water Cycles and Water Pollution, Renewable and Nonrenewable Resources, Energy and Waste.

Advanced Physics (Core and College-Preparatory)

Advanced Physics is a senior science course to prepare students for college level work in math, science and engineering and to ensure their success when they matriculate upon graduation from New Designs Charter School. The course will apply and strengthen their math skills in Calculus through problem solving exercises centered on the basic principles of physics, e.g., mechanics, electricity and magnetism.

Anatomy/Physiology (Core and College-Preparatory)

Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. Students will not only gain an understanding of the essentials of how the human body functions, but will also become familiar with laboratory procedures. Through utilizing classroom learning, demonstrations, activities and lab experiences students will gain an understanding of the essential features of Anatomy and Physiology

AP Biology (Core and College-Preparatory)

The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Primary emphasis in an AP Biology course should be on developing an understanding of concepts rather than on

memorizing terms and technical details. Essential to this conceptual understanding are the following: a grasp of science as a process rather than as an accumulation of facts; personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns.

Career Pathway Course Descriptions

Law and Diplomacy

Introduction to Law

This course gives a general overview of law and legal systems. It covers the nature and sources of law, court systems, and the substantive areas of constitutional law, contracts, torts, criminal law, agency, and property. This course is geared towards providing students with the basic knowledge of all aspects of the law, critical legal thinking, and a comparative approach to the civil and common law systems. This course is a prerequisite for all other Law Courses at in the New Designs Law and Diplomacy Academy.

Foundations of Justice

Foundations of Law helps students understand why we live under the rule of law, and how laws are created, enforced, interpreted, and changed. The course enables students to examine diverse areas of law, including criminal, civil, constitutional, and international. It also explores civil rights issues and the role of advocacy, civics, and the media in our legal system. Students will consider these topics through several lenses:

- Philosophical and Historical: Theoretical foundations of the legal system, and purposes and justifications of laws and social contracts.
- Power and Fairness: How the law and legal systems can be used both to protect and oppress. The balance of different kinds of power within society is also explored.
- U.S. Law and Law Enforcement: How laws are created, enforced, and interpreted. The relationship between law and public policy at the federal, state and local levels of government are also studied.
- Advocacy and Policy: How individuals and groups, including young people, can take action to reform our legal system.
- Career Exploration: What career paths exist in the legal and criminal justice systems, and how the pursuit of a particular profession can serve as a form of civic action.
- Comparative Systems: How the U.S. legal system compares with legal and political systems, philosophies, and practices of other countries.

Foundations of Civil Law, Ethics & Philosophy

Foundations of Civil Law, Ethics, and Philosophy introduces students to civil law and the legal structures designed to protect people from individuals and corporations that cause harm. Using a famous liability case as a case study, students compare and contrast the goals, professional roles, and standards of proof in civil and criminal law. As they take on the roles of different

stakeholders in a civil case and bring the case to trial, they consider the role that settlement plays in the civil justice system and analyze the ways in which interest groups may affect public perceptions of the legal process. Students also reflect on the role and impact of civil litigation in U.S. society.

Journey for Justice in America

Journey for Justice in America is a course designed to provide students with the necessary skills and content knowledge in American Government to pursue a career in the government services and legal sectors, as well as become informed, active citizens in their respective communities. Students will understand the principles on which the United States was founded, the structure of government at the federal, state and local levels, the individual and civil liberties needed to maintain a democratic society, and the way in which order is maintained through law enforcement and the judiciary.

Introduction to International Relations

Students will learn major theories of international relations and apply them to understand international situations and issues in the modern world. Emphases are on clearly comprehending the relationship between international conflicts and cooperation and on recognizing the shift from “internationalization” to “globalization”. Extensive use of internet information, articles from journals and newspapers will enable students to update information about imminent international issues today and to think about them critically.

A Study of International Organizations

Students will study major international organizations (IO) including the United Nations, United Nations Educational, Scientific and Cultural Organization (UNESCO) World Health Organization (WHO), North Atlantic Treaty Organization (NATO) and other important international organizations. As they examine each institution, they will keep several questions in mind including:

- Does this international organization represent anything more than the interests of its most powerful members?
- How are the foreign policy goals of its most powerful members pursued – *or not*?
- What role do domestic politics play when countries interact with the international organizations?
- How does the pursuit of the private incentives of individuals working in IOs influence IO effectiveness?
- What ideas and norms in international politics influenced the creation of the various IOs and what impact have the IOs in turn had on international ideas and norms?

Finance Academy

Introduction to Business Finance

The course is designed to provide students with an overview of the principles of business finance. The curriculum focuses on major areas of study, including economics, marketing, accounting procedures, and the global financial market. An integral component of the curriculum is the application of decision-making skills that enables students to become more responsible consumers, producers, or business entrepreneurs.

Integrated Marketing & English

The aim of this course, Integrated Marketing and English, is to prepare students with foundational knowledge in marketing within the framework of year three or four high school English, so that they will be equipped for the challenges in the workplace and in their pursuit of post-secondary education. Whether a student is interested in exploring the field of Marketing as a possible career field or to become an informed consumer, this course provides an opportunity for students to fulfill their English course requirement while pursuing a career pathway and developing critical reading, writing, speaking, and thinking skills geared towards the business field. This interdisciplinary Marketing and English course will provide opportunities for students to study the English language within the context of business. For example, by examining and analyzing print, TV, and web advertisements, students will be able to viscerally and experientially understand tone, style, and diction. Through critical literacy, they will comprehend how marketing and advertising professionals manipulate structural and rhetorical devices to influence and sway consumers' perception of products and influence buying decisions through advertisements, branding, business communications, and marketing materials. To develop an understanding of how the study of practical and academic English is translated into the practice and language of business, students will read and analyze a variety of texts - essays, journal articles, advertisements, blogs, plays, business communications, and full-length literary works, including *Tortilla Curtain*, *Ogilvy on Advertising*, and *Fast Food Nation*. Students will refine their skills in rhetorical reading, writing, and speaking, and polish their presentation skills, so that they can successfully market not only the businesses that they may work for but also themselves. While most of the reading materials will be on marketing-related topics, instruction will be directed towards developing students reading, writing, speaking, and critical thinking skills as they relate to the business marketing model. Students will write persuasive, narrative, and expository essays, argument analysis, and complete research projects within a business framework. Further, students will have many opportunities to polish their presentation skills in order to successfully market both their businesses and themselves. This course emphasizes diversity and innovation through gathering, synthesizing, questioning, and forming articulate data-driven opinions. Students read often and with an open mind, write often and clearly with coherent thought and form, and articulate their reading and writing in presentations appropriately targeting both academic and real-world audiences.

Introduction to Corporate & International Finance

All students would benefit from this course as they train for their career of choice and enter the business world. Students will analyze financial problems corporations face that result from operating in an international environment. Major topics covered are corporate strategy and the decision to invest abroad, forecasting exchange rates, international portfolio diversification, managing exchange risk, taxation issues, cost of capital and financial structure in the

multinational firm, and sources of financing. Guest speakers from the community will be invited to make presentations to enhance learning in the class.

Business Statistics A/B

Business Statistics introduces students to elements of statistical concepts, techniques, and tools for collecting, analyzing, and drawing conclusions from data as applied in business. The course focuses on the student as a user and producer of statistics to inform and support decision making in business with emphasis on the use of business-oriented computer statistical instruments.

Students are exposed to four broad conceptual themes:

1. Exploring Data: Describing patterns and departures from patterns
2. Sampling and Experimentation: Planning and conducting a study
3. Anticipating Patterns: Exploring random phenomena using probability and simulation
4. Statistical Inference: Estimating population parameters and testing hypotheses

Students who successfully complete the course will learn how to: develop skills in using statistics tools (e.g., SPSS and spreadsheets); determine and apply the correct procedures to use in a given business situation; interpret the meaning of confidence intervals in context; interpret the results of hypothesis tests; and make an informed decision, based on the results of inferential procedures.

Medical Science Academy

Applied Medical English

Applied Medical English is an English course integrated with Career and Technical Education (CTE) standards as related to the Health Science and Medical Technology pathways. Content will include the ELA Common Core Standards integrated in conjunction with health ethics, cultures of society, family, individual, health care, epidemiology, and careers while also focusing on communication as it relates to our global world. Students will be exposed to a rigorous English course while learning the career technical education focus of medical pathways.

Anatomy/Physiology

Anatomy and Physiology is a rigorous second year Biology course for students interested in biology, medicine and its related professions. Students will be introduced to many lab exercises that will help them to understand both the human body and the importance of correct laboratory procedures. Students will not only gain an understanding of the essentials of how the human body functions, but will also become familiar with laboratory procedures. Through utilizing classroom learning, demonstrations, activities and lab experiences students will gain an understanding of the essential features of Anatomy and Physiology

US History & Public Health 12A/B

This course, which is aligned with the new Public and Community Health career pathway of the Health Sciences and Medical Technology Career Technical Education industry sector, students analyze major historical events, trends and concepts within the context of public and community health. Students make connections between the evolution of medicine and the development of American thought and government, which are made relevant and accessible through an in-depth analysis of events such as the Enlightenment, the Civil War and the Great Depression.

Information Technology

Introduction to Computer Applications & Programming

This course is an introductory course to computers. Topics include foundations in hardware, software, data and an overview of the use of information technology in organizations. Topics include structured Office Suites, hardware, interpersonal skills and team building. Students learn to write programs using the Microsoft Visual Basic programming language. Programs include decision and looping structures, graphics, sound, animation, and Microsoft Access database. Students also learn to create web pages using HTML.

Introduction to Network Engineering

This course is an introductory course to network technology. Topics include foundations in hardware, software, data, and an overview of the use of information technology in organizations. Topics include structured programming techniques, systems development, and database design and networking, with an emphasis on appropriate business ethics, interpersonal skills and team building.

Technology in a Global Economy

This course focuses on the implications of the international context for the design, spread, and use of information technology. The course will provide students with an understanding of the three crucial IT-related characteristics of international context: information infrastructure, the economic and policy environment, and social and cultural structures. Students will develop analytical skills that will enable them to predict the implications of the international context for information technology and will apply these skills in a final project that addresses a problem in the areas such as information systems integration, interface design, or management of information technology projects.

Computer Engineering

Introduction to the computer engineering profession. Emphasizes engineering problem-solving techniques and the ethical and societal responsibility of engineers, including introduction to the use of computers, freehand sketching, and an introduction to engineering design. Focuses on engineering methods, computer-aided design, and mathematical modeling using software applications (e.g., MATLAB, Mathematica). Team work skills, research methods, professional report writing, and public presentation techniques are taught. Engineering analysis, design, and reporting are required during a semester project.

Engineering

Design & Modeling

Students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. They work in teams to design a playground and furniture, capturing research and ideas in their engineering notebooks. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions.

Automation & Robotics

Students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Energy & the Environment

Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Flight & Space

The exciting world of aerospace comes alive through Flight and Space. Students explore the science behind aeronautics and use their knowledge to design, build, and test an airfoil. Custom-built simulation software allows students to experience space travel.

Science of Technology

Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials.

Magic of Electrons

Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them.

Green Architecture

Today's students have grown up in an age of "green" choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk's 3D architectural design software.

Medical Detectives

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

Introduction to Engineering Design

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

Principles Of Engineering

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

Aerospace Engineering

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.

Biological Engineering

The growing market for jobs in biological engineering is playing a central role in energy and agricultural sustainability solutions. The Bio Engineering course develops students' thinking skills and prepares them for emerging careers through topics such as genetic engineering, biofuels, and bio-manufacturing.

Civil Engineering and Architecture

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software. Some students have seen these designs come to life through partnerships with local housing organizations.

Computer Integrated Manufacturing

Manufactured items are part of everyday life, yet most students have not been introduced to the high-tech, innovative nature of modern manufacturing. This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

Digital Electronics

From smart phones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.

Capstone Course - Engineering Design and Development (EDD)

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

Physical Education

The high school course descriptions presented here communicate the essence of the high school physical education experience. The content articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The course sequence provides a blueprint for delivering the content in a manner that equips students to make a successful transition from the physical education instructional program to participation in physical activity during adulthood. The adult lifestyle demands that individuals initiate and monitor their own participation in physical activity. Family responsibilities, career demands, and individual choices influence physical activity patterns.

Advanced Physical Education 1 and 2 provide the foundation for high school instruction. Students develop proficient movement skills in each area of physical education; they expand their capabilities for independent learning; and they examine practices that allow for sound decision making to enhance successful participation in movement activities. Students will participate in activities that incorporate the three overarching standards for high school physical education courses as described in the *Physical Education Model Content Standards for California Public Schools: Kindergarten through Grade Twelve*.

High School Physical Education Course One ADV PE 1AB

The Physical Education Model Content Standards for California Public Schools identifies this course as addressing the following content areas: Effects of physical activity upon dynamic health; mechanics of body movement; aquatics; dance/rhythms, individual activities, and dual activities.

High School Physical Education Course Two ADV PE 2AB

The Physical Education Model Content Standards for California Public Schools identifies this course as addressing the following content areas: Effects of physical activity upon dynamic health; mechanics of body movement; combatives, gymnastics/tumbling, and team activities.

English Language Development

New Designs Charter adopts the District EL Master Plan and abides by the course sequence offered to middle and high school students:

1) Progression through ELD Course Sequence in Middle Schools

Sixth grade students and students new to New Designs Charter are placed in ELD courses initially based on multiple measures, including current ELD proficiency level and the number of years they have attended U.S. schools. Students are expected to progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery through a final assessment for each ELD course. English language development courses do not replace core English classes. Therefore, EL students are to be concurrently enrolled in Integrated ELD or mainstream English classes and ELD classes. Students receive elective credits for ELD courses in middle school. In addition, students will not be required to repeat any ELD course if they score proficient on the common final assessment for that course, even if the students have not received a passing grade.

2) Progression Through the English Language Development Course Sequence in High School

ELs are expected to progress through the courses in sequence by mastering the learning objectives of each course and demonstrating mastery using a final assessment for each ELD course. ELD courses do not replace core English classes. Therefore, high school EL students are to be concurrently enrolled in sheltered/integrated ELD or mainstream English classes and ELD classes; they receive elective credits for ELD courses.

Selection of Instructional Materials and Activities

New Designs attests that each pupil in the school has sufficient current textbooks and instructional materials in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education. Each spring, the Principal, in consultation with the staff, meet and identify areas of need and order texts and materials for the following year. The following are examples of textbooks that have been selected for use during the past few years:

Middle School Textbooks

Subject	Curriculum Name	Source	Reason for Selection
Language Arts	The Language of Literature	McDougal Littell	Cumulative Approach and Integration with the State Standards
Math	6 th Grade Math 7 th Grade Pre-Algebra 8 th Grade Algebra	Agile Minds Inc.	Cumulative Approach and Integration with the State Standards
Social Studies	6 th Ancient Civilizations 7 th Medieval and Early Modern Times 8 th Creating America: US History	Harcourt Brace	Cumulative Approach and Integration with the State Standards
Science	6 th Earth Science 7 th Life Science 8 th Physical Science	Glencoe	Cumulative Approach and Integration with the State Standards

<u>High School Textbooks</u>		
<i>English</i>		
Grade:	Publisher:	Title
9 th	Glencoe	The Reader's Choice # 4
10 th	Glencoe	Literature #5
11 th	Glencoe	Literature (American)
12 th	Glencoe	Literature British
<i>Mathematics</i>		

Subject	Publisher	Title
Algebra 1	Glencoe	Algebra I
Geometry	Glencoe	Geometry
Algebra 2	Glencoe	Algebra II
Pre-Calculus	Prentice Hall	Advanced Math Concepts
Calculus	Prentice Hall	Advanced Math Concepts
<i>Science</i>		
Subject	Publisher	Title
Biology	Prentice Hall	Biology
Chemistry	Glencoe	Matter and Change
Physics	Serway/Vaughn	College Physics
<i>Social Studies</i>		
Subject	Publishers	Title
Ancient Civilization	Glencoe	Journey Across Time
World History	Houghton Mifflin	Across the Centuries
World History	McDougal Littell	World History
American History	McDougal Littell	The Americans
Government	McDougal Littell	Government
Economics	Glencoe	Economics
<i>Spanish</i>		
Level	Publisher	Title
Spanish I	Prentice Hall	PASO A PASO 1
Spanish II	Prentice Hall	PASO A PASO 2

Instructional Strategy and Design

The school is designed to enable students confront challenges and investigate the world around them at an early age. Teachers will continue to use problem-based instruction to deliver an innovative, hands-on curriculum. The main thrust of our instructional the program is to change teacher directed instruction into one where learning is driven by the needs of students. The instructional strategies being employed include the following:

Project Based Learning (“PBL”)

Project-based Learning uses an integrated curriculum approach. The goal is to help students formulate and answer meaningful questions using the principles of investigation and drawing on knowledge across subject areas. Students are provided with the tools and support necessary for research and application of new and prior knowledge. In a PBL environment, teachers become coaches and facilitators, while students work on constructing their own knowledge. Students are provided with the tools and support based on developmental level of the students. PBL provides opportunities for all students to develop their own projects as well as assessments. Teachers

serve as guides through this process to assure rich and academically rigorous experiences for students.

Research shows that PBL has positive outcomes for student learning in the areas of content knowledge, collaborative skills, engagement and motivation, critical thinking, and problem-solving skills. New Designs Charter will utilize PBL as mentioned above to ensure a maximum impact on student learning. Research has also shown that PBL has many positive outcomes on student content knowledge. Compared to traditional classes, students in PBL classes performed better on assessments of content knowledge (Boaler, 1997; Penuel & Means, 2000; Stepien, et al., 1993). Research also indicates that PBL has a positive effect on students with average to low verbal ability and students with little previous content knowledge. In a specific research study, students were able to demonstrate specific content area skills after working on a geometry project linked to architecture and design, utilizing measurement skills as they developed their blueprints (Barron, et al., 1998). It has been proven that students taught in PBL classes emerged with useful, real-world content knowledge that they could apply to a variety of tasks (Boaler, 1997). Project-based learning requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills to conclude a project successfully.

Marzano’s Researched-Based Instructional Strategies

New Designs Charter believes that the achievement gap is bridged through higher graduation requirements. As a result, every student who graduates from the Charter School meet and or exceed the UC/CSU entrance requirements. In addition, one must complete a career pathway specialization in one of the following: Law and Diplomacy, Medical Science, Finance Academy, Information Technology and Engineering. To ensure continuous assessment and refinement of the curriculum, Charter Management Organization (“CMO”) Walkthroughs (Classroom visits) and e-Walkthroughs (Data gathering and analysis) are scheduled at the school-site within the academic year.

New Designs Charter employs instructional strategies that are researched-based and CCSS-aligned. This is to ensure that students master the standards designed for each grade level and demonstrate proficiency on the state test. The Charter School utilizes ten 10) out of the forty-one (41) Marzano’s *Design Questions*” as part of the classroom observation guidelines.

Focus of the Observation: Marzano Protocol Design Questions (“DQ”)
DESIGN QUESTION (DQ 1): 1. # 01: Providing Rigorous Learning Goals and Performance Scales (Rubrics) 2. # 02: Tracking Progress DESIGN QUESTION (DQ 2): 1. # 06: Identifying Critical content 2. # 09: Chunking Content into “Digestible Bites” 3. # 13: Helping Students Reflect on Learning

DESIGN QUESTION (DQ 5):

1. # 30: Using Friendly Controversy

DESIGN QUESTION (DQ 7):

2. # 18: Helping Students Examine Their Reasoning

DESIGN QUESTION (DQ 7):

3. # 19: Helping Students Practice Skills, Strategies, and Processes

DESIGN QUESTION (DQ 4):

4. # 21: Organizing Students for Cognitively Complex Tasks

DESIGN QUESTION (DQ 4):

5. # 22: Engaging Students in Cognitively Complex Tasks Involving Hypothesis, Generalization and Testing
6. # 23: Providing Resources and Guidance for Cognitively Complex Tasks

Linked Learning/Integrated Thematic Instruction

New Designs Charter initiated the Linked Learning program to give all students access to the experiences and conditions they need to grow as learners and be prepared for college, career, and civic life. The principles that guide our Charter School in strengthening the program is based on the following Linked Learning approach:

- A commitment to challenge prevailing patterns of school stratification.
- A commitment to graduate all students prepared for college, career, and civic participation.

To achieve this goal, Linked Learning brings together rigorous academics, a challenging theme-based or career-based curriculum (e.g., health professions, technology, global studies), and an opportunity to apply learning through real-world experiences.

The Linked Learning approach enriches the Career Pathways that are currently offered and aid in preparing students for college by creating a pathway toward a single goal: preparation to succeed in college *and* careers. It prepares students for particular careers or industries while giving students the college prep courses they need for California's four-year public institutions.

New Designs Charter Essential Skills

The following are the essential skills of the educational program at New Designs Charter:

Public Speaking: New Designs Charter uses Presentations of Learning ("POL") to give students an opportunity for public speaking and to design their own learning experiences. Every semester, each student presents an individual POL. The purpose of the POL is for the student to

demonstrate and provide evidence of learning to a panel of student peers, staff, parents, business and community members. Evidence of mastery can include performance tasks in a specific content area, projects, observations, work samples, action plans, design solutions and self-assessments. This work culminates in a year-end public Exhibition of Learning where members of the community are invited to judge work and to view the school-wide Project Gallery. Performing arts is a central feature of our curriculum focusing on drama and theatre. Students perform pieces of the classics, learn about theatre production and write and perform their individual or group scripts. Because our students perform their work for their classmates, parents and the community, drama classes fulfill a portion of the requirements described in New Designs Charter's Essential Skills for public speaking. In addition, participation in Debate Club offers students the opportunity to fulfill this requirement.

Global Citizenship: A global citizen is aware of cultural connections starting with the school, community, country and world. Global citizenship prepares students to understand and address important world issues, such as the environment, poverty, and human rights. It does this through the systematic development of an instructional program that allows students the opportunity to explore these issues in collaboration with students and teachers around the world. The global studies component of the curriculum seeks to deepen student understanding of inter-relationships between local and worldwide issues and events. We also attempt to make connections between New Designs Charter, and schools and agencies in other states and countries. Currently, we are establishing working connections with schools in New York, Ghana, China and Japan.

Technological Literacy: This is integral to the New Designs Charter classroom, where students research, organize, synthesize, analyze, propose, and present solutions to real world problems. New Designs Charter wants to be a leader in the infusion of technology in education. Our vision is that teachers and students will continue to use technology to demonstrate higher order thinking skills and creative problem solving. Our Technology Support Staff works with teachers to integrate technology into lesson plans and provides digital portfolio design support to students. Students are required to use computers and communication links to investigate and report on assignments.

Backward Mapping/Backward Design

Backward Mapping/Backward Design is a process in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.

There are three distinct stages of this process that New Designs Charter uses, namely:

Stage 1: Unpacking and Prioritizing State Standards

Teachers and administrators apply specific tools necessary to —unpack and prioritize State Standards. This is a necessary pre-requisite step to effectively design assessments that are aligned to standards. Specifically, teachers:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners).
- Apply a concrete process for analyzing standards which helps teachers internalize the standards, as well as determine the following information:
 - I. Level of Cognitive Demands (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
 - II. SBAC exam and the pre-release questions from the Smarter Balance Assessment that relate to each strand of the current State Standards (this is tied to creating assessments)
 - III. Identification of standards that serve as —anchors upon which units can be based. Other standards are tied to these —anchor standards within each unit designed by teachers (this is tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education, Visual and Performing Arts, Engineering, and Technology use the Common Core State Standards, Next Generation Science Standards, and English Language Development standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to content standards

Our teachers design effective assessments that are aligned to State Standards and other relevant standards, in order to provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard.

Specifically, teachers:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative) that include State Standards.
- Analyze content standards to determine the —achievement target embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners

Teachers design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles).
- Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
- Ensuring that all coursework involves a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive

effect on student learning as described in *Classroom Instruction that Works* (Marzano, Pickering, Pollock, 2001). Examples of instructional strategies include:

- Small projects and other ways of experiencing real-world problems
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Democratic classrooms and school structure
- Authentic assessments
- Direct instruction
- Research based projects
- Cooperative group work and projects

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers use the process on a continual basis to evaluate if students are mastering content. Specifically, all teachers are charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

i-Ready Diagnostic

New Designs Charter administers *i-Ready Diagnostic* which provides a complete picture of student performance and growth. It is an adaptive assessment designed to provide teachers with actionable insight into student needs. The Diagnostic offers a complete picture of student performance and growth, eliminating the need for multiple, redundant tests. The Diagnostic results set a personalized learning path for each student, ensuring they're working on instruction that matches their unique learning needs.

Engaging online lessons with real-world scenarios are assigned based on student diagnostic results. Teachers use real-time reporting to track student performance and determine if students need further remediation or can progress to enrichment activities. After each diagnostic exam, teachers facilitate "Data Chats" with students whom will set individual growth goals. Families are also communicated information on the diagnostic results and growth goals. Teachers will assign students individualized lessons, plan differentiated instruction and monitor student performance.

Benchmark Assessments

New Designs Charter administers Benchmark assessments periodically throughout the school year, at specified times during a curriculum sequence to evaluate students' knowledge and skills relative to an explicit set of longer-term learning goals. Benchmark assessments is driven by these purposes: (a) communicate expectations for learning, (b) plan curriculum and instruction, (c) monitor and evaluate instructional and/or program effectiveness, and (d) predict future performance.

Project Presentations

The purpose of the project presentation is for students to display their research, speaking,

writing, technology and collaboration/interpersonal skills that they have acquired throughout Middle and High School. The project presentation is a requirement for a student to be considered for graduation. Students work collaboratively in groups of 2-4. The project will be judged using rubrics that were previously distributed and discussed with the students. To receive a passing score, students must score a minimum of 70% on the 1) essay, 2) PowerPoint, 3) oral presentation, and 4) display board. The three groups with the highest overall score will receive 1st, 2nd, and 3rd place awards during the end of year celebration.

This is one of the Charter School events that is well-attended by parents. Family members and other spectators are welcome to participate in asking questions.

Technology Plan

The technology plan at New Designs Charter focuses on the integration of technology into the learning and work of the students and teachers. We understand that in order to make a difference, technology must support curriculum goals, be an integral part of effective instructional strategies and meet the individual needs of the students who use them. New Designs Charter Middle School students take a class in Technology for the entire three years (6th-8th grade) to prepare them for high school as well as college-level work. The technology curriculum helps students acquire skill such as word processing, Excel, PowerPoint, Publisher, Prezi, Use of internet for research, web design, coding, computer repair, and networking.

At New Designs Charter, we see technology “both as a learning tool as well as a tool to be learned.” Therefore, teachers incorporate technology into the learning process at all levels and in all subject areas. To ensure that technology promotes meaningful learning and collaboration, our technology plan has the flexibility to respond to changes in the curricular goals of the Charter School and to move our students toward higher academic achievement.

The plan focuses on using technology:

1. To raise academic achievement
2. To improve teaching and learning
3. To increase student motivation
4. To prepare our students for future STEM careers
5. To provide multiple ways for students to learn
6. As a tool for teachers to track and follow the progress of their students

Using Technology to meet our Curricular Goals:

Research studies show that the routine use of technology can help raise student achievement by engaging and motivating students. All classrooms are equipped with “smart” classroom kit (the components are: desktop with a DVD RW/R, audio and video system and overhead projector) in all classrooms. Desktop computers, laptops and hand-held devices are made available to teachers and administrators outside regular hours. Currently, our Charter School has a 2:1 computer to student ratio to facilitate the smooth implementation of our technology plan. Teachers are required to integrate technology into their lessons. Chromebooks, iMacs and desktop computers are readily available for students’ use during instruction to actively participate and be engaged in the learning process. Additionally, we have also implemented a Pilot Tablet Program that provides High School students with internet connectivity at home.

The Charter School has adopted *Focus* for SIS purposes to minimize time spent on record keeping. *Focus* supports data-driven decision-making and assist teachers in individualizing instruction to meet the differing needs of students.

i. Technology Implementation Strategies

New Designs Charter sponsors its teachers to conferences and development workshops that support the use of technology in education. Such workshops help upgrade staff skills in the integration of technology into the instructional delivery process. In addition, on-site computer classes are offered to teachers and administrators who need to upgrade their skills in specific software or programs.

In addition, New Designs Charter takes the following steps with regards to the use of technology:

1. Train students and teachers to utilize the computer-based Smarter Balanced Assessment
2. Enhance the use of our school intranet to promote sharing of information and ideas relating to the use of technology in the classroom
3. Appoint a committee to review instructional software and recommend changes to the existing curriculum
4. Work with teachers of students with special and exceptional needs to create technologically enhanced curriculum, which will best meet the academic and personal needs of those students
5. Utilize a variety of existing and emerging information and communication technologies within and beyond our school walls to enhance teaching and learning
6. Establish partnerships with businesses within the community to take advantage of their technological and human resources, to provide equipment and training and internships, and to work with the Charter School to develop a plan to make the graduates more suitable for employment

1. Technology Infrastructure

New Designs Charter will continue to build on its technological capabilities in the coming years. The Charter School is currently exploring one-to-one computer deployment through tablets. This deployment will provide students access to technology at home and in the classroom. The Charter School has currently migrated to Office 365 which allows collaboration among teachers and easy access to data to improve instruction. We continue to improve our technology infrastructure as new technologies emerge.

2. Technology Funding Strategies

Creating a strong instructional technology program requires both new financial resources and the effective and creative use of existing funds. New Designs Charter will continue to coordinate and support grant-writing efforts and will monitor and review all funding sources. We will continue to explore private sources of funds to maintain and update our technology. When necessary, we will hire consultants to provide additional expertise when

writing major grants for the federal government or major foundations. For Internet connectivity and networks, substantial support has been received over the years through the FCC E-rate program. The school facility has been wired for internet connectivity in all classrooms and offices -- an investment of about \$500,000. The server system that was recently deployed comprises of the following:

1. Windows Active Directory (Primary and Backup) Domain Controllers to support user (staff and student) logon authentication
2. Cisco Wireless Controller with 12 Cisco Access Points to support 400 concurrent wireless access.
3. File and Print Server to support Administrators and teachers document storage
4. Cisco ASA Firewall with Security software for intrusion protection and Internet Service Provider gateway.
5. DNS/DHCP server to manage and distribute IP addresses to client computers to enable it access the Internet
6. Microsoft Exchange server to provide email access to students and staff

High School Graduation Requirements

To graduate from New Designs Charter students must:

- Obtain a minimum of 245 credits
- Meet or exceed the "a-g" requirements of the University of California
- Satisfy any other graduation requirements approved by the New Designs Charter Board of Directors and published in the parent and student handbook

UC/CSU A-G New Designs Charter Requirements

SUBJECT	UC/CSU A-G REQUIREMENTS (Years)	New Designs REQUIREMENTS (Years)
Social Studies	2 (3 recommended)	3
English Language Arts	4	4
Mathematics	3	4
Laboratory Sciences	2	3
Foreign Language	2	2
Visual/Performing Arts	1	1
Physical Education	-	2
Career Pathways	-	4
Engineering	-	1
Advisory	-	4

Sample Course Offerings

Social Sciences	30 credits (3 Years)	World History AB U.S. History AB
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		Principles of American Democracy/ Economics
English	40 credits (4 years)	English 9, English 10, American Literature/ Contemporary Composition (11th grade) Composition/ English Elective (12th Grade)
Mathematics	40 credits	Algebra 1, Geometry, Algebra 2, Trigonometry, AP Calculus, AP Statistics
Lab Sciences	10 credits	Biology, Chemistry, AP Biology, Physics. AP Environmental Science
Visual/Performing Arts	10 credits	Visual Arts AB or Drama AB
Career Pathway	40 credits	Intro Networking, Computer Repairs, Biotechnology, Medical Careers Exploration, Robotics /Electronics, The Journey through Justice, Introduction to Law. Law of Contract. Law of Torts, Criminal Law, International Relations, International Organizations. International Business, Computer Programming, AP Computer Science, Introduction to Music Advanced Drama, Theater I, Theater II
Engineering	10 credits	Introduction to Engineering
Health/Life Skills	5 credits	Semester of Health/Life Skills
Physical Education	20 credits	4 Semesters of Physical Education
Foreign Language	20 credits	2 years of Foreign Language
Other Electives	Optional	Logic and Reasoning, Philosophy, Advanced Mathematics.

New Designs Charter will support all students, including transfer students enrolling after 9th grade, to meet the high school graduation requirements. To accomplish this, the College Counselor works closely with such students to ensure that the required courses are included in their schedule. Additional support is also provided during after school and Saturday school programs. We are also in partnership with Southwest College where our students can take classes to fulfill our graduation requirements. We connect with neighboring Adult schools to offer opportunity for transfer students to satisfy our graduation requirements.

A high school diploma from New Designs Charter would satisfy the requirements for the “Prepared” level of CDE’s College/Career Indicator. To ensure that the students meet this indicator, we do the following:

1. All students will complete courses that meet or exceed the a-g requirements.
2. All students will complete four years of CTE pathway courses
3. All students will take one semester of college course at the community college with a passing grade

Credit Recovery Opportunities

For credit recovery, we utilize the APEX Learning online platform monitored by a credentialed teacher. The APEX Learning courses are UCOP approved and are embedded in the High School schedule. We also provide opportunities for the courses to be completed during the After School and Saturday School programs. We also offer summer school classes for students who need to make up classes. APEX Learning courses are provided free of charge to students.

UC/CSU Course Approval

New Designs Charter has established a course eligibility list with the Office of the Director of Undergraduate Admissions for the University of California. Our entire core academic course catalog, as well as electives offered are submitted to the Director of Undergraduate Admissions for the University of California for approval.

WASC Accreditation

New Designs Charter is fully accredited by Western Association of Schools and Colleges (“WASC”) through the year 2020. The Charter School recently completed a *Progress Report* which will be followed by an accreditation committee visit in 2020. New Designs Charter recognizes the importance of WASC accreditation and will devote all the resources necessary to maintain continuous accreditation. Based on the progress report submitted to the WASC visiting committee, the school has addressed several of the recommended items. The school is working collaboratively with all stakeholders to complete all the remaining items by June 2019. A copy of the Charter School’s WASC documentation is available upon request.

Parent Notification about Transferability/Eligibility of Courses

Parents are given written notification about the availability of “a-g” college-required course curriculum, and information on the transfer of coursework to other public schools, and New Designs Charter’s accreditation status. Ensuring that all courses meet UC/CSU eligibility requirements does not only ensure rigor and relevance for students but also acceptability if students were to apply to a UC or CSU school. All parents of high school students are duly informed about the transferability of all classes taken at the Charter School prior to the enrollment of their students. This information is provided to parents in English and Spanish. Our student and parent handbook contains information about transferability of courses taken at New Designs Charter. In addition, all parents are provided information regarding this issue during parent orientation meeting at the beginning of every school year. In the event that the Charter School’s course offerings might preclude a student from meeting graduation and /or college entrance requirements, the Charter School will immediately inform parents who are transferring in or out by sending a notification via U.S. mail.

Academic Calendar and Schedules

DRAFT INSTRUCTIONAL CALENDAR FOR 2019-2020 ACADEMIC YEAR

<u>Back to School Events:</u>
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- New Parent Orientation: Wednesday, June 19, 2019
- New Student Orientation: Wednesday, June 19 - Friday, June 21, 2019

First Semester: Tuesday, August 13, 2019 – Friday, December 13, 2019 (79 Days)

Winter Break: Monday, December 16, 2019 – Friday, January 3, 2020

Holidays:

- Admissions Day: Friday, August 30, 2019
- Labor Day: Monday, September 2, 2019
- Veterans Day Observed: Monday, November 11, 2019
- Thanksgiving Holiday: Monday-Friday, November 18-22, 2019

Professional Development Days:

- Wednesday, July 31 -Friday, August 2, 2019– Administrators and Staff Training
- Monday, August 5 - Monday, August 12, 2019 – Faculty Professional Development

Pupil Free Days:

- Friday, September 20, 2019
- Friday, October 25, 2019
- Thursday -Friday, January 2 - January 3, 2020 *Pupil/Faculty Free Day*

Second Semester: Tuesday, January 7, 2020 – Thursday, June 12, 2020 (101 Days)

Spring Break: Monday, April 6, 2020– Friday, April 10, 2020

Holidays:

- Dr. Martin L. King Jr.'s Birthday Observed: Monday, January 20, 2020
- Presidents' Day: Monday, February 17, 2020
- Cesar E. Chavez Birthday Observed: Tuesday, March 31, 2020
- Memorial Day Observed: Monday, May 25, 2020

Pupil Free Days:

- Monday, January 6, 2020
- Monday, February 24, 2020 *Pupil/Faculty Free Day*
- Monday, March 16, 2020

Sample Daily Schedules

Middle School Regular Bell Schedule

Period	Start	End
Advisory	8:00	8:35
Period 1	8:40	9:30
Nutrition	9:30	9:45
Period 2	9:50	10:40
Period 3	10:45	11:35
Lunch	11:35	12:05

Period 4	12:10	1:00
Period 5	1:05	1:55
Period 6	2:00	2:50
Period 7	2:55	3:45

Middle School Minimum Day Schedule

Period	Start	End
Period 1	8:00	8:40
Period 2	8:44	9:24
Period 3	9:28	10:08
Nutrition	10:08	10:23
Period 4	10:27	11:07
Period 5	11:11	11:51
Lunch	11:51	12:17
Period 6	12:21	1:01
Period 7	1:05	1:45

(SPECIAL/PEP RALLY) Middle School Bell Schedule

Period	Start	End
Period 1	8:00	8:50
Nutrition	8:50	9:05
Period 2	9:10	10:00
Period 3	10:05	10:55
Period 4	11:00	11:50
Lunch	11:50	12:20
Period 5	12:25	1:15
Period 6	1:20	2:10
Period 7	2:15	3:05
Advisory	3:10	3:45

High School Regular Bell Schedule

Period	Start	End
Advisory	8:00	8:35

Period 1	8:40	9:30
Period 2	9:35	10:25
Nutrition	10:25	10:40
Period 3	10:45	11:35
Period 4	11:40	12:30
Lunch	12:30	1:00
Period 5	1:05	1:55
Period 6	2:00	2:50
Period 7	2:55	3:45

High School Minimum Day Schedule

Period	Start	End
Period 1	8:00	8:40
Period 2	8:43	9:23
Nutrition	9:23	9:40
Period 3	9:44	10:24
Period 4	10:28	11:08
Period 5	11:12	11:52
Period 6	11:55	12:35
Lunch	12:35	1:01
Period 7	1:05	1:45

(SPECIAL/PEP RALLY) High School Bell Schedule

Period	Start	End
Period 1	8:00	8:50
Period 2	8:55	9:45
Nutrition	9:45	10:00
Period 3	10:05	10:55
Period 4	11:00	11:50
Period 5	11:55	12:45
Lunch	12:45	1:15

Period 6	1:20	2:10
Period 7	2:15	3:05
Advisory	3:10	3:45

Instructional Minutes

A number of research studies have demonstrated the relationship between the time on task and student achievement (Stigler, Lee and Stevenson 1987:1283). The academic year will be based on a 180-day semester schedule with 67,200 minutes of instruction which exceeds the minimum number of minutes required by the state of California.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No	-	-	-	-	-	-	-	-	0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	160	385	0	0	20	280	0	0	180	54000	67200	13200
7	Yes	160	385	0	0	20	280	0	0	180	54000	67200	13200
8	Yes	160	385	0	0	20	280	0	0	180	54000	67200	13200
9	Yes	160	385	0	0	20	280	0	0	180	64800	67200	2400
10	Yes	160	385	0	0	20	280	0	0	180	64800	67200	2400
11	Yes	160	385	0	0	20	280	0	0	180	64800	67200	2400
12	Yes	160	385	0	0	20	280	0	0	180	64800	67200	2400

Professional Development

New Designs Charter is committed to hiring well qualified teachers who believe in our vision, mission and goals. Our teachers bring a variety of experiences and world views to the school. They hail from different ethnic groups as well as from different parts of the world. The chart below details the ethnic breakdown of the Charter School's faculty over the years.

Certified Staff Breakdown by Ethnicity	Hispanic	Filipino	African American	White Not Hispanic	Total
2017-2018	5	3	8	2	18

2016-2017	8	2	6	2	18
2015-2016	3	2	6	3	14
2014-2015	5	2	8	3	18

As we have done over the years we will continue to use web-based resources such as www.edjoin.org, www.ziprecruiter.com, and www.teachingjobs.com as recruitment tools. We also recruit from career centers at various universities in Southern California. By doing so, we are able to select from a larger and more diverse talent pool. Applicants will first go through a rigorous screening to ensure all criteria have been met. Group interviews will be conducted to narrow the focus with a view to selecting those with excellent leadership and collaborative skills.

A set of questions will be asked of each applicant probing into their knowledge and background of differentiation, classroom management, assessment, data analysis, and the State Standards. The final candidates will be invited back to participate in the final interview. The administrators at New Designs Charter strive to hire and retain teachers who have served similar communities and are passionate about providing a dual college-preparatory and career-readiness program.

The use of quality curriculum is one of the single most important components of any effective instructional program. The primary classroom management tool for our teachers is the quality of the curriculum itself. When students are actively engaged in the learning process fewer inappropriate behaviors arise. When students are successful in the classroom they are more likely to display a higher level of intrinsic motivation.

The preparation of teachers and support for their continuing professional development are critical to the successful implementation of our academic program. To enable our students to be engaged in the learning process, all teachers at New Designs Charter are trained in “non-lecture Socratic group discovery” process of instructional delivery. We also train teachers to become facilitators of instruction and not the “sage on the stage.” This enables them to involve our students fully in the learning process.

Research from other countries suggests that student achievement can improve when teachers are able to spend time together planning and evaluating instruction (Beaton et. al. 1996). Therefore, teachers are provided common planning time to enhance collaboration. At the beginning of every academic year, a one-week paid faculty training aimed at developing standards-based curricula guidelines and lesson plans are organized for administrators and teachers. Having an opportunity to meet together for such long periods helps promote the spirit of cooperation among our teachers. Working together, teachers are able to create thematic lesson units.

In order to provide quality instructional programs in all subject areas, New Designs Charter continues to implement professional development programs that ensure:

1. Teachers are proficient in common core teaching and learning strategies
2. Teachers are technologically proficient and able to integrate technology into the learning process
3. Teachers possess an in-depth understanding of State Standards and continuously strive to increase their knowledge of content
4. Teachers receive excellent training about both pedagogy and content to ensure that they are able to use a variety of instructional strategies in conveying the content of the subject area
5. Teachers are able to select research-based instructional strategies that are appropriate to the instructional goals and to the needs of all student sub-groups.
6. Teachers effectively organize instruction around goals that are tied to standards and direct student learning
7. Teachers utilize both classroom assessments and standardized tests results to guide instruction
8. Teachers collaborate within and across departments

New Designs Charter believes that providing students with quality education is the noblest role of schools. Yet, school leaders recognize that schools are also for adults. The work of Burns (1978) on transformational leadership shaped New Designs Charter’s educational leadership philosophy. New Designs Charter gleaned on Burns’ statement: *“Transforming leadership ultimately becomes moral in that it raises the level of human conduct and ethical aspiration of both leader and led, and thus it has a transforming effect on both. School leaders serve students and teachers. In their service to teachers, principals can be transformational leaders by doing everything in their power to help teachers be the best they can be.* In this context, the academic calendar of New Designs Charter was created with the intention of devoting professional development days for teacher collaboration and learning where best practices between New Designs Charter schools are shared. The 2019-2020 academic calendar constitutes of ten (10) Full Professional Development (“PD”) Days. Out of the ten days, five of them are combined PD days. These are in addition to the bi-weekly professional development scheduled at each respective school site. As an extension, another 4 days for administrator training are embedded in the academic calendar for school leaders of both schools to learn and grow professionally.

New Designs Charter Teacher PD plan for 2019-2020

PD No.	Date	Topic
1	08/21/19	Analyze multiple data measures of the previous academic year that will drive the decision making for the 2019-2020 academic year in the area of providing quality education to ALL students.

		Revisit and update school action plan; Enumerate strategies for ALL stakeholder active participation. Ensure alignment between the Charter School's vision and expected outcomes.
2	09/04/19	- Establish Professional Development theme for the year based on the analyzed 2018-19 school data set. - Overview of the New Designs Charter-10 selected Marzano researched-based instructional elements (Embedded in classroom observations)
3	09/18/19	Marzano Researched-Based Instructional Strategy (Design Question 1) # 01: Providing Rigorous Learning Goals and Performance Scales (Rubrics)
4	10/02/19	- Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all subgroups) - Targeted intervention for all subgroups - Analyze data by department (progress report, i-Ready diagnostic, project presentation evaluation, and other data points)
5	10/16/19	Marzano Researched-Based Instructional Strategy (Design Question 1) # 02: Tracking Progress
6	10/30/19	- Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all subgroups) - Targeted intervention for all subgroups - Analyze data by department (progress report, i-Ready diagnostic, project presentation evaluation, and other data points)
7	11/13/19	Marzano Researched-Based Instructional Strategy (Design Question 2) # 06: Identifying Critical content
8	11/27/19	- Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all subgroups) - Targeted intervention for all subgroups - Analyze data by department (progress report, i-ready diagnostic, project presentation evaluation, and other data points, Benchmark Data)
9	12/11/19	Marzano Researched-Based Instructional Strategy (Design Question 2) 09: Chunking Content into "Digestible Bites"
10	01/15/20	Update the CAASPP readiness action plan by department
11	01/29/20	Marzano Researched-Based Instructional Strategy (Design Question 2) 13: Helping Students Reflect on Learning
12	02/12/20	Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all

		subgroups) - Targeted intervention for all subgroups - Analyze data by department (progress report, i-ready diagnostic, project presentation evaluation, and other data points)
13	02/26/20	Marzano Researched-Based Instructional Strategy (Design Question 5) 30: Using Friendly Controversy
14	03/11/20	- Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all subgroups) - Targeted intervention for all subgroups based on analyzed data set - Review student work samples based on Marzano's Design Questions)
15	03/25/20	Marzano Researched-Based Instructional Strategy (Design Question 7) #18: Helping Students Examine Their Reasoning # 19: Helping Students Practice Skills, Strategies, and Processes
16	04/15/20	- Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all subgroups) - Targeted intervention for all subgroups - Analyze data by department (progress report, i-ready diagnostic, project presentation evaluation, and other data points)
17	04/29/20	Marzano Researched-Based Instructional Strategy (Design Question 4) # 21: Organizing Students for Cognitively Complex Tasks # 22: Engaging Students in Cognitively Complex Tasks Involving Hypothesis, Generalization and Testing # 23: Providing Resources and Guidance for Cognitively Complex Tasks
18	05/06/20	- Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all subgroups) - Targeted intervention for all subgroups - Analyze data by department (progress report, i-ready diagnostic, project presentation evaluation, and other data points)
19	05/20/20	- Integrated Thematic Instruction: Curriculum Unit Planning by Department (Plan incorporates enrichment and remediation strategies specifically addressing the learning needs of students from all subgroups) - Targeted intervention for all subgroups - Analyze data by department (progress report, i-ready diagnostic, project presentation evaluation, and other data points)
20	06/03/20	Revisit End of Academic Year Procedures

		• 2020-2021 Academic Calendar • Summer School Activities/Events
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Meeting the Needs of All Students

English Learners

New Designs Charter provides a comprehensive English Language Development (“ELD”) program to every English Learner by aligning to the LAUSD Master Plan and the California Education Code for ELD identification, placement, and instruction. New Designs Charter then follows and monitors student progress to ensure that they are making progress toward grade level standards in core content and language proficiency.

New Designs Charter employs teachers with the appropriate certificates and credentials to provide instruction to ELs. In the middle school, designated ELD (“dELD”) classes are taught by the ELA teacher. instructor provides ELD instruction differentiated to their varying needs. Utilizing the ELA teacher allows for a deeper connection and relationship of trust and understanding between the student and teacher. The core ELA class focuses on grade-level standards, and the ELD class focuses on ELD standards that align with the academic core content. The dELD classes take place in the regular ELA classroom during the scheduled dELD time frame.

The High School dELD classes are taught by a credentialed teacher specific to that class. The students have different assigned teachers for grade-specific ELD. These classes are combined and taught in an accelerated language program structure to address the individual needs of the students- most of whom are Long Term English Learners (“LTEs”). The small grouping allows for rigorous differentiated instruction to reclassify each student as quickly and effectively as possible.

The Integrated ELD (“iELD”) classes take place throughout the remainder of the day in the respective core classes. In the Middle School these classes include Math, Science, History, and Technology. The High School classes include similar courses to meet the A-G requirements, as well as the Academic Career Pathway specialty chosen by each student. Each instructor is credentialed and certificated for the single-subject content.

The language acquisition program option that New Designs Charter offers is the Structured English Immersion program that provides Integrated ELD in the form of language support and SDAIE strategies and methodology and one class of dELD for each identified English Learner. English Learners that are also identified as Students with Disabilities are included in the designated ELD classes and provided with the appropriate accommodations to make the English language proficiency growth as expected of all students.

The Middle School dELD classes are conducted primarily in English. The focus is to provide English Language development/acquisition instruction that promotes mastery of the ELD standards while promoting strategies and instruction to access the academic core content at grade level. New Designs Charter uses SpringBoard ELD as the curriculum- chosen from the CDE approved listing. The texts correspond to the ELA unit lessons, content, and standards but are designed for mastery of ELD standards and development of the academic language usage and proficiency required by English language learners. The class contains varying levels of language development due to the limited number of students at each specific proficiency level. The certificated instructor provides a lesson that allows for differentiation and engagement at the proficiency level appropriate for the individual student within each grade level. The lessons allow for meaningful interaction among peers and appropriate engagement with the text.

A large portion of the middle-school EL students are identified as Long-Term English Learners. Those students receive an accelerated program to achieve mastery of ELD standards that emphasizes academic-language, so that the student can soon reclassify and complete core standards successfully. There are a small number of students that are true Level 1 or 2, due to their recent arrival to the country. These students are provided additional primary language support, scaffolding, resources, and language accommodations to make language acquisition a successful, effective, and pleasant process and experience.

New Designs Charter's High School Designated ELD is similar in purpose to the middle school's with small differences to meet the needs of high school students. High School ELs are scheduled individually based on the A-G courses they are actively taking. That means that the ELD High School class accommodates varying grade levels while focusing on language proficiency levels. The Curriculum used for High School ELD is the EDGE Reading Writing & Learning texts. These series are aligned to the State Standards while addressing language acquisition and development at the high school grade academic language levels. In addition to the curriculum, these students receive instruction from the Achieve 3000 program. This additional program is included to accelerate learning and meet the need specific needs of the LTEL students.

Successful access and engagement with State Standards is the focus of the Integrated English Language Development portion of the program for both middle and high schools at New Designs. Course content is based on meeting and exceeding State Standards at the middle school, and college prep A-G course completion in the high school. Teachers set high expectations for each EL while providing language and content support which may include; differentiating pacing, product, diverse assessment and presentation techniques, peer coaching and collaboration and other methodology.

In addition to the Designated and Integrated portions of the ELD program, students are routinely monitored to check on progress. Methods for assessing student progress will include classroom observations, ELPAC, textbook-based pre- and post-assessments, unit level standards-based assessments, end of course assessments, and both formal and informal classroom assessments. New Designs Charter will report progress every five weeks so that parents and educators are

aligned on student progress. Students that demonstrate difficulty meeting grade level expectations are provided with additional support and intervention that is available in individual or group pull-out, and after school academy.

Both Integrated Designated ELD take place daily in New Designs Charter Middle School. ELD classes are scheduled daily for fifty-minute. The integrated ELD classes are also fifty minutes each day and include ELA, Math, History, Technology, and Science as the basis for the integrated content

The High School has block schedule on two weekdays. On regular-schedule days, both iELD core classes and dELD are 55 minutes each day. High School's integrated ELD classes vary depending on student's choice career pathway and graduation requirements. New Designs offers three Academic Career Pathway programs. They are Technology, Law and Diplomacy and Finance Academy. Additional to the career pathways are the college prep A-G courses like Engineering for example. These classes are required of all students to graduate from New Designs.

The two days that are designated as block-schedule alternate classes. dELD Classes are a 100-minute class on Wednesday or Thursday. The integrated core classes are also 100 minutes each for those two days.

These classes are the basis for the integrated ELD program. Teachers receive extensive professional development and support as to the structure, activities, and strategies to employ that will make the content accessible to all students. The program structures lessons so that explicit direction is provided using tone, wait-time, visuals, and modeling. Word Walls are in every classroom to frontload important and relevant academic vocabulary. Students are encouraged to work collaboratively when engaging with the texts. Activities derived from the text are meaning-making, rigorous, and designed to achieve grade-level standard expectations and incorporate the ELD standards in the four language aspects. The texts and resources utilized for core classes are informational texts. Thinking maps and graphic organizers are used to encourage students to analyze content and think critically at higher depth of knowledge.

The designated classes at the Middle School ELD classes follow the structured English Immersion model. The curriculum currently used is the SpringBoard ELD. The texts are consumable and are aligned by grade level to the core ELA SpringBoard text. This text was chosen because it was approved by the California Department of Education and it mirrored the units presented in the English core classes. The instruction for ELD is primarily presented in English. The emphasis is to provide a safe environment for students master the basics and fundamentals of the English language, grammar, and syntax and to learn to communicate socially with their peers and academically with the texts. Instruction is designed to engage the speaking and listening skills primarily that will edify the reading comprehension and writing skills. Students are encouraged to engage interactively and collaboratively with text in higher order activities that critique, analyze, argue, substantiate ideas- regardless of the language

proficiency. This structure allows for engagement and opportunity to participate and grow at all levels of language proficiency yet engage intellectually at grade level.

New Designs Charter High School follows similar structure for ELD. The curriculum adopted for High School is Edge Reading Writing & Language. This curriculum was chosen after much research into alternative curriculum used by LAUSD, and other districts. The qualities that this curriculum brings are those that will meet the needs of upper grade language learners. It is designed to promote thoughtfulness and discussion with the issues and questions it presents. The reading is designed to encourage argument, elaboration of ideas, citation of evidence, and best of all- original and authentic interpretation and ideas. The writing components align with the literary analysis to provide a response to literature. Students are encouraged to write across the curriculum and explore informational text. An important component to this series is the inclusion of language development and grammar. The students at the high school level require high level intellectual content yet need an abundant of structure and scaffolding to create oral and written responses. Access to language fundamentals is key even (or especially) at this level. All materials and resources that are used serve to strengthen students' abilities with challenging tasks and content that will increase language awareness and delve explicitly into how English works.

An important addition to the curriculum is the Achieve 3000 program for the LTELs. This program was selected because of the unique qualities that would meet the need of the individual LTEL student. The program is based on the California English language development standards and provides differentiated reading texts, assignments, and discussion based on the student's individual language reading proficiency. The grade complexity is not minimized. All students access the same lesson on grade level. The program provides differentiated language based on reading Lexile levels. This is a computer-based program that will automatically adjust as the reader grows and achieves higher Lexile levels.

It is the goal of New Designs Charter to build on the literacy program as part of the ELD program initiated in the previous year. This initiative allows EL students to have access to reading materials and novels that are at varying Lexile levels and grade equivalents- making reading accessible to every child. Students are motivated by having the freedom to choose their novels from a variety of genres that are of interest to them.

The literacy growth plan is focused on Sustained Silent Reading/Self Selected Reading ("SSR") and embedded as one of the components in Advisory. The inclusion of reading self-selected books for a designated time is based on extensive Language Acquisition research by Stephen Krashen. He considers reading for leisure and pleasure to be one of the most effective ways to increase a deficit reading level. EL students have access to reading materials and novels that are at varying Lexile levels and grade equivalents- making reading accessible to every child. New Designs students are motivated by having the freedom to choose their novels from a variety of genres that are of interest to them.

There are many criteria in reviewing the effectiveness of New Designs Charter EL program, the main one however, is the progress towards reclassification.

As the state transitions to ELPAC, data on re-designation will solidify to show higher numbers of reclassification. The school currently implements a tutorial formatted program called Supplementary Educational Services. Identified students are pulled out for additional intensive supports in English Language Arts and Mathematics. In addition, there is an English Language Development) ELD teacher assigned to assist ELD students. This teacher supports Beginning or Early Intermediate EL. All students are mainstreamed into the general academic program.

The Charter School's instructors are trained in the use of SDAIE and ELD teaching techniques. Our Title III Plan also provides all EL students with 53 minutes of daily ELD instruction through their enrichment classes.

Continuous efforts are made to provide collaborative opportunities to our faculty to share with each other teaching strategies and other means to increase engagement among the EL student population. In every professional development on instruction special attention is devoted to methods and strategies (like differentiated instruction) that focuses on aiding ELs who struggle academically because of language (for example, replacing with a synonym that is academically sound).

Monitoring both instruction to English Learners and student progress is part of the Master Plan and a key component to creating and sustaining a successful transitioning path for all students towards reclassification and mainstream English.

Students are monitored regularly as information becomes available. The criteria regularly checked and documented are:

- CAASPP ELA Benchmark Results
- Progress and Semester Report Card Grades, and
- Reclassification criteria completions.

Student progress is also followed via informal methods such as

- Curriculum Diagnostic Assessments (iReady and Achieve 3000)
- Lexile reading gains and
- Affective surveys (SSR and Intervention Services)

The Language Assessment Team is composed of the ELD, ELA teacher, EL Coordinator, Paraprofessional, and Administration. Each person is a contributing factor in determining the type of support that will benefit the student. It is often language support in learning the fundamentals of the English language, reading comprehension, or learning how to recognize the subtle innuendos and inferences in the language that is the support needed for the larger LTEL population. Some students do need primary language support and actual acquisition support being new to the country. The EL department consults regularly with the SPED department in a collaboration to accommodate and provide the scaffolding and resources to meet the need of the EL students with disabilities. New Designs Charter provides PBIS schoolwide to support students who need motivation to complete tasks they find challenging.

There are two main types of in-class support that is provided to all EL students but especially to students that are struggling to meet the expected learning goals. The in-class support is provided by the instructor, or by an assigned paraprofessional.

Teachers are the primary source of in-class support and intervention for the EL students. Teachers have been extensively trained in methods and strategies to scaffold lessons to make them accessible and attainable to all levels of proficiency. A deficit in progress or achievement of a learning objective signals the instructor for the need of corrective feedback, further smaller chunking, modeling with think aloud protocol. Or possible reteaching using explicit instruction. The EL Coordinator is also available to support the teacher who may have unique situations. A secondary source for in-class support is the paraprofessional that may be assigned to assist in the ELA classroom. The paraprofessional does not replace the teacher, rather serves to support the learning process at a slower pace with an individual student or a small group. Working in this manner often allows the student to reflect or clarify the procedure, academic language, and construct an effective response to the tasks assigned.

Teacher instruction is observed regularly by the administration, curriculum specialist, SPED director, and the EL coordinator. Each observer has specific standards and methodology to observe and support. These observations are intended to ensure that excellent and appropriate levels of instruction are taking place to support all students and the respective subgroups being serviced.

New Designs Charter also provide Out-of-the-Classroom intervention. The criteria that drives the intervention instructional support and focus are;

- ELPAC performance levels and subgroups,
- Benchmark results, or reading levels,
- ELA grades.

Students are pulled from an elective class and provided with individualized or small group instruction and intervention by the EL Coordinator and EL Paraprofessional. The instruction can range from phonemic awareness to grammar and syntax, literacy comprehension, or test prep awareness. Metacognition is always a part of the intervention because the aim is to enable the student to become an independent thinker that can evaluate his own responses and progress.

New Designs Charter offer an Extended Learning Academy as part of the After-School Program (“ASP”) and Saturday Learning Academy. A class within each academy is specifically designed for ELs. During the ASP, students receive assistance with assignments and homework, and are checked to keep them on track. In additional to the school week, students receive meaning-making literature assignments and the writing process in a designated EL class during both the After- School Program and Saturday school. Students that participate in these Extended Learning Academies prove regular progress in class assignment, grades, and reclassification criteria.

New Designs Charter is fully committed to meet the needs of all its different learners in an inclusive environment that seeks to recognize and accommodate their different learning styles. The school’s curriculum and instructional regimen will ensure all students will successfully meet or exceed State Standards. With specific reference to English Learners , the Charter School will meet all applicable legal requirements concerning annual notifications to parents, student identifications, placements, program options, English Language core content instruction, teacher

qualifications and training, re-classification to fluent English proficiency, monitoring and evaluation of program effectiveness and standardized testing requirements. The key elements of the charter's EL instructional program will develop and raise the academic and social skills of English learners. The Charter School commits to the implementation of policies that ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. As such, New Designs Charter will adopt the LAUSD EL Master Plan.

Process for identifying English learners

The identification and assessment processes align with LAUSD Master Plan. The Charter School will administer a Home Language Survey (“HLS”) upon a student’s initial enrollment into the Charter School. The initial home language survey is used to identify possible English Learners. It will be distributed to every parent as part of the enrollment process. The previous school is contacted, and proficiency scores are requested. The school will also meet with parents/guardians and review all records including CALPADS. Notifications to parents are sent as required by Education Code.

Annual Evaluation of EL Programs

The teachers and administrators of New Designs Charter will review on an annual basis the results of SBAC ELA testing, ELPAC, and other assessments to determine whether the programs are adequately serving the needs of English Learners. Prior to the beginning of each school year and throughout the year during teacher professional development, the staff will make adjustments to the program as needed to ensure students are progressing toward reclassification.

Reclassification

New Designs Charter complies with legal requirements regarding standardized testing and other required assessments. In addition, New Designs Charter monitors on-going academic success for reclassified students for at least three years from their reclassification date. Methods for assessing student progress will include classroom observations, textbook-based pre- and post-assessments, unit level standards-based assessments, end of course assessments, and both formal and informal classroom assessments. New Designs Charter will report progress every five weeks so that parents and educators have visibility into the academic progress of students who have been reclassified.

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC;
- Participation of the pupil’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parent’s opportunity to participate, and encouragement of the participation of parents or guardians in the Charter School’s reclassification

procedure including seeking their opinion and consultation during the reclassification process; and

- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

New Designs Charter follows the steps outlined in the LAUSD English Learner Master Plan in reclassifying English Learner students using the following criteria:

- 1) Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
- 2) Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
- 3) Parent/guardian 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

New Designs Charter commits to monitor and evaluate the implementation of EL policies, program, and services, as well as their effectiveness, to continuously improve them.

Progress Monitoring

New Designs is committed to effective progress monitoring in accordance with LAUSD's English Learner Master Plan, including processes for monitoring the implementation of instructional program services, determining the effectiveness of programs and services, and evaluating the supports for LTELs or those at risk of becoming LTELs. This includes systemic approaches for monitoring processes at the school-site, district and state level.

Methods for assessing student progress will include classroom observations, ELPAC, textbook-based pre- and post-assessments, unit level standards-based assessments, end of course assessments, and both formal and informal classroom assessments. New Designs Charter will report progress every five weeks so that parents and educators would know how well LTELs are gaining mastery of the English language.

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

New Designs Charter addresses the needs of gifted and talented students whose learning characteristics, thinking aptitudes, and abilities differ significantly from those of their same-aged peers. They receive a content rich and rigorous educational experience that prepares them for college. Gifted students receive differentiated instruction in which they can acquire skills and understanding at advanced levels matching their potentials. Differentiated instruction includes complexity (making connections or seeing relationships), acceleration (advanced content through curriculum compacting), novelty (introducing new areas of study), and depth (exploring a subject in greater depth).

Assessment and identification of gifted and talented students is based on intellectual, creative, leadership ability and achievement, talent in the visual and performing arts, or other criteria that the Charter School finds appropriate. Through professional development teachers are expected to utilize differentiation strategies embedded in their curriculum. This includes content organized by themes, scholarliness, depth and complexity and independent study based on allocation of time. Activities may also be self-selected based on area of study relevant to the core curriculum. Essential instructional elements are inclusive of integrated curriculum, universal themes, tiered assignments, open-ended questioning, student choice, and different models of teaching (direct, inquiry, deductive and inductive).

Students Achieving Above Grade-Level

As all students are challenged to reach their intellectual potential within the instructional program. New Designs Charter offers an Honors Program for the gifted and talented students and those achieving above grade level. Teachers differentiate instruction based upon the individual needs of the students and will provide an opportunity to excel for those students who are achieving at high levels or demonstrate a specific ability or talent. These students are identified in accordance with the process outlined below. Teachers will differentiate in the forms of acceleration, depth, complexity, and novelty and will differentiate the lesson to meet the needs of these students. Instructional models which will be used include: Project-based learning, Higher levels of questioning and thinking skills, Wide variety of materials at different skill levels, Individual or group inquiry projects; Field trips to broaden experience base.

GATE Plan

The gifted and talented program includes:

- Flexible grouping of students
- Honors programs
- Strategies for the increased enrollment of all sub-groups
- Differentiated instruction in the classroom in all areas of the core curriculum
- Parent involvement
- Professional development activities for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Process for Identifying Students as Gifted and Talented

The identification process begins with a referral by the student's teacher or parent. A Screening Committee, comprised of an administrator, school psychologist and selected teachers, gathers documentation including any standardized test scores, cumulative records and report cards from teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is used as a basis for Intellectual Ability testing, or for High Achievement or Specific Ability designation. When a decision has been made, the parent is notified in writing of the student's eligibility. Categories under which a student may be identified as gifted include intellectual ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who have scored 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as the CAASPP. Another criterion considered is a GPA of 3.5 or above. A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Reading or Math on standardized tests such as the SBAC. Students may also be referred in either science or social science based on their performance on homework and benchmark assessments.

Selection of GATE Students Based on High Achievement

To participate in the GATE program students must demonstrate ability in **all four** critical-thinking and problem-solving skills in their primary language. These skills may include the ability to:

- Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity
- Formulate new ideas or solutions and elaborate on the information
- Use alternative methods in approaching new or unfamiliar mathematical problems
- Use extensive vocabulary easily and accurately to express creative ideas

In addition, they must meet one of the following criteria:

- Percentile scores of 78 or above in both total reading and total mathematics on standardized test
- Norm-reference tests
- Identification as gifted in any of the categories by a licensed school psychologist.

GATE Outcomes

New Designs Charter expects the following outcomes in our GATE program:

Student Outcomes

- Continuous progress based on ability and performance
- Accelerated student performance
- Development of independence and self-direction
- Acceleration in a discipline or across disciplines
- Increased use of technology for research and multi-media presentations
- Increased participation in state and national tests and competitions
- Success in making original contributions to a field of study
- Early college admission
- Grade advancement
- Concurrent enrollment in two grades and/or college

Administrator/Teacher Outcomes

- Increased knowledge of cognitive and social emotional needs of gifted students
- Increased knowledge and use of program options and strategies for teaching gifted

students

- Improved professional development leading to teacher certification
- Alternative assessment procedures (recognizing individual differences)
- Increased use of resources for working with gifted students
- Alternative evaluation processes

Parent Education Outcomes

Parents have access to monthly parent education workshops and meetings where the following topics are to be covered:

- Knowledge and informational updates of the GATE program
- Increased knowledge of the characteristics, strategies, resources and programs parents can use to foster and promote the cognitive, social-emotional and developmental needs of gifted students
- Awareness of organizations, associations, programs which serve as a resource for parents of gifted students
- Access to specific curriculum examples and projected strategies including summer preparation strategies
- Knowledge of the assessment and identification process at New Designs Charter

Counseling and Guidance Outcomes

The guidance/counseling process is a product of the collaborative efforts of teachers, administrators, support personnel, specialists, and parents. Everyone who lives or works with the gifted child often serves one or more functions in the guidance/counseling program for maximal effectiveness. These functions may include: mentor, facilitator, listener, advocate, consultant, instructor, role model, and program coordinator. The guidance/counseling services are differentiated for the gifted student to include:

- ii. Orientation of individual gifts and talents to special programs/services
- iii. Information services about giftedness, summer and extra-curricular enrichment, scholastic services/scholarships
- iv. Placement in program options and educational alternatives

Methods for assessing progress of students participating in GATE will include classroom observations, state-mandated standardized assessments, textbook-based pre- and post-assessments, unit level standards-based assessments, end of course assessments, and both formal and informal classroom assessments. New Designs Charter will report progress every five weeks so that parents and educators are aligned on student progress.

Students Achieving Below Grade Level

New Designs Charter will continue to enhance learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. The school has established a Response to Intervention (“RTI”) program aimed at ensuring that all students especially those achieving below grade level are provided support during the regular school day and before/after school and Saturdays. The initial component of New Designs Charter's plan for low-achieving students will be early identification

of student deficiencies in any academic subject, especially Mathematics, Science, and English Language. Through cross data analysis from a variety of sources low-achieving students will be identified for targeted intervention. We will use students' performance on state tests, benchmarks, progress reports, and iReady Diagnostic tests, etc. There is an additional Math and English Intervention class embedded in the Middle School schedule; these classes are taught by credentialed Math and English teachers. Both Middle and High School students (who are achieving below grade level) also stay after school to receive additional support from teachers. Additionally, these students also come to school every other Saturday to receive instruction in Math and English by teachers and trained tutors. New Designs Charter Intervention program is therefore made up of the Academic Enrichment program, Before and After School programs, Saturday School and the use of iReady and Study Island programs.

a) i-Ready curriculum was purchased for the Math and English Language Arts Academic Enrichment Class.

New Designs Charter recognizes that the middle grades mark a critical transition for students. New Designs Charter's goal is to ensure that ALL students demonstrate proficiency in all subject areas. In light to this, New Designs Charter offers an AcE class which is in addition to the other six (6) classes taken by ALL middle school students (6th- 8th) regularly: English, Math, Social Studies, Science, Physical Education and Technology.

The Academic Enrichment class is a unique opportunity for intervention, support and enrichment. During the (AcE block, students are provided personalized, robust and standards-aligned instruction in Reading and Math as they alternate between the two classes. It is a class intended to meet the varied learning needs of students through focused and personalized academic assistance in both Math and English Language Arts. AcE adds 0.5 credit unit to ELA and Math core classes making each class 1.5 credit units instead of 1.

The curriculum for the AcE class is iReady, which delivers engaging online lessons with real-world scenarios that are assigned based on student diagnostic results. Teachers use real-time reporting to track student performance and determine if students need further remediation or can progress to enrichment activities. After each diagnostic exam, teachers facilitate "Data Chats" with students whom will set individual growth goals. Families are also communicated information on the diagnostic results and growth goals. Teachers will assign students individualized lessons, plan differentiated instruction and monitor student performance.

AcE is also a class where students continually work collaboratively. A routine part of the program is student instructional grouping for targeted intervention. Students that demonstrate similar areas for improvement will work together to strengthen those skills. Student groups can and often change from month to month, giving students opportunities to work with different students and to demonstrate mastery for different standards. As students reach their goals, teachers celebrate success with certificates of recognition as well as with opportunities for enrichment activities. This creates motivation for students to continually show growth in all areas.

In addition to the iReady program, the AcE class imbeds extended learning activities that are directly related to students' core math and English classes. The AcE teachers regularly collaborate with the core teachers to ensure alignment between the classes. For example, students may be assigned projects in the AcE class that are extensions of the core curriculum. Students are aware that the learning that takes place in one class is linked to the other. The students of New Designs Charter have demonstrated significant growth in state assessments since the implementation of the AcE program of intervention, support and enrichment.

Professional development for teachers includes specific training in recognizing academically low-achieving students, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies including differentiation in the classroom. Upon identification of any student as low-achieving, parents will be informed of the student's academic standing by the counselor. Within two weeks of identification, the counselor will schedule a conference between the student, parent, teachers, and the Faculty Advisor to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teachers.

In those areas where the student is struggling most, one-to-one instruction will be offered by the classroom teacher and/or teacher's assistant, and the student may participate in a computer-assisted learning program like "iReady and Study Island". Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) will provide remedial tutoring through individualized and/or small group assistance. Where there are deficiencies that border on behavioral problems demanding immediate attention, the Faculty Advisor will notify the counselor to schedule an emergency ILP meeting involving the counselor, parent or guardian and the Faculty Advisor.

Progress of students in this group will be monitored regularly by teachers and school administrators using a combination of assessments, including, but not limited to, diagnostic, formative assessments, and summative assessments.

Socioeconomically Disadvantaged/Low Income Students

Students are identified as coming from a socioeconomically disadvantaged household through the school meal program at New Designs Charter. Over 90% of students at the Charter School come from low socio-economic backgrounds, therefore, all programs at the Charter School are designed to meet the needs of the student population and broader school community. The academic programs at New Designs Charter are rigorous, college-preparatory, and include a career pathway component. In order for Socioeconomically Disadvantaged students to meet state adopted standards will receive extra assistance involving some combination of differentiated instruction, required supplemental education classes, before or after school tutoring, summer enrichment and remediation, and at-home remedial work. Emphasis is placed on methods that allow low income students to gain new knowledge, learn new strategies for acquiring information and solving problems, and enhance their perspective on the value and excitement of learning. Faculty, staff and administrators work together to ensure that no Socioeconomically Disadvantaged student falls behind. Instituting comprehensive support system for low income

students help guarantee that students do not fall through the cracks.

Furthermore, New Designs Charter has designed and implemented strategies that enhance the development of parent skills and knowledge to support their children within the traditional school setting. We will continue to offer workshops during the school day and at night to help parents gain the necessary confidence to support their child's education. We will continue to emphasize assisting parents to help their children set goals, look at data, provide feedback to the school, communicate with the classroom teacher, and monitor their child's progress. Additional workshops and training opportunities for the upcoming years will include homework help, computer skills, gang prevention, and parenting.

Progress for students in this subgroup will be monitored regularly by teachers and school administrators using a combination of assessments, including, but not limited to, diagnostic, formative assessments, and summative assessments.

Students with Disabilities

New Designs Charter participates in the LAUSD SELPA.

Students in Other Subgroups

Foster Youth

New Designs Charter staff will endeavor to provide a safe and stable learning environment for foster youth, who likely have previously experienced a lack of continuity in their education. Foster youth will be identified during the enrollment process, though they may enroll without the typically required documentation and/or immunizations. Foster youth automatically qualify for free meals and have equal access to every program and extracurricular activity available to other students. New Designs Charter will provide and maintain grades, credits, and partial credits for foster youth in accordance with applicable laws. Additional counseling and academic support will be provided to foster youth to address developmental delays, social emotional challenges, and other issues.

Methods for assessing student progress will include classroom observations, state-mandated standardized assessments, textbook-based pre- and post-assessments, unit level standards-based assessments, end of course assessments, and both formal and informal classroom assessments. New Designs Charter will report progress every five weeks so that parents and educators are aligned on student progress.

Homeless Youth

New Designs Charter abides with the McKinney-Vento Act. New Designs Charter ensures that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths. New Designs Charter is committed to removing barriers to enrollment and full curricular participation for students who are experiencing homelessness. Students

experiencing homelessness will be identified during the enrollment process, though they may enroll without the typically required documentation or immunizations. Students experiencing homelessness automatically qualify for free meals and have equal access to every program and extracurricular activity for which any other student would qualify.

Progress for students in these subgroups will be monitored regularly by teachers and school administrators using a combination of assessments, including, but not limited to, diagnostic, formative assessments, and summative assessments.

“A Typical Day”

As you approach the main entrance of the Charter School, you see a three-story building standing in clean surroundings suggesting a well-kept campus. The building serves as the main housing for the campus of New Designs Charter. The Principal or other administrators stand in front of the Charter School by the gate welcoming students, parents and visitors as they arrive. The principal and administrators greet the students by name and speak with as many of them as possible inquiring after their well-being. For those who were absent the previous day, the administrators seek to know the reasons for the absence and how they could be of help so that absences are avoided. During breaks, the Principal and other administrators can be seen going around the campus interacting heartily with students, faculty and staff.

New Designs Charter is a safe haven and a learning center that pursues academic excellence. Students have an opportunity to practice their Math and Reading skills in designated Technology classrooms during Before School program. At 7:50 am, public announcement is made by assigned Student Council members ensuring that the student body is informed about the day's expectations. Classes begin formally with a *Mood Check* activity that is embedded in the lesson. This activity allows students to share their mood with the rest of their peers and get them prepared for instruction.

Walking through the hallway you see students' work on the walls. In all classrooms, current student work is displayed on the walls. Visiting the Social Studies classroom, you see students seated in the typical Socratic seminar fashion and you hear passionate debates concerning social issues and other engaging and thought-provoking topics – the role of the United States as a global leader in economics and technology or how a particular form or model of government is best for societal progress.

In the classrooms, you will see students working collaboratively on assigned work, using technology and educational software, creating and applying models to practical everyday problems and debating best responses to questions. In most classrooms, students are seated in groups of four. In others they are seated listening attentively as the teacher instructs and guides them on the lesson of the day. In the science classrooms, students lead practical discussions and engage in activities that help them grow and acquire in-depth knowledge and understanding of content while developing the critical skills of communication, collaboration, inquiry, problem solving, and flexibility that will serve them throughout their educational and professional lives. They discuss topics such as, the impact of sunlight on plant growth via photosynthesis with

reference to an experiment they had conducted, or in another, they discuss the relationship between forensics and technological advancements and their everyday utility.

In every classroom you will hear conversations among teachers and students about what colleges they intend to apply to. In the high school, you will find students on their Naviance platform receiving instruction and planning for college and careers. In the lobby you will see a TV-monitor displaying the multiple college acceptances of each senior. You will also see a bulletin board displaying the colleges that the previous seniors attended. In addition, you will also see a banner recognizing all students who met and exceeded standards on the state test. The reception and the hallways are decorated with college pennants from different universities.

Students of the Law & Diplomacy Academy can be seen filing out of the main gate to board a bus headed to Loyola Law School. These students are part of the Young Lawyers Academy of the Loyola Law School. They participate in a joint Moot Court program with Law School students at Loyola. They express how they enjoy working alongside the Law School students. When you enter the Finance Academy class, you will see students participating in the presentation of stocks and bonds, real estate investments and banking.

When visitors enter a classroom, our Students Ambassadors meet and greet them and give them a summary of the objectives of the lesson for the day. All over the campus students warmly welcome guests. In many classrooms you will find that students are using Chromebooks to access information/instruction. Teachers are also seen integrating technology in their instructional delivery.

The progress of the day is also marked by a flurry of parents visiting the Charter School for one thing or other but mostly to show their support and level of engagement in their children's educational lives. By the end of the day, it is clear that students can accomplish much when caring adults' team up with them to create a nurturing learning environment. The path to success does not conclude when the bell rings at 3:45 pm. The afternoon for New Designs Charter is enlightening and rigorous. Other students head off to the after-school program to study and get help with homework and other assignments. After completing their homework, students are given an opportunity to participate in various clubs and sports programs. There is always organized activity after school at New Designs Charter. Student hold meetings and events in their clubs. There is the Music Club, led by a passionate music loving teacher, where students new to music learn to appreciate and enjoy all genres of music. Students also have clubs for Robotics and Debate and Coding. Various sporting activities like basketball, soccer, football, cheer and track and field all take place on different days.

Despite the challenges our students are confronted with, when they get targeted help through their advisors-teachers and administrators, the students strive to achieve and succeed. That is the relentless school spirit you see and feel on a typical day at New Designs Charter.

Element 2: Measurable Pupil Outcomes

Element 3: Methods to Assess Pupil Progress Towards Meeting Outcomes

“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 standards and conduct the pupil assessments required pursuant to Ed. 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).

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.

Please see Element 1 for a completed LCFF table.

The current LCAP is on file with the District. The Charter School shall annually update and develop the LCAP in accordance with Education Code Section 47606.5 and shall use the LCAP template adopted by the State Board of Education. The Charter School reserves the right to establish additional and/or amend school-specific goals and corresponding assessments throughout the duration of the charter through the annual LCAP update. The Charter School shall submit the LCAP to the District annually on or before July 1, as required by Education Code Section 47604.33.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

Please see Element 1 for a completed LCFF table.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Students at New Designs Charter will be assessed in each of the core academic skill areas by a combination of ongoing assessments, including portfolios, public exhibitions, standardized tests (i.e., CAASPP, CAST, ELPAC, PFT, EAP, and any other state mandated tests). All students will design and implement at least one community service project every year, documenting their work in a portfolio and presenting it for evaluation by teachers and parents in a community exhibition.

New Designs Charter complies with all state mandated testing requirements. Measurement of student progress is accomplished with the use of pre and post testing, longitudinal data, standardized tests, portfolios, and other performance-based assessments. New Designs Charter measures and reports students' progress every five weeks so that parents and educators know how well students are performing. Progress towards attaining the graduation requirements, knowledge, and attitudes are evaluated on an ongoing basis in each class through each grade level by compiling a comprehensive, longitudinal learning record for each student as reflected in their ILPs.

The ILP showcases a variety of assessment methods including but not limited to conventional standardized test results, student portfolios of work accomplished, authentic written observations, evaluations by teachers, written self-evaluations by students, classroom tests and quizzes, presentations of group projects, and parent surveys. These assessments will be aligned and integrated with state grade-level curriculum frameworks, state grade-level content standards, and New Designs Charter student outcomes. Formative student assessment data will be closely analyzed to allow for the identification of students who require, for example, differentiated gifted instruction or remedial intervention in the form of in-class attention, after-school tutoring or remediation and enrichment assistance through Saturday School.

New Designs Charter will administer the ELPAC to assess the English Language fluency of all students whose primary language is not English.

Diagnostic Assessment: To identify learning difficulties during instruction, students are assessed frequently to determine whether they are progressing steadily toward achieving the standards in their specific subject. The results of the assessments are used in modifying curriculum and instruction. ILP will form the basis for advisement and any subsequent recommendation for remediation through after school tutoring or other supplemental programs.

The CAASPP and the California Science Test (“CAST”) data from previous years as well as data from Smarter Balanced Assessment or any other assessment established by CDE will be used to measure growth in student achievement from year-to-year. Teachers will use criterion-referenced tests as a standardized means to measure student progress in all core academic areas.

Together with the annual results from State mandated standardized testing as well as internal formative and summative assessments, New Designs Charter implements data driven differentiated instruction approach focused on enhancing student performance.

Formative Assessment: Teachers conduct Formative Assessments and the results are used to analyze what students have learned and to re-teach difficult concepts. This will provide continuous feedback to both teachers and students concerning learning successes and failures. Teachers evaluate data from benchmark assessments to modify instruction and prescribe relevant group and individual work.

Oral Presentation: Open discussions following presentations engage students in the ability to give one another critical feedback to grow and improve. Rubrics with delineated expectations are also utilized giving students a full understanding of expectations and facilitating self-selection of intended outcome. Peers and teacher score speeches, papers, essays, visual and performing arts presentations.

Portfolio: It is a tool that informs teachers and students regarding progress made and guide next steps regarding instruction, and intervention. Additionally, students may be asked to take the portfolio home as a means of communicating progress to the parents in between formal reporting periods.

Textbook Assessments: The traditional end of unit and end of chapter assessments is used to assess current levels of learning. These may include tests, quizzes, open-ended writing responses, and hands-on and project-based assessments.

Benchmark Assessment: New Designs Charter administers benchmark assessments three times a year to measure student growth over time in all core subject areas. Utilizing the CAASPP Interim Assessments or reputable assessment platforms enable the school to track student growth in all core subjects throughout the year.

Summative Assessment: To assess achievement at the end of instruction, New Designs Charter utilizes teacher assessments as well as standardized tests and performance-based assessments to measure student achievement.

Frequency of Measuring Student Outcomes

New Designs Charter aligns its curriculum with CCSS, assess and monitor progress, and design systematic support, and intervention programs. Students will be assessed and evaluated at the beginning of the school year using the iReady diagnostic tool to determine their skills and proficiency level. Intervention plans and accommodations will be made in the classroom, and teachers will confer and meet with parents, and develop an ILP to enhance student success. Modifications to the curriculum will be made as needed to close achievement gaps.

Individualized pullouts during the school day will provide one-on-one intervention and attention to focus on raising student achievement. Differentiated, small group guided instruction during the day will be employed. State and Federal mandated assessments such as ELPAC and the Smarter Balanced Assessment will be given annually, and the data reported in a timely fashion. Although this data is critical to the overall perception of the school's academic excellence, it is one data point. The more timely data points will be those collected from weekly assessments, end of unit and end of course and benchmark assessments. If the data indicates students are not making progress towards intended outcomes, "after school" and Saturday school options will be available.

School Wide Accountability and Outcomes

New Designs Charter will undertake an annual programmatic and performance evaluation. Such evaluation shall include summary data and analysis of progress towards academic excellence by all students. The school will use student assessment and program evaluation data to improve continuously the school climate, management, curricula and instruction. Performance expectations are based on the LCAP for each specific school year (see LCFF tables in Element 1).

New Designs Charter will also compare itself to the local public schools that students would otherwise attend. These comparisons will include analyses by numerically significant demographic subgroups and other commonly reported subgroups (e.g., ethnicity, socioeconomic status, English learners, Students with Disabilities and foster youth). Such analyses will be used to assess how well our educational program is working in the core curricula areas. New Designs Charter will compile a baseline data on standardized test scores of our incoming 6th grade students as well other newly enrolled students and use it as a benchmark for measuring individual student progress. This baseline information on our incoming students will allow for an assessment of how well the students are improving on prior academic development. In order to best serve our students in keeping with our vision, mission and goals, we will continue to review and refine our list of outcomes.

Data Analysis and Reporting

Data Driven Decision Making

Analysis of data provides a rationale for decisions that parents, teachers, and students can understand. In the coming years, the process of collecting and interpreting data will help "replace hunches and hypotheses with facts; identify root causes of problems, not just the symptoms; assess needs and target resources to address them; set goals and keep track of whether they are being accomplished; and focus staff development efforts and track their impact" (Bernhardt, 2000).

As a result, New Designs Charter has embraced data-based decision making as a management and leadership strategy for success. Such strategy gives early and ongoing assessment data to teachers, administrators, executive leadership and governing board. Teachers use achievement data as a tool to help improve instructional practice, diagnose students' specific instructional needs, and increase student learning/achievement. Such data is given to them at least monthly from the start of the academic year, along with training in the use of these data to diagnose areas of need.

Data analysis is both formative and summative. Data give clarity on the achievement gap that exists between our students and other students in comparison and resident schools. Our academic goal is to improve the performance and raise the achievement of all students, narrowing the achievement gap between the highest and lowest performing students, eliminate the racial and socio-economic status predictability and the disproportionality of which student populations occupy the highest and lowest achievement categories. If a group of students is too small to be reported by the CDE, we carry out our own analysis.

The data analysis process answers the “why” questions through five lenses and four questions. The five factors that affect test scores are (1) curriculum alignment to the State Standards, (2) test taking skills and a student-centered environment for assessments, (3) teaching skills and pedagogical practices, (4) the Charter School’s response to the demographics of the students; and (5) the culture and climate of the Charter School. We consider each of these domains relative to what the data says using four questions:

- a. What did we do right that we should continue to do?
- b. What went well but needs some improvement?
- c. What did we do that we should not have done?
- d. What we did not do that we should have done?

Based on the data analysis process above, action steps in the form of our yearly plans are written. These strategies are yielding results reflected in SBAC results and other indicators of student achievement.

The primary duty of our Data Coordinator is to collect, analyze and present data to teacher and the school leadership. The teachers and administrators then use the data to inform instruction,

intervention and training needs. The data is also used to streamline our Gifted and Talented as well as the Honors programs.

Measurement of Student Progress

Methods for assessing student progress will include the California state mandated standardized tests (SBAC, CAST, ELPAC, etc.), textbook-based pre- and post-assessments, unit level standards-based assessments, end of course assessments, formal and informal classroom assessments (tests, projects, worksheets, presentations, surveys, anecdotal records) as well as student data portfolios. All data collected from these sources will be disaggregated to show how sub-groups performed. Based on the analyzed data, intervention strategies which include Marzano's researched-based instructional strategies will be implemented by the teachers and school administrators.

New Designs Charter will measure progress on an ongoing basis so that parents and educators would know how well students are performing. Progress towards attaining the knowledge, skills, and graduation will be evaluated on an ongoing basis in each class through each grade level by compiling a comprehensive, longitudinal learning record for each student as reflected in their ILPs. The CEO, Principal, staff, and teachers will be held accountable to the Board for meeting the student outcome goals. These data will be presented to the governing board regularly for decision-making.

New Designs Charter has adopted *Focus* as our Student Information System (SIS). *Focus* provides the opportunity to store and access student data. *Focus* automates critical functions like attendance, scheduling, grading, and reporting. It has user-friendly tools and utilities that provide customized reports that teachers can readily access as part of their daily workflow. *Focus* communication tools enable parents to be kept informed of their student's performance. For example, parents can check their children's test scores, grades, attendance, and classroom behavior online.

Data generated from *Focus* is used to inform decisions about everything from class schedules to reading levels and professional development. The CAASPP interim assessment that syncs in with *Focus* is utilized for data analysis year-round. Student learning is measured utilizing data from SBAC, ELPAC, Benchmark assessments, and other state-mandated assessments. These form the basis for our teacher evaluation system which place emphasis on student achievement and growth.

Longitudinal Analysis of Progress

Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected. These results are analyzed, reported, published, and distributed to the school community and interested members of the community at large as part of an annual progress and program audit. The annual audit is used to determine student progress over time and the quality of programs of New Designs Charter. The annual audit is incorporated in the annual

LCAP progress and also agendaized at a New Designs Charter board meeting, which stakeholders may attend to provide their feedback.

Grading, Progress Reporting, and Promotion/Retention

Grading Policy

New Designs Charter holds high expectations for student performance and college readiness. Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid-course assessments that are graded using a conventional letter-grade system. Letter grades ranging from A to F are given for all courses. Teachers determine the deadlines for submission of missing work as well as consequences when students fail to complete missing work. Grades are converted to a 4-point scale to determine grade point average (see below). Students may choose to take certain courses for honors credit. This decision must be made at the beginning of the course, and entails independent work held to high standards.

Grade Description ²³	Regular	Honors
A--Excellent	4 Points	5 Points
B--Above Average	3 Points	4 Points
C--Satisfactory	2 Points	3 Points
F--Failing	0 Point	0 Point

Progress Reporting

New Designs Charter teachers work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments given by teachers provide timely feedback for parents and teachers regarding student progress. After every 5-week grading period, report cards are sent to parents. Parent may schedule conferences to discuss student grades and progress. New Designs Charter administrators and counseling department may schedule parent-teacher intervention conferences for students who receive an “F” grade in any core subject.

Promotion & Retention Policy

In order to be promoted to the next grade level, students must earn passing grades with no more than 2 F's in core academic classes (English, social studies, math, and science) for both first and second semesters. If a student fails 2 or more core classes (English, social studies, math, and science), during the first and second semesters, then the student will be provided with targeted intervention (after school, Saturday School or through Intersession). In addition, all students may be required to complete an end of year project presentation. If a student fails 3 or more core academic classes (English, social studies, math, and science) in both semesters, then he/she will be retained and required to repeat the same grade level.

²³ New Designs Charter does not offer a letter grade D since its goal is to prepare students for college.

The principal, in consultation with the counselor will notify the parents by a letter specifying the reasons for retention. The letter will include recommended interventions that are available to help the student meet the New Designs Charter academic requirements. The letter will be discussed with the student's parents/guardians, teachers, counselor and principal in a scheduled parent conference.

In order to graduate from high school, students must pass the following number of courses:

SUBJECT	New Designs REQUIREMENTS (Years)
Social Studies	3
English Language Arts	4
Mathematics	4
Laboratory Sciences	3
Foreign Language	2
Visual/Performing Arts	1
Physical Education	2
Career Pathways	4
Engineering	1
Advisory	4

Additionally, students must earn 245 credits, a 2.5 Grade Point Average (GPA) or higher, show proof of 40 Community Service hours, and apply to college. Failed high school courses must be repeated for a "C" or better grade.

Parents/guardians may file an appeal in accordance with New Designs Charter's Uniform Complaint Procedures, which is on file at the school and available upon request. Under the Uniform Complaint Procedures, complaints involving classroom assignments, common core, grades, graduation requirements, hiring and evaluation of staff, homework policies and practices, provision of core curricula subjects, public meeting laws, student promotion and retention, student discipline student records, and other general education requirements may be referred to the Principal/Designee, Administrator of Operations or responsible administrator in the school site. Complaints are handled and resolved in a timely manner in accordance with the stated procedures.

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.²⁴

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.

²⁴The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

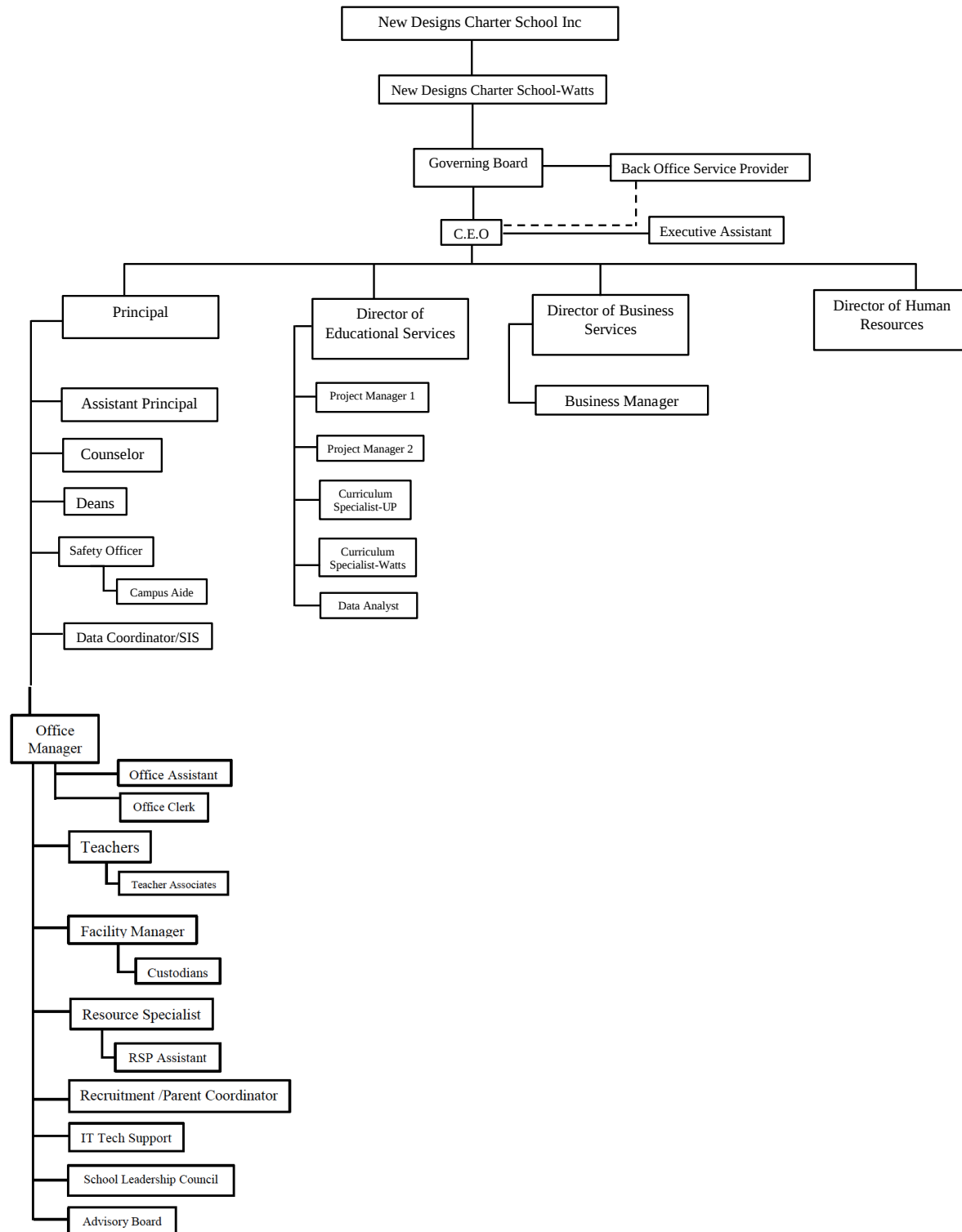
FEDERAL PROGRAM COMPLIANCE

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

New Designs Charter is operated by New Designs Charter School (dba New Designs Educational Group), a California Nonprofit Public Benefit Corporation pursuant to California law, which maintains 501(c)(3) tax-exempt status. The Charter School shall be governed by a corporate Board of Directors ("Board") pursuant to this charter petition and the corporation's Articles of Incorporation and Bylaws.

Organizational Charts

The organization structure of the New Designs Charter School Inc. (dba New Designs Educational Group) is as follows:



The Board of Directors

Our governance structure offers a clear distinction between the governance work of the Board of Directors and the administrative/management work of the Chief Executive Officer, Principal and

other administrators. The Board of Directors is responsible for governing the Charter School. Board members each have a personal fiduciary duty to look out for the long-term well-being of the Charter School. The Board is responsible for addressing major matters that include: setting the Charter School's general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the Chief Executive Officer; approving personnel policies and monitoring their implementation by the Chief Executive Officer; and assuring that the Charter School follows the terms of its charter.

The number of directors shall be no less than five (5) and no more than twenty-three (23). The term of each director is three (3) years and until a successor has been identified. The Board strives to include directors with a wide variety of experiences, connections, and expertise that will directly benefit the operation of the Charter School including legal, real estate, finance, and education. When the Board determines additional expertise in one of these fields is warranted, the Board considers adding directors with the necessary expertise. The Board of Directors currently has seven directors. The Board is in the process of considering additional candidates for Board or Advisory Board membership. The Board generally meets on a monthly basis. The Board is not involved in handling the day-to-day details of running the Charter School, dealing with specific personnel issues, or addressing individual student needs.

The Board of Directors includes accomplished individuals and professionals from diverse and relevant backgrounds, and directors provide a broad range of expertise, policy making and oversight responsibilities (see background and biographical information for each director at the end of this Element). In addition to the above the Board shall be responsible for:

- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the Charter School's annual budget, the receipt of funds, and grants in accordance with charter school law. In effect, acting as the fiscal agent of the Charter School.
- Contracting with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Executing all other responsibilities provided for in the California Corporations Code, the corporations Articles of Incorporation and Bylaws, and this charter, necessary to ensure the proper operation of the Charter School.

Selection of New Board Members

The Board President or, if none, the Chief Executive Officer will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The selection process for new Board members will include review of candidate's resume, contact with their references, and a personal interview. Board members will vote on any new Board member nominations. The nominating committee shall make its report at least seven (7) days before the date of the election. Vacancies on the Board may be filled by the approval of the Board or, if the number of directors then in office is less than the minimum authorized under the Charter School's Bylaws, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director, in accordance with Article VII, Section 12 of the Charter School's

bylaws. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Board Meetings

In accordance with the Brown Act, New Designs Charter shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session, at least 72 hours before a regular meeting, 24 hours before a special meeting, and at least one hour before an emergency meeting. The agenda shall be physically posted in a conspicuous location outside the Main Office of the Charter School and on the Charter School's website. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public. Board meeting minutes are recorded in writing by the secretary. Board minutes are made available to the public through the Office of the Executive Assistant to the Chief Executive Officer.

No action or discussion shall be undertaken on any item not appearing on the posted agenda but a Board member may direct staff to place a matter of business on a future agenda. In addition the Secretary of the Board shall perform or cause to be performed the following functions:

- Record and distribute to the Executive Assistant to the CEO board-meeting minutes.
- Publicly advertise meetings, in accordance with the Brown Act.
- Oversee, announce, and record all motions and voting results.
- Post an agenda in a conspicuous location outside the Main Office of the Charter School and on the Charter School's website specifying time and location of board meeting.

Board decisions are made at meetings when a quorum is present (defined as a majority of directors then in office). Meetings by teleconference are permissible as long as all members of the Board can hear one another and the requirements of the Brown Act are followed, including: a quorum of the Board must be located within the LAUSD jurisdictional boundaries; votes must be taken by roll call; meeting agendas are posted at all teleconference locations and each teleconference location is identified on the agenda; all teleconference locations must be accessible to the public; members of the public must be able to hear and be provided an opportunity to address the Board at each teleconference location.

Please see the bylaws for additional information

Administrative Structure

The Principal is the school site administrator, supported by an Assistant Principal and a Dean. The Chief Executive Officer ("CEO") is responsible for the overall coordination and administration of all schools developed by the New Designs Educational Group. New Designs Charter School Inc. currently operates two charter schools authorized by the Los Angeles Unified School District. Among other things, the CEO will ensure that New Designs Charter maintains a balanced budget, and draft an annual budget proposal for Board review. In addition, the CEO oversees the development and implementation of all school programs and supervises

the school Principals. Please see Element Five for complete job descriptions for our administration. CMO employees include:

Chief Executive Officer:

Role and Responsibility

The Chief Executive Officer is the leader of the Charter School and reports directly to the Charter School's Board. The individual attends District administrative meetings as requested by the District and stays in direct contact with the District regarding changes, progress, etc.

The Chief Executive Officer is responsible for implementing the Charter, and accountable for overseeing:

- Authentic implementation of the Charter School's mission and educational program, consistent with the Charter
- Compliance with all applicable state and federal laws and related regulations
- Communication and reporting to the Charter School's Board
- Development of an effective Educational Practice
- Staffing needs and related hiring, evaluation, discipline, and/or dismissal of faculty and staff
- School finances to ensure fiscal stability; and maintain up-to-date financial records
- Communication with parents; oversee recruitment of new families and students, and assure families of academic growth
- Monitoring enrollment and average daily attendance consistent with the Charter and related reporting
- Student discipline and participate in the suspension and expulsion process, as appropriate
- Charter School's Special Education program
- Health and safety of students and staff
- Community relations and positive public relations and effective interaction with media
- Fund raising and grant writing activities
- In addition to the above the Chief Executive Officer will ensure:
- Completion and submittal of required data/documents as requested or required by the charter, the Charter, School's Board, and/or the District
- Establishment and maintenance of a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Development of the Charter School's annual performance report and SARC
- Timely submittal of the independent fiscal audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education

Director of Educational Services

The Director of Educational Services supports and drives student achievement. This key senior leader serves as the chief instructional leader and carries out and communicate the academic vision of New Designs Charter Schools. As New Designs Charter Schools expands, the Director of Educational Services will be responsible for ensuring instructional consistency and quality across the various campuses.

Responsibilities

- Collaborate with Principals, their key staff and the CEO and to refine, articulate and continuously improve the New Designs educational model
- Function as a key member of the New Designs Charter School Inc.'s Executive Team and a leader in the organization
- Lead in the hiring, development, coaching and evaluating Principals
- Strengthen alignment of the model between schools
- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management
- Responsible for providing professional development and instructional coaching for key administration and teachers on instructional delivery and methods
- Assist Principals in analyzing budgetary decisions in terms of impact on student achievement vs financial cost
- Responsible for analyzing and managing student data systems
- Assist in administration of scheduling and standardized assessments
- Assist Principals in the development of school created assessments
- Serve as liaison to parents and facilitate parent education and involvement, including reinforcing the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events
- Assist in making formal reports to the Governing Board and charter entity on student academic performance.
- Collaborate with other departments of NDEG regarding recruitment, human resources, operations, technology, development and other areas as needed

Director of Business Services

The Director of Business Services ("DBS") is responsible for managing the business affairs and overseeing the implementation of the Fiscal Policies of New Designs Charter School Inc.

Role and Responsibilities

The DBS provides critical services for the effective planning and use of school resources. The DBS will work closely with our Back-Office Services Provider and will be responsible for:

- Reviewing payroll and any salary deductions as provided in school policy
- Analyzing school finances as requested by the Fiscal Services Consultant or CEO
- Ensuring the timely and accurate preparation of reports as requested by the Fiscal Consultant or CEO
- Keeping track of expenses as approved in the annual budget
- Requesting for all checks, drafts, and purchase orders required by the Charter School
- Receiving and depositing all moneys accruing to the Charter School
- Submitting necessary information to the Fiscal Consultant for the preparation of financial statements as often as requested by the Principal or the Fiscal Services Consultant
- Reviewing school improvement plans which provide for the transfer of funds between funding allotments or lease purchase contracts

- Evaluating all continuing contracts, including the principal and interest to be paid and making recommendations to the Principal and reports to the Board as provided in board policy
- Supervising the school lunch program and accounting process. Preparing school meal counts, and processing and filing for school meal reimbursement from the California Department of Education
- Maintaining custody of insurance policy and programs as provided in school policy;
- Researching and writing grants as directed by the CEO
- Procuring all school equipment and supplies as directed by the CEO
- Maintaining an inventory of all Charter School assets
- Performing any other functions as directed by the CEO

Director of Human Resources

Position Summary:

The Director of Human Resources (“HR”) will lead human resources department for the Charter Schools within the New Designs Charter School Inc. S/he ensures that Human Resource supports employee-focused, high performance, outcomes driven organizational culture. The Director of HR is responsible for managing Human Resources functions such as employee relations, performance management, benefits, certification, compliance, on-boarding and off-boarding employees, and payroll. S/he works with school-based leadership staff to address employee needs, manage personnel issues, and implement a performance-based compensation system. The Director of HR is outcomes driven, organized, customer friendly and committed to the vision and mission the New Designs Charter School Inc. S/he will report to the CEO.

Duties and Responsibilities:

- Implementing and managing performance management compensation system, including norming of school leaders, training, and supporting principals in making year-end compensation and contract renewal decisions
- Managing employee personnel and performance issues as they arise at all charter schools within the New Designs Charter School Inc., including investigating employee complaints or concerns
- Coordinating and managing employee benefits, including managing outside subcontractors (substitute teacher supply companies and other staffing agencies), and researching robust, yet cost-effective benefit options
- Executing and analyzing survey and retention data including developing recommendations for improvements to senior leadership
- Establishing management practices that support positive employer-employee relationships and promote a high level of employee morale and motivation
- Ensuring New Designs Charter School Inc.’s compliance with local, state and federal labor and human relations laws
- Ensuring New Designs Charter School Inc.’s compliance with state and federal certification requirements

- Developing partnerships with universities and colleges in order to provide affordable certification program options and growth opportunities for New Designs Charter School Inc.'s staff. For example, credential programs for non-certificated staff who wish to transition into the classroom and leadership training for employees who wish to have growth opportunities within the organization,
- Creating and managing all staff contracts and offer letters
- Developing the Human Resources department through researching and implementing best practice policies and procedures
- Other duties as assigned by the CEO

Stakeholder Involvement

The School Leadership Council (“SLC”)

The SLC shall be comprised of the Principal; representatives of teachers selected by teachers at the Charter School; other Charter School personnel selected by peers at the Charter School; parents of pupils attending the Charter School selected by such parents; and, in secondary schools, pupils selected by pupils attending the Charter School. The Principal of the Charter School will serve as the Chair of the SLC. Each member of the SLC will be charged with the responsibility of advising the Principal regarding budgeting, curriculum development, physical site and maintenance as well as school community relations. The SLC shall, in addition to the above, perform any other functions as may be assigned to it by Board of Directors from time to time. The SLC shall be responsible for the selection of Charter School textbooks and other reading materials. The regular meetings of the SLC shall be held approximately every six weeks not including time during Charter School vacations. The SLC will be an advisory body to the Principal on the management of the school, including but not limited to school policies, academic performance and annual development of the LCAP budget. The Principal will incorporate the suggestions of the SLC in the decisions and operations of the school. The SLC will meet at the Charter School site for about 5 times a year. There is a specific link on the school's website for communication with parents.

Advisory Board

The members of the Advisory Board, whose role is solely advisory in nature to the Principal or, if none, the CEO, will be selected from the business and industry organizations representing related our Career Pathways (Law and Diplomacy, Technology, Medical, Finance, Engineering and Performing Arts). The Advisory Board will assist our fundraising efforts, as well as help the Charter School keep abreast with changes in the various industries. The Advisory Board shall meet at least twice a year and members may attend Charter School programs and functions. They shall serve for a period of two years and may be re-appointed by the Board of Directors subject to their previous positive contributions to the Charter School. The Advisory Board consists of at least 7 members. The members of the Advisory Board shall be representative of the community and the population the Charter School serves.

Parent Engagement

New Designs Charter School-Watts acknowledges that parents are schools' partner in ensuring that students are college and career ready. In the 2017-2018 Academic Year, stakeholder communication system has been strengthened. The Charter School will schedule ongoing parent meetings through "Coffee with the Principal", School Site Council, ELAC, and LPAC-stakeholder consultation meetings.

In addition, parents are invited to participate in the learning celebrations and other school-related functions scheduled throughout the school year which include but not limited to: Student of the Week, Student of the Month, Recognition of CAASPP Achievers, Honors Induction Ceremony, Black History Month Celebration, Cinco de Mayo Celebration, Back to School Night and Cohort/Advisory Meeting.

On a weekly basis, parents receive a copy of the parent bulletin which is available in English and Spanish versions. An automated "TeleParent", now called "Blackboard" message and or reminder is also sent to parents in a regular basis to keep parents abreast on the upcoming and ongoing school events. The Parent and Family Engagement policy has also been updated. A good number of our parents volunteer and actively participate in parent conferences and school functions. To strengthen parent involvement, the goal of New Designs Charter is to target the needs of parents by providing workshops such as technology literacy sessions, navigate the school information system, college applications/financial aid information, etc.

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.

All employees must share the vision and mission of the New Designs Charter and be committed to assisting the Charter School to attain its goal of academic excellence for all students.

In addition to meeting all academic and experience requirements all employees must satisfy the following requirements before their first day of work:

- Medical clearance; must be free from TB and communicable diseases evidenced by a negative risk assessment, Mantoux skin test, or chest x-ray.
- Fingerprinting by Department of Justice (“DOJ”). No employee shall commence employment at New Designs Charter until that employee has been cleared by the DOJ.
- Documents for US employment authorization.
- Credential from California Commission on Teacher Credentialing, permit or other equivalent document for teachers of core and non-core, non-college prep courses.

Job Descriptions and Qualifications

CMO-level Employees

Chief Executive Officer:

Minimum Qualifications: Chief Executive Officer

- Graduate degree (M.P.A., M.A., M.B.A, M.Ed., or equivalent) from an accredited college or university, preferably in the fields of Educational Management, Public Policy, Public Administration, Education Policy, or a related discipline
- Demonstrated ability to lead effective teams, effectively delegate responsibilities, and a commitment to contribute as a team player in a democratic learning community
- Excellent written and verbal communication skills
- Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students
- Positive references from previous employers

Preferred Qualifications

- Visionary leader that can inspire and model effective collaboration that contributes to a vibrant democratic learning community of educators.
- Minimum five years of verifiable experience performing program administration and professional-level analytical work.
- Minimum five years of verifiable experience working in elementary or secondary education
- Working knowledge of current issues in public education.

Site-based employees

Principal

Role and Responsibility

The role of the principal is to serve as the instructional leader for the school. The principal ensures a safe environment where learning can take place. The Principal will be responsible for establishing a positive school culture and high levels of student achievement. In addition, he/she will be responsible for:

- Facilitating curriculum development, teacher selection, supervision and evaluation
- Working with Chief Executive Officer to determine faculty staffing needs and related hiring, evaluation, discipline, and/or dismissal of faculty
- Facilitating parent involvement in school governance, volunteering at the Charter School, and supporting student learning at home
- Overseeing student discipline and participating in the suspension and expulsion process, as appropriate
- Creating a caring and safe learning environment and security of the school building
- Establishing and maintaining a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables

- Monthly monitoring of teacher credentials status
- Work with Chief Executive Officer to create an ongoing professional development strategy for faculty, consistent with individual professional development plans.
- Participate in Special Education meetings.
- Monitor enrollment and average daily attendance consistent with the Charter and related reporting
- Implement student support programs,
- Supervise Office Manager and other support staff as assigned
- Serve as a member of the Administrative Team.
- Communicates effectively with educational community, parents, and supplemental agencies, as necessary;
- Meets professional responsibilities;
- Participates in Professional Development activities as required by position;
- Follows rules, policies and procedures as specified;
- Maintains confidentiality;
- Accepts other duties and responsibilities as assigned by the CEO.

Minimum Requirements

In addition to the requirements for teachers, the Principal will also have earned an MA degree or its equivalent, hold a valid California Teaching Credential (preferred), and will have served at least two years at a school site in a management position.

Assistant Principal

Role and Responsibility

The role of the Assistant Principal is to assist the principal in the day-to-day running of the school. The Assistant Principal will be responsible for assisting the Principal to establish a positive school culture and high levels of student achievement. Among other things he or she will be responsible for:

- Facilitating curriculum development, and professional development
- Facilitating parent involvement in school governance, volunteering at the Charter School, and supporting student learning at home
- Enforcing student discipline and participating in the suspension and expulsion process, as appropriate
- Creating a caring and safe learning environment and security of the Charter School building
- Establishment and maintenance of a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Working with Principal to create an ongoing professional development strategy for faculty, consistent with individual professional development plans
- Participating in Special Education meetings

- Monitoring enrollment and average daily attendance consistent with the Charter and related reporting
- Implementation of student support programs
- Supervision of the Office Manager and other support staff as assigned
- Serve as a member of the Administrative Team.
- Communicates effectively with educational community, parents, and supplemental agencies, as necessary;
- Meets professional responsibilities;
- Participates in Professional Development activities as required by position;
- Follows rules, policies and procedures as specified;
- Maintains confidentiality;
- Accepts other duties and responsibilities as assigned by Principal or the CEO.

Minimum Requirements

In addition to the requirements for teachers, the Assistant Principal must have taught for at least three years. A California teaching credential is preferred.

Dean of Students

Role and Responsibility

The position of Dean of Students (“Dean”) is for the purpose/s of overall student management and dealing with student attendance issues. Other administrative needs and processes may also be assigned. The Dean will administer student’s disciplinary policies and monitor compulsory attendance requirements. She/he will also promote an effective learning environment and close working relationships with parents, students, and staff. He or she also keeps the Principal informed about emerging issues.

Immediate Supervisor: Principal

Among other job functions, he/she will be responsible for:

- Manage student supervision issues and enforce school behavioral expectations.
- Counsel students and parents about Charter School’s policies.
- Assists staff and parents in developing student behavioral expectations.
- Assist in the planning, developing and implementing of individual student behavior plans.
- Serve as a resource to staff in dealing with classroom management issues.
- Assist in developing programs to promote positive student behavior as well as intervention strategies.
- Confers appropriate consequences for behavior including detention, in school suspension and out of school suspension.
- Work with teachers to ensure that students are being challenged in an academically rigorous setting.
- Maintains the confidentiality of privileged information.
- Takes precautions to ensure staff/student safety and watches for student behavior that may indicate a problem (e.g., profanity, teasing, bullying, distress, cussing etc.).

- Intervenes and works with teachers and staff to eliminate unacceptable behavior.
- Upholds New Designs students' Code of Conduct.
- Monitors attendance.
- Develops and/or updates administrative procedures to comply with legal mandates and helps update and distribute student/parent handbooks.
- Upholds board policies and follows administrative procedures, maintains visibility and promotes favorable image of New Designs Educational Group by building community partnerships that enhance New Designs' programs and services.
- Investigates student attendance and conduct concerns and helps parents and students understand attendance and behavioral requirements by preparing a warning letter outlining the consequences of continued truancy and/or misconduct.
- Helps resolve problems that impede student learning and/or participation in school activities.
- Helps supervise student activities as directed (e.g., arrivals/departures, parking lots, lunch periods, hall duty, extracurricular programs, etc.).
- Sensitivity - Understands the diversity among different groups and modifies interaction style to fit the situation: understands how his or her own behavior may affect others; adjusts strategies when ineffective; exhibits appropriate interaction skills; and deals effectively with emotional issues.
- Develop appropriate drug and alcohol intervention and interdiction strategies.
- Provide supervision at extra-curricular and athletic events.
- Communicate with families.
- Handle discipline issues and contracts with students; maintain discipline log.
- Support and regularly check-in with students regarding academic, behavioral, and social issues.
- Observe classes with student issues in mind.
- Schedule and participate in parent-teacher conferences.
- Serve as a member of the Administrative Team.
- Maintains documentation relative to bus discipline issues;
- Communicates effectively with educational community, parents, and supplemental agencies, as necessary;
- Meets professional responsibilities;
- Participates in Professional Development activities as required by position;
- Follows rules, policies and procedures as specified;
- Maintains confidentiality;
- Accepts other duties and responsibilities as assigned by Principal or the CEO.

Minimum Qualifications:

Bachelors, or MA Degree; Valid California teaching and/or administrative credential (preferred); Good evaluations and/or recommendations from professional associates, previous employers, and/or supervisors.

Skills, Knowledge and/or Abilities:

Skills to manage students and programs, communicate effectively, problem solve. Knowledge of discipline procedures, Education Code, and Charter School policies is required. Excellent interpersonal skills, especially the ability to communicate and collaborate with children and young adults. Ability to communicate effectively with school personnel and parents, and ability to work cooperatively with others. Ability to motivate students and get them excited about learning.

College Counselor

Role and Responsibilities

The role of the College Counselor will be to assume the leadership of managing and implementing the comprehensive guidance counseling program. The College Counselor will work with the principal to maximize opportunities for all students to meet the graduation requirements and prepare them for college and careers. The counselor will:

- Be responsible for the systematic delivery of structured developmental guidance units to all students
- Work directly with students individually and in small groups to deal with unique or problem-centered concerns which require more privacy or attention than can be accommodated in structured guidance activities
- Will serve students indirectly by acting as a consultant to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students
- Promote appropriate referral, placement, and follow-up activities
- Administrative Staff Qualifications
- Serve as a member of the Administrative Team.
- Communicates effectively with educational community, parents, and supplemental agencies, as necessary;
- Meets professional responsibilities;
- Participates in Professional Development activities as required by position;
- Follows rules, policies and procedures as specified;
- Maintains confidentiality;
- Accepts other duties and responsibilities as assigned by Principal or the CEO.

Minimum Qualification:

Bachelor's or MA Degree; Valid California credential in People Personnel Services (preferred); Two years of work experience as a College Counselor (Preferred);

All other administrative staff (Safety Coordinator/Officer and EL Coordinator) must have:

- Minimum of three years' experience teaching in an urban and racially diverse school environment.
- Excellent leadership abilities necessary to further the instructional program at New Designs Charter.
- Ability and willingness to involve parents and the community in the support of school programs.

Certificated Staff

The Principal through an interview process selects the teachers. All teachers of core academic classes will possess a California Teaching Credential or permit or other documents as required by Education Code Section 47605(l). In addition, teacher applicants must have the following qualifications:

- Technology skills demonstrated by the ability to integrate technology into instruction and willingness to advance technological skills
- Ability to work with urban students from diverse racial and cultural backgrounds.
- Ability and willingness to work as a member of a team
- Readiness to undertake fieldtrips and work with students in our service-learning program
- Positive references from most recent place of employment or college
- A coherent, high-quality essay, written in response to our application

Additional Required Qualification

Willingness to serve as a faculty advisor providing academic guidance to students, to include working with a student who is struggling academically; communicating with parents and coordinating efforts among a student's teachers; providing or coordinating tutoring for student who is in need of additional academic help; ensuring that a student meets all promotion and graduation requirements; and advising a student who is eligible to participate in the early start college program.

Non-certificated Staff

New Designs Charter may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the Charter School as outlined in the Charter School's staffing plan and the school's adopted personnel policies.

Non-certificated employees must share the vision of the Charter School and must possess the skills and experience that matches their job requirements. Non-certificated Staff qualifications include being steady, dedicated, good with follow through and attention to detail, a team player, able to take direction, self-motivated, and a self-starter.

Director of Educational Services

Qualifications

- BA/BS degree or graduate degree in education, business or a related field
- At least five years' experience of successfully driving student achievement in a school, as a Principal, mentor, coach or other quasi administrative role
- A strong drive for excellence and continual self-improvement
- A desire to play a major role in building a high –performing and transformative organization

- Administrative certification welcomed but not mandatory
- Experience and demonstrated ability in working with children in a teaching, counseling or other applicable capacity (examples include, but are not limited to involvement with community youth organizations and other supervisory roles)
- Demonstrated successful teaching experience
- A deep regard for urban students and a passion for their success
- Demonstrated organizational skills
- Demonstrated ability in data management and presentation
- Exhibited leadership in working with professional staff, students, and the community;
- Agreement with the academic goals and philosophy of the charter school;
- Commitment to accountability, including a rigorous student testing regime;
- Demonstrated success in encouraging parental involvement.

Director of Business Services

Minimum Qualifications:

Bachelor's or Masters' degree in Business Management, Public Administration, non-profit management or related field; MBA (preferred); Minimum of 5 years of professional work experience in business or non-profit management; work experience in school business (preferred)

Knowledge, Skills and Abilities

- Excellent writing and communication skills.
- Considerable knowledge of information processing and networking practices.
- Considerable knowledge of computer operations and capabilities.
- Working knowledge of general business management practices.
- Ability to analyze and synthesize data.
- Ability to present complex information in a clear and concise manner.
- Ability to work with foundations, community organizations and other public agencies.

Director of Human Resources

Qualifications:

- California human resources and employment law experience preferred
- Solid oral and written communication skills
- Excellent interpersonal and coaching skills
- Demonstrated ability to lead and develop staff members
- Excellent organizational skills
- Ability to multi-task and manage complex projects
- Must be skilled in Microsoft Office (Excel, Word, Access, PowerPoint)
- Experience in urban schools (at least three years) or other education a plus

Education and Experience:

- Bachelor's degree (Master's degree preferred) with 2-3 years of relevant Human Resources or Management experience

- Broad knowledge and experience in employment law, compensation, organization development, employee relations, and/or training and development; Working knowledge of California regulations and employment law preferred.

Office Manager

Duties and Responsibilities:

The Office Manager is responsible for organizing and coordinating Charter School office operations and procedures in order to ensure organizational effectiveness and efficiency. The Office Manager reports to the Principal and is responsible for providing office management services to New Designs Charter. This includes maintaining office services and efficiency, supervising office staff and maintaining office records.

RESPONSIBILITIES

1. Maintain office services

Main Activities:

- Design and implement office policies
- Establish standards and procedures
- Organize office operations and procedures
- Supervise office staff
- Prepare time sheets
- Control correspondences
- Maintain office equipment

2. Supervise office staff

Main Activities:

- Assign and monitor clerical and secretarial functions
- Recruit and select office staff
- Provide on the job and other training opportunities
- Supervise staff
- Evaluate staff performance
- Coaching staff

3. Maintain office records

Main Activities:

- Design filing systems
- Ensure filing systems are maintained and up to date
- Define procedures for record retention
- Ensure protection and security of files and records
- Ensure effective transfer of files and records

4. Maintain office efficiency

Main Activities:

- Plan and implement office systems, layout and equipment procurement

- Maintain and replenish inventory
- Check stock to determine inventory levels
- Anticipate needed supplies
- Verify receipt of supply

5. Perform other related duties as required

Qualifications:

Knowledge

The individual must have proficient knowledge in the following areas:

- knowledge of office administration
- knowledge of human resource management and supervision
- ability to maintain a high level of accuracy in preparing and entering information

Skills

The individual must demonstrate the following skills:

- excellent interpersonal skills
- team building skills
- analytical and problem solving skills
- decision making skills
- effective verbal and listening communications skills
- attention to detail and high level of accuracy
- very effective organizational skills
- effective written communications skills
- computer skills including the spreadsheet and word processing programs, and e-mail at a highly proficient level
- stress management skills
- time management skills

Personal Attributes

The individual must maintain strict confidentiality in performing his or her job duties. The Office Manager must also demonstrate the following personal attributes:

- be honest and trustworthy
- be respectful
- possess cultural awareness and sensitivity
- be flexible
- demonstrate sound work ethic

The Office Manager would normally attain the required knowledge and skills through completion of office procedures coursework combined with related administrative experience. Equivalencies will be considered.

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 bloodborne 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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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.

The Board shall continue to enact further policies that guide employees in the execution of their duties as well as any other prudent policies that provide for a safe and secure school.

These policies are incorporated as appropriate into the Charter School's student and staff handbooks and will be reviewed on an ongoing basis in the Charter School's staff development efforts and governing board policies. The Principal will ensure that teachers and staff are trained at the beginning of each school year. These trainings will include neglect and abuse reporting, bloodborne pathogen awareness and youth suicide prevention and other safety issues.

New Designs Charter, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

In addition to the information provided above, following is a summary of the health and safety policies of New Designs Charter. A comprehensive set of policies is on file at the Charter School.

Drug, Alcohol, and Smoke-Free Environment

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

Child Abuse and Neglect Reporting

Child abuse reporting laws (Penal Code Section 11166 *et seq.*) requires any public school employee who has knowledge or reasonable suspicion to believe that a child has been subjected to abuse, to report the incident to the proper authorities. All New Designs employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by LAUSD. A mandated reporter shall make a report to an appropriate

agency (Department of Child and Family Services) whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows, or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow-up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Feminine Hygiene Products

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in junior high or middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will

provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(J):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents

Blood-borne Pathogens

New Designs Charter complies with all applicable state and federal laws and regulations regarding bloodborne pathogens and other potentially infectious materials in the work place. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne 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.

Custodian of Records

Employees of New Designs Charter shall submit to a criminal background check as required in Education Code section 44237 prior to the first day of work. The Human Resources Director serves as the Custodian of Records per California Department of Justice requirements. Staff records are maintained by the Human Resources Director

Health and Wellness

New Designs Charter is committed to support and promote the health and wellness of its students to maintain a conducive learning environment for students' health and well-being. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

New Designs Charter will foster healthy eating and physical activity for all students. The school participates in the National School Lunch Program (“NSLP”), a federally- assisted meal program operating in public and nonprofit private schools and residential child care institutions. The NSLP provides nutritionally balanced, low-cost or free lunches to children each school day. New Designs Charter and its food vendor comply with the federal and state regulations/requirements of the program. In addition, New Designs Charter will establish a *Wellness* Program that will be implemented by a Wellness Committee. The committee will be made up of parents, students, teachers and administrators.

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.

Plan to Achieve and Maintain LAUSD Ethnic Balance Goal:

New Designs Charter will develop promotional and informational material (e.g. a school brochure, flyers, a website, and advertisements for local media) 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, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the District. 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 are subjected to the admission procedures detailed in Element 8.

Schedule of Annual Outreach and Recruitment Activities

1. Outreach activities to nearby Elementary/Middle Schools – January through May
2. School information sessions: October – July

3. Student orientation session: July through August

4. Radio advertisement – March through July

The Information sessions, which includes a tour of the school, are done at the Charter School-site and targets parents of eligible students who attend elementary, middle and high schools in the community. In addition to sessions held at the Charter School site, sessions may be conducted in English and in Spanish and held at different venues throughout the community depending on identified need of underrepresented communities. Recruitment materials distributed include postcards and flyers printed in both English and Spanish. These materials are distributed at religious centers, shopping malls, recreational parks, grocery stores, libraries, and other local businesses as well as community events throughout Watts and surrounding neighborhoods.

New Designs Charter will conduct annual student orientation sessions in English and in Spanish prior to the opening of school. These orientation sessions are held between July and August.

By implementing the above plan, New Designs Charter will make every effort to recruit and maintain students of various racial and ethnic groups to achieve the LAUSD racial and ethnic balance goal by targeting outreach and recruitment efforts to our surrounding communities. Race and ethnicity of students will be gathered throughout the enrollment process and completed after the enrollment process ends.

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.

Admission Requirements

New Designs Charter shall admit all California students 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. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. New Designs Charter will be non-sectarian in its educational programs, admissions policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. This statement shall be included in the Parent Handbook.

It is hoped that any students who are able to function in, profit from, and contribute to the academic mission of the Charter School will apply for admission. It is anticipated that majority of the students attending New Designs Charter shall reside in LAUSD's geographic boundaries. Students who attend New Designs Charter School are expected to understand the Charter School's education program and demonstrate a willingness to work hard to achieve an excellent education.

To be admitted to New Designs Charter all students and their parents must complete an application form requesting for basic information such as name, date of birth, address, phone number, and previous school(s) attended.

After admission, students are asked to answer a few questions that would demand narrative answers such as:

- Why do you want to attend the New Designs Charter?
- What is your favorite subject and why?
- How did you hear about New Designs Charter?

No student's admission will be withdrawn as a result of the answers to these questions or the failure to respond to them.

Additionally, after admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Student Recruitment

The communities that New Designs Charter serve predominantly have a history of low academic performance, and socio-economically disadvantaged students. Nevertheless, New Designs Charter's outreach and recruitment plan will target all students residing in Watts and the surrounding community which includes students who reside within the territorial jurisdiction of LAUSD. The outreach plan includes targeted effort to recruit students who are at risk of low achievement, economically disadvantaged students and students with disabilities.

Lottery Preferences and Procedures

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year, which begins in the Fall and ends in the Spring of the year of enrollment. Application forms will be available on the Charter School's website and in the Main Office of the Charter School. All application forms must be completed and returned to the Main Office of the Charter School no later than the announced due date, so that should the need arise, those names will be included in the lottery (a random drawing). They will be dated according to when they are received.

The open enrollment period for the upcoming school year will start at the beginning of October of the current school year and last until the lottery takes place as needed, and no later than May 30th. 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 this happens, New Designs will hold a public random drawing (or "lottery") to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside within LAUSD boundaries, consistent with the Education Code.
2. Children of faculty and staff of New Designs Educational Group (preference not to exceed 10% of total enrollment) as authorized by Education Code Section 47606(d)(2)(B) to ensure the founders and employees of the Charter School benefit from their commitment.
3. Siblings, or wards of their parent, of students admitted to or attending New Designs Charter as authorized by Education Code Section 47606(d)(2)(B) to ensure the parents have only a single place of drop off and pick up.

New Designs Charter gives preferences to children of faculty and staff, siblings of students admitted or attending the charter school in an effort to keep families together.

The lottery, as needed, will be held after the enrollment period closed and the details will be communicated to parents appropriately. All students/parents who have applied for admission to the Charter School shall be notified in writing immediately after the application deadline about the date, time and location for the lottery and will be welcomed to witness the lottery process.

The results will be witnessed, and parents will be notified of the results. New Designs is committed to making the lottery and enrollment procedures and practices clear and transparent to parents, staff and community.

The Board of Directors will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal). Separate lotteries shall 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 category 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.

If openings are available, the student will be given a spot in New Designs Charter. If there are no openings, they will be added to the wait list in the order drawn. At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year.

Any applications received after the end of the open enrollment period will be collected and set aside for a subsequent lottery, should the need arise. As openings occur mid-year, families on the waiting list will be contacted via telephone regarding the vacancy. They have 48 hours to accept the available opening by verbal commitment on the telephone, or arriving at the Charter School in person. If they decline the offer, their name will be removed from the waiting list and they must resubmit an application form the following spring and participate in the stated admission procedures, including a possible lottery.

New Designs Charter will notify parents/guardians of students who have been offered a seat as a result of the lottery or placed on the waiting list following the lottery. Notification shall be by phone calls or letters mailed home. Several efforts will be made to contact the parents/guardians and these efforts will be logged by the office staff. Parents/guardians will have 10 days from the initial contact date to respond to the offer by phone, in writing or physically walking into the office. If parents do not respond within the timeline, the applicant will be placed on the waitlist and the next applicant's parents/guardians on the waitlist will be contacted.

Enrolled Students

Students and their parents or guardians are invited to meet with the Principal or the Principal's designee to review the Student Handbook that includes information about the Charter School policies. After reviewing the Student Handbook, the student and parents will sign an enrollment

agreement acknowledging their understanding of the Charter School's academic and behavioral expectations. Attendance at this meeting is not a requirement for admission to or continued enrollment at the Charter School.

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

Each fiscal year an independent audit will be conducted to verify the accuracy of the Charter School's financial statements, attendance and enrollment accounting practices, and internal controls.

ANNUAL AUDIT PROCEDURES

New Designs Charter Governing Board, shall hire and oversee the performance of a Certified Public Accountant (“CPA”) with experience in school audits, certified by the State of California and on the State Controller’s approved list of education auditors (verified through the online look-up procedures), to conduct an independent fiscal audit of the Charter School’s annual financial statement in accordance with generally accepted accounting principles and auditing

standards and the applicable K-12 audit guide issued by the Controller of the State of California as applicable to charter schools as incorporated in the California Code of Regulations.

The Charter School's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to the Board within four months following the close of the fiscal year. The CEO and the Director of Business Services will be responsible for working with the independent auditor to complete the audit. The CEO will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The CEO and Board 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 for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The New Designs Charter Director of Business Services is responsible for ensuring that the independent auditor transmits a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Office of Education, the California Department of Education, and the State Controller's Office by December 15 of each year.

The independent financial audit of New Designs 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).)

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.

School Climate and Student Discipline System

New Designs Charter recognizes the importance of discipline in the advancement of any institution of learning. It will therefore continue to institute discipline policies that enable the Charter School to establish a sound and peaceful learning environment devoid of major disruptions. New Designs Charter has a comprehensive set of policies that clearly describes the Charter School's expectations for attendance, work habits, mutual respect and safety. Our discipline policy will emphasize prevention over punishment by emphasizing students' emotional development, and respect and care for others.

Among other things, students:

1. Learn the importance of knowing and abiding by the Charter School's discipline policy.
2. Learn the importance of not bringing to school extraneous equipment that would detract from the learning process.
3. Understand the advantages of being neat in appearance and appropriately dressed for school.
4. Learn about the necessity for protecting computers, other equipment, books and all Charter School properties.
5. Learn about the importance of coming to school on time.
6. Learn to turn in homework and other assignments on time.
7. Understand the necessity for paying close attention to instruction in the classroom.
8. Understand the importance of bringing all required materials to class.

New Designs Charter follows the District's Discipline Foundation Policy, including the school-wide positive behavior intervention and supports, alternatives to suspension, and restorative justice. School-Wide Positive Behavior Intervention and Support ('SWPBIS') is a research-based, highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills that improve and sustain academic achievement as well as the mental and emotional well-being of all students. In order to support students' positive behavior, the Charter School will adopt, implement, and maintain tiered supports in alignment with the District's Discipline Foundation Policy: SWPBIS and the School Climate Bill of Rights. The Charter School's system for tiered behavior intervention includes:

Tier I Intervention will include:

- Teaching and modeling of school-wide positive behavior expectations and procedures
- Providing positive reinforcement, recognition and rewards for all students
- Adhering to consistent consequences for problem behaviors
- Employing effective procedures and supervision in non-classroom areas
- Delivering effective instruction and classroom management
- Collaborating with families
- Actively supervising and monitoring

Tier II Intervention will include:

- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier I

- Targeted social skills instruction
- Behavior plans
- Alternatives to suspension
- Increased academic support
- School-based mentors
- Classroom management support

Tier III Intervention will include:

- Highly specialized and individualized alternatives to suspension for students who have been documented as unresponsive to Tier 1 and tier II
- Alternatives to suspension
- Intensive academic support based on the student's level of need
- Intensive social skills counselling
- Individual behavioral student contract
- Develop intensive Student Success Team goals to address the continued misconduct and investigate potential causes of this misbehavior including, but not limited to, personal trauma or a possible physical or mental disability.
- Multi-agency collaboration
- Community service learning

New Designs Charter implements restorative justice practices to develop community and to manage conflict and tensions by repairing harm and building relationships. The purpose is both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches. The practices that will be implemented include:

1. Address and discuss the needs of the school community
2. Build healthy relationships between educators and students
3. Reduce, prevent, and improve harmful behavior
4. Repair harm and restore positive relationships
5. Resolve conflict, hold individuals and groups accountable

New Designs Charter adheres to the alternatives to suspension which include:

- a. Behavior Plans for Any Student - Creation of a behavior plan that focuses on increasing desirable behavior and replacing inappropriate behavior that will be monitored through a behavior check plan.
- b. Changes in the student's schedule or classes.
- c. Appropriate In-School Alternatives - In-school alternative in which academic tutoring, instruction related to the student's behavior is provided.
- d. Community Service - Required amount of time in community service in school system.
- e. Counseling - Students required to participate in counseling.

- f. Behavior Contract - Develop a contract which includes reinforcers for success, & consequences for continuing problems.

At the beginning of and throughout the school year, professional development on the Charter School's discipline policy will be provided to administrators, teachers and staff. During Advisory, students will be educated on the school discipline policy which will include modelling of acceptable behavior in school. The school-wide discipline policy will be reviewed with the parents during Parent Orientation at the beginning of the school year. The school-wide discipline policy will also be provided to all parents and they will be required to review and acknowledge the contents by their signature.

The Charter School monitors its student behavior data through our student information system.

In-School Suspension

The principal or designee may assign a student who was suspended for any act to a supervised suspension classroom for the entire period of suspension if the pupil poses no danger or threat to the campus, pupils or staff, or if an action to expel the student has not been initiated. The student will be supervised by the Dean or a teacher. To ensure that the students receive instruction while suspended, the teachers of the student will provide assignments and tests. During this period, the student may receive counselling. Students with disabilities shall be provided with supports and services as described in their IEP.

At the time a student is assigned to a supervised suspension classroom, the student's parent will be notified by a school employee in person or by phone. Whenever a student is assigned to a supervised suspension classroom, the principal shall give the student a copy of the In-School Suspension Notice, signed by the principal, to take home to their parent. School personnel shall also mail the signed copies of the In-School Suspension Notice to the parent.

The in-school suspensions shall be no more than five (5) consecutive days per incident and no more than ten (10) days in one academic year. This will apply to students in general education as well as students with IEPs.

Students who violated E.C. Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both), are precluded by AB 1747 (2018) for in-school suspension and therefore will not participate in in-school suspension.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the acts enumerated below if such act is related to school activity or school attendance occurring at New Designs Charter or at any other school at any other time including but not limited to:

- a) While on school grounds;
- b) While going to or coming from school;
- c) During the lunch period, whether on or off the school campus; and
- d) During, going to, or coming from a 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, used or otherwise furnished, 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) 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.
- q) 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.
- r) 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.
- s) 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.

- t) 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 schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means

a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

(a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

(b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

u) 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).

v) 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 Executive Director or designee’s concurrence.

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 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 Executive Director or designee’s concurrence.

b) Brandishing a knife at another person.

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 or committing a sexual battery as defined in Education Code Section 48900(n)
3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:
- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
 - b) Willfully used force or violence upon the person of another, except self-defense.
 - c) Unlawfully possessed, used, or otherwise furnished, 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) 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.
- p) 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.
- q) 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.
- r) 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.
- s) 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.

t) 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 schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities. 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.
 - u) 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).
 - v) 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 Executive Director 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 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 Executive Director or designee’s concurrence.
 - b) Brandishing a knife at another person.

- 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 or committing a sexual battery as defined in Education Code Section 48900(n)

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.

Suspension and Expulsion Policy and Procedures

New Designs Charter will regard suspension and expulsion as a last resort. 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 non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Suspension and Expulsion Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. The Suspension and Expulsion 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 without the need to amend the charter so long as the amendments 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 administration shall ensure that students and their parents/guardians are provided in writing upon enrollment an overview of discipline policies and procedures. A copy of the discipline policies and procedures is mailed to each parent at the beginning of each school year. This overview shall also state that the full Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the right to initiate the procedures specified below for suspensions, before the effective date of the action. If the student's parent, guardian, or educational rights holder initiates the procedures specified below for suspensions, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

Out-of-School Suspension Procedures

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Charter School Principal or the Charter School Principal's designee with the student and whenever practicable, the teacher who referred the student, supervisor or Charter School employee who referred the student to the Executive Director or 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 school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right 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. The conference shall then be held as soon as the pupil is physically able to return

to school for the conference. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

The Charter School will ensure that the process for investigating incidents and collecting evidence is fair and thorough. The Principal or the Dean shall be authorized to suspend a student.

2. Notice to Parents/Guardians

At the time of the suspension, the New Designs Charter Principal or designee 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 and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the New Designs Charter School Principal or designee wishes 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 incident and no more than a total of 10 days in an academic year. This will apply to students in general education as well as students with IEPs.

Upon a recommendation by the Charter School Principal of expulsion, the pupil and the pupil's 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, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal upon either of the following findings:

- i) Whether the pupil's presence will be disruptive to the education process; or
- ii) Whether the pupil poses a threat or danger to others.

Upon either determination, the pupil's suspension will be extended for no more than 10 days pending the results of an expulsion hearing. During this period the student will continue to be enrolled at the Charter School and shall not be involuntarily removed by the Charter School for any reason. The Charter School will ensure that assignments are provided, and parents are notified. Students shall be allowed to complete and return assignments for credit during the term of the suspension. Any educational services provided to the student in an IEP or Section 504 plan shall continue to be implemented through the term of the suspension.

Suspension Appeals

Appeals of suspension shall be made in writing by the parent or guardian of the suspended student outlining the reason for the appeal and attaching any supporting documentation. Said

appeal request shall be delivered to the Chief Executive Officer who will review the suspension within 48 hours of receipt. The student shall be considered suspended until a meeting is convened to hear the appeal. The meeting will be convened within 72 hours of the receipt of the appeal and the participants will be two administrators and three teachers, with impartiality related to the incident, as well as the parent or guardian of the suspended student. The decision regarding the appeal will be made within one (1) school day of the appeal hearing. Parents/guardians will be notified of the decision in writing within three (3) school days. If a suspension is overturned, one example of a remedy is that the student may be allowed to return to school promptly.

Expulsion of Students

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 a neutral and impartial Administrative Panel following a hearing before it and preceded by recommendation from the Principal or designee. The Administrative Panel (or “School Discipline Committee”) shall consist of five (5) appointees of the Board, not to include a teacher of the pupil or administrator directly responsible for the suspension and/or expulsion recommendation..

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School’s Board, which will convene a neutral and impartial panel of adult representatives to make the final determination.

Expulsion Procedures

A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Charter School Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The hearing will be presided over by the School Discipline Committee. The hearing shall be held in closed session 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 before 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 hearing;
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. A copy of New Designs Charter disciplinary rules that relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in New Designs Charter to any other district in 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;
 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 document evidence on the student's behalf including witnesses.
 9. Information about any reasonable accommodations and language support needs.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School 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 day 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 School Discipline Committee 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 School Discipline Committee conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The School Discipline Committee 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 School Discipline Committee finds is disrupting the hearing. The entity 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 School Discipline Committee shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she 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 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 School Discipline Committee 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.

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 proceeding can be made.

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 determination by the School Discipline Committee to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony

from witnesses of whom the School Discipline Committee 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, complaining witnesses shall have the right to have his or her testimony heard in session closed to the public.

The decision of the School Discipline Committee shall be in the form of a written finding of fact to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board of Directors shall be made within five (5) school days following the conclusion of the hearing. If the School Discipline Committee decides not to recommend expulsion, the student shall immediately be returned to his/her educational program. In the same manner, if the Board of Directors decides not to expel, the student shall immediately be returned to his/her educational program.

Written Notice to Expel

The Principal or designee, following a decision of the Board to expel, shall send written notice of the decision to expel, including the School Discipline Committee's adopted findings of fact, to the student or parent/guardian. The notice shall also include the following:

- a. Notice of the specific offense(s) committed by the student; and
- b. Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the New Designs Charter.

The Principal or designee shall send written notice of the decision to expel to the authorizer. This notice shall include the following:

- a. The student's name;
- b. The specific expellable offense committed by the student;
- c. The reinstatement eligibility review date;
- d. A copy of the rehabilitation plan;
- e. The alternative educational placement options during the period of expulsion; and
- f. Notice of appeal rights/procedures

Disciplinary Records

New Designs Charter shall maintain records of all suspensions and expulsion of its pupils. Such records shall be made available for District review upon request.

Expelled Pupils/Alternative Education

New Designs Charter shall work cooperatively with parents/guardians to assist with locating alternative placements during expulsion.

Expulsion Appeal

Parents can appeal the expulsion decision by making such a request in writing to the Board of Directors within 5 days of the decision to expel the student. The appeal will be reviewed by a

neutral and impartial panel of three (3) adult representatives assigned by the Board of Directors within ten (10) school days. This panel will review the School Discipline Committee's report to ensure the student was accorded a fair process. The decision of the panel of representatives will be final. Parents/Guardians will be notified in writing of the expulsion appeal decision within three (3) days.

Rehabilitation Plans

The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to New Designs Charter for readmission. Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

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.

Retirement Coverage

All certificated employees participate in the CalSTRS, while all non-certificated employees who work twenty (20) hours or more participate in CalPERS and are also covered by Old Age Survival Disability Insurance (“OASDI” or Social Security). All other non-certificated employees participate in Social Security only. CalSTRS and CalPERS contributions from employees and the matching contribution from the Charter School are submitted through Los Angeles County Office of Education (“LACOE”). New Designs Charter shall submit the necessary retirement contribution information in a format acceptable to LACOE. The Director of Human Resources is responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

New Designs Charter acknowledges that it must continue participation in CalSTRS and CalPERS for the duration of the Charter School’s existence under the same CDS code.

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.

Information about public school attendance alternatives are communicated to parents and students during parent/student orientation and other informational sessions as described in Element 7, above.

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

New Designs Charter Schools - Watts
c/o Principal
12714 Avalon Blvd
Los Angeles, CA 90061

- 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

New Designs Charter Schools – Watts
c/o Principal
12714 Avalon Blvd
Los Angeles, CA 90061

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual

agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15: Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal

rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the

State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

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

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

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports,

discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or

permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Chief Executive Officer and the Director of Business Services of New Designs Charter will serve as the Charter School's agents in the event that the Charter School 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
 - 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.
 - Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to

another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year

implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

New Designs Charter School - Watts (also referred to herein as “New Designs Charter” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for

the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time.

Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School’s core academic curriculum. Instructional plans for English Learners must be

(1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on

behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS).

MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.²⁵

²⁵The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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 bloodborne 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 schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also

ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year

- m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School’s Calendar
 - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. 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:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. 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:
 - C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - D. 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:

- 6) 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

New Designs Charter Schools - Watts
c/o Principal
12714 Avalon Blvd
Los Angeles, CA 90061

- 7) 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.
- 8) 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.
- 9) 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.
- 10) 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:

- 6) 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

New Designs Charter Schools – Watts
c/o Principal
12714 Avalon Blvd
Los Angeles, CA 90061

- 7) 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.
- 8) 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.
- 9) 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.

- 10) 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:

9. 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.
10. 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.
11. 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.

12. 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.
13. 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.
14. 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.
15. 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.
16. 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:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. 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:

3. A description of the circumstances of the closure
4. 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:

4. Information on how to enroll or transfer the student to an appropriate school
5. 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
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. 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:

10. 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.
11. 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.
12. 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.

13. 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.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. 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.
17. 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.
18. 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:

4. 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.

5. 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.
6. 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:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. 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:

5. 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.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. 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:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. 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
 - 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.

- 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:
 - (iii)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
 - (iv)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.
 - (iii)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.
 - (iv)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:

5. 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.
6. 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.
7. 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.
8. 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.
10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. 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.

13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

14. 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).)