

New Horizons Charter Academy

Charter Renewal Petition

Submitted to the Los Angeles Unified School District

September 14, 2017

TABLE OF CONTENTS

Table of Contents

Assurances, Affirmations, and Declarations	3
Element 1 – The Educational Program	5
Element 2 – Measurable Pupil Outcomes and	216
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured	216
Element 4 – Governance	248
Element 5 – Employee Qualifications	265
Element 6 – Health and Safety Procedures	291
Element 7 – Means to Achieve Racial and Ethnic Balance.....	296
Element 8 – Admission Requirements	301
Element 9 – Annual Financial Audits	305
Element 10 – Suspension and Expulsion Procedures	307
Element 11 – Employee Retirement Systems	333
Element 12 – Public School Attendance Alternatives	335
Element 13 – Rights of District Employees	336
Element 14 – Mandatory Dispute Resolution	337
Element 15 – Charter School Closure Procedures	341
Additional Provisions	349

Assurances, Affirmations, and Declarations

New Horizons Charter Academy (also referred to herein as “NHCA” 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.

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Richard Thomas, Executive Director/Principal
• The contact address for Charter School is:	5955 Lankershim Blvd, North Hollywood, CA 91601
• The contact phone number for Charter School is:	(818) 655-9602
• The proposed address or ZIP Code of the target community to be served by Charter School is:	5955 Lankershim Blvd, North Hollywood, CA 91601
• This location is in LAUSD Board District:	6
• This location is in LAUSD Local District:	Northeast
• The grade configuration of Charter School is:	TK through 8th
• The number of students in the first year will be:	300
• The grade level(s) of the students in the first year will be:	TK-8
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 13, 2018
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	300
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	7:55am to 3pm (Below)
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need for Charter School

New Horizons Charter Academy will be under the authorization of Los Angeles Unified School District as a public charter school that will serve students from grades TK/Kindergarten through eighth grade. New Horizons Charter Academy was envisioned as a public institution to address the urgent need to alleviate the overflow of students to the neighboring elementary and middle schools in North Hollywood.

Our research and communication with schools in our area and our conversations with community parents and other community members revealed that there is a great need to open a public charter school which will provide expanded educational support to the students and families in our area and adjacent communities. Our neighboring schools currently serve 90% - 100% of economically disadvantaged students of whom approximately 60% are English Learners. NHCA will help reduce class size to our neighboring schools. Our school will offer a lower teacher to student ratio than district schools in our area.

We aim to provide one teacher for every twenty-five students in grades K-2 and we will also provide each classroom with one teacher aide/assistant; in the upper grades we will provide one teacher and teacher aide for every twenty-five to thirty students. The approval of our charter has made a great difference in reducing classroom size and providing families with a rigorous academic curriculum and expanded learning opportunities for their children.

New Horizons Charter Academy will prepare students for the 21st century through its technology-rich college readiness curriculum. New Horizons Charter Academy will serve students from various cultural and ethnic backgrounds of which Latino/Hispanic comprise about 60% of the students living in the North Hollywood area neighborhoods. New Horizons Charter Academy also serves students from the following cultures and ethnic groups in our area: Armenian, Pacific Islander, African American, American Indian, Asian, and Caucasian.

New Horizons Charter Academy welcomes students from other adjacent areas until we reach capacity; New Horizons Charter Academy will serve the instructional, social, and emotional needs of students with disabilities who will be nurtured to thrive in the least restrictive environment.

New Horizons Charter Academy is committed to meeting the Legislative Intent behind the Charter Schools Act, as follows:

Improve Student Learning:

Consistent school-wide emphasis on California Content and Common Core State Standards and alignment of all resources are reflected by the following:

Curriculum that is based on the California Common Core State Content Standards¹

- Instructional practices which are based on research and are continuously refined
- Assessment practices that utilize research-based evaluation
- Grading procedures aligned to California Content and Common Core State Standards
- Peer collaboration regarding research-based instructional strategies which are consistently implemented across all grade levels
- Professional development activities determined by results of student assessment and aligned to the New Horizons Charter Academy mission
- Technology integration in core academic areas to improve student's level of understanding, and increase interest in learning
- Monitor students' progress by informing parents of students' learning goals. Teachers will also use weekly reports regarding behavior, work habits, and homework that includes teacher comments and parent comments who will be required to sign it

¹ The Charter School completed the full implementation of the Common Core State Standards during the 2014-15 school year. The Charter School will adhere to the Common Core State Standards and the required implementation timeline. All references in the charter to adherence with the California State Content Standards and California Common Core State Standards will become adherence to the Common Core State Standards, in alignment with directives from the California Department of Education regarding implementation.

Expanded technology tools are available for both students and teachers:

- Technology will be integrated throughout New Horizons Charter Academy. All the classrooms will have Interactive and SMART boards to provide instruction to reach students' multiple learning modalities, support struggling students at their level of performance, and challenge other pupils to advance to their next level of academic achievement.
- Students will have a computer lab available to them for research, reinforcement, and word processing
- All students will have opportunities and will be supported to integrate technology into multi-media research and presentations across content areas

Greater consistency in art and music instruction with a focus on state content standards through the implementation of the following:

- Part-time visual arts specialist provides instruction for all classes
- Part-time music teacher provides weekly instruction for all classes
- Partnership with California State University, Los Angeles and Northridge will enable us to collaborate throughout the year to provide additional professional development in academic subject areas for teachers and aides in classrooms to improve academic support to our students

Students are held to high standards as reflected by consistent, clearly articulated, school-wide expectations:

- Homework Policy, Technology Code of Ethics, Textbook Contract and Student Responsibility Code will be components of the Home-School Contract
- Regular communication with parents by the Charter School staff:
 - Parent Orientation conducted at the beginning of every school year for all grade levels
 - Parent conferences to review student progress conducted 3 times a year; Standards-based progress reports provided on a quarterly basis
 - Standards-based progress reports at the 5 week mark in between the Quarterly Report cards
 - Periodic progress reports to report student progress toward mastery of California Content and Common Core State Standards
 - Weekly student reports to communicate with parents regarding progress and areas for improvement
 - Bi-annual student awards assemblies to recognize positive citizenship, achievement, improvement and attendance
 - Parent Newsletter written by the Executive Director/Principal to communicate current school events, progress, activities and State and Federal events that impact the New Horizons Charter Academy
 - Parents will have access to their child's homework assignments, upcoming tests,

learning benchmarks on the school's website as the means by which teachers work to keep parents informed about their children's classroom activities and requirements regarding homework

Increasing the level of parent participation and enhancing parenting skills to nurture and support student achievement will be emphasized:

- Parent education classes will be scheduled at New Horizons Charter Academy which will focus on a productive relationship between parents and school staff to support students' learning at home and school, and welcome parents as partners.
- California State University Los Angeles and Northridge faculty will meet with the New Horizons Charter Academy parents to address topics and workshops relevant to student learning and parenting issues
- Teachers will develop a plan to increase parent participation in student learning by using the cognitive coaching approach and provide parent workshops to increase parent participation
- Our staff, university (CSULA) and (CSUN), and community partners will collaborate to offer monthly workshops which will include culturally responsive education, Response to Instruction and Intervention Program, health awareness and nutrition, behavior modification/management strategies and approaches to nurture and motivate students, (i.e., ABC books to support academic, cultural, and environmental literacy)
- Kindergarten teachers will develop parent workshops focused on modeling effective strategies to build phonemic awareness, health and nutrition, and oral language development activities.
- Parent workshops on integrating technology as part of extended academic support at home (for parents who have computers and internet service at home; for parents who do not have either, they are encouraged to visit the public library at their convenience, especially on weekends) Parent and child/children practice using highly efficient programs such as starfall.com, a phonemic awareness and early reading program for K-1, or newly arrived students; mr.ankertests.com provides support in all content areas for K-8 grade students. Other educational websites will be recommended as well as varied parent resources in Spanish, Armenian and English.
- Our school will involve parents in Language Arts-Math-Science Night (4 PM – 6 PM). Our teachers will team up and collaborate to develop and present family-child workshops to improve support at home and build a school culture of learning
- NHCA will offer parents after school student supervision, homework support, sports, and other enrichment learning activities through the services of YPI and through grant-writing opportunities.
- Increased articulation within grade level teams and across grade levels:
 - Grade level meetings for teachers are scheduled during the regular day while students participate in a psychomotor program planned by teachers, supervised by administrators and implemented by paraprofessionals
 - Psychomotor time will be used to provide additional collaboration and articulation time (as needed) for teachers and staff.

Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as having special needs

- Class size maintained at an approximate average of twenty-one to twenty-seven students in grades K through grade 2 and approximately twenty-five to thirty for grades 3-8.
- At grade level meetings, teachers collaborate and analyze effective classroom intervention strategies to improve student learning; teachers also explore creative ways of collaboration with parents to share strategies that will engender student support at home.
- Specific class schedule will be determined once personnel interviewed are hired
- Visual and Performing Arts Program:
 - Visual Arts:
 - A part-time visual arts specialist travels to all classrooms weekly, lessons aligned to the California State Content Standards for the Visual and Performing Arts.
 - Invite families and community to Art Night when students showcase activities through various formats that offer visual richness and understanding of covered VAPA standards
 - Music Program:
 - A part-time music specialist travels to all classrooms weekly, lessons aligned to the California State Content Standards for the Visual and Performing Arts.
 - Students audition for school chorus

Encourage the use of different and innovative teaching methods:

- All classrooms will be equipped with SMART Boards and curriculum software (SMART Notebook software for Kindergarten, and other as discussed herein) to assist teachers in making learning meaningful, stimulating, and relevant while encouraging student participation during lessons
- All classrooms and all students have supervised access to the Internet, and state-of-the-art educational technology, such as SMART Boards, flat screen computers, Chromebooks and iPads
- Technology will be used as a tool to motivate students into making multi-media presentations that expand their skills and nurture their creativity and imagination
- Technology will enable students to expand their ability to support textbooks with available resources from the internet and educational websites in particular that can promote mentorship and competitiveness

Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site:

- New Horizons Charter Academy teachers will participate in local, state and national conferences, workshops and seminars, as resources allow.
- NHCA will promote and support our teachers' pursuit of academic research to explore effective instructional practices and strategies that will expand and enhance the effectiveness of the learning programs they are responsible to teach
- Once per month, during grade level meetings, teachers will take turns to share research findings that strengthen and address students' academic needs; possible research topics may include differentiation, Response to Instruction and Intervention, English Learners' academic intervention, vocabulary support, enrichment, assessment, integration of technology, and other content areas
- Teachers will collaborate and provide peer assistance to one another.
- Student achievement data provides additional insight into teacher effectiveness and will be utilized as one of the components in the teacher evaluation process.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

- A parent orientation will be held at the beginning of each school year to communicate clear expectations and the partnership envisioned between parents, teachers and students:
 - Standards brochures will be created for each grade level which will outline California Content and Common Core State Standards in language arts, mathematics, science and history/social science
 - The Home-School Contract clearly delineates the responsibilities of the family and the responsibilities of the Charter School
 - Bilingual (Spanish-English, Armenian-English) materials will be available for parents who do not speak English
- Parent education opportunities will be available at New Horizons Charter Academy.
- Parent/Community involvement opportunities are available as needed throughout the school year to discuss Charter School plans and events.

Hold the New Horizons Charter Academy accountable for meeting measurable positive student outcomes, and provide the charter school with a method to change from rule-based to performance-based accountability:

- NHCA will assess student outcome data quarterly, as described more fully in Elements 2 and 3 below

Provide vigorous competition within the public school system to stimulate continual improvements in all public schools:

- New Horizons Charter Academy will strive to attract a large number of students from the local community. We will achieve this goal by disseminating the following elements of our school:
 - New, stimulating learning facility with the state-of-the-art technology available for every student
 - Implement a rigorous instructional program to prepare students to succeed academically
 - Provide after school intensive academic support to assist students in developing reading, writing, and math skills

Commitment

Members of our New Horizons Charter Academy community will provide their active involvement in state, city and community groups, agencies and foundations which have common goals for the reform and improvement of education and the improvement of our city and communities. Members of the DEI Board of Directors will be attending Chamber of Commerce gatherings to promote educational awareness and to network with local business owners to further education in the community. The Charter School will be joining California Charter Schools Association (“CCSA”). Administration staff and teachers will attend workshops, training and meetings hosted by CCSA. Charter School personnel will continue to share best practices and will collaborate systematically with the District for the benefit of all children. Charter school personnel will share their experience with developers and existing schools to ensure the continuance of quality charter schools.

NHCA serves the intent of the Charter Schools Act, LAUSD’s mission and vision and strategic goals that serves a full spectrum of diverse learners in an inclusive learning community. The rationale for inclusion is based on the belief that important academic, social and ethical skills and attitudes are developed when students with various abilities, needs and backgrounds learn together. A well- established body of research that is supported by federal and state law indicates that inclusion of children with disabilities benefits both students with and without disabilities alike:

Several studies have explored the impact of inclusion on students without disabilities, and have found that nondisabled students have achieved improved academic outcomes as a result of being in an inclusive class (Cole, Waldron, & Majd, 2004; Ghandi, 2007). Sailor (2008) has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind. Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes (Cosier, Causton- Theoharis, & Theoharis, 2013;

Rea, McLaughlin, & Walther-Thomas, 2002; Vaughn, Moody, & Schumm, 1998; Wilson, Kim, & Michaels, 2011). Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings (Boyd, Conroy, Asmus, McKenney, & Mancil, 2008; Carter, Siseo, Brown, Brickham, & Al-Khabbaz, 2008).

Peer supports can support the development of positive social relationships while reducing reliance on adults. This strategy involves an arrangement in which typical peers provide social and academic support to a classmate with significant disabilities, while receiving guidance from adults, such as the general and special educators as well as paraprofessionals (Carter, Cushing, & Kennedy, 2008). Although these arrangements often begin with some adult facilitation (although all students must willingly participate), students with and without disabilities generally become comfortable with one another over time, and often develop friendships as a result (Carter, Bottema-Beutel, & Brock, 2014; Carter, et al 2008.)

Finally, in a recent meta-analysis conducted by Waldron, Cole, and Majd (2001) of students with disabilities and their typically developing peers in inclusive settings, both cohorts of children, those with disabilities and those without, made academic gains in inclusive settings. For students with disabilities these gains were superior to those of similar students with disabilities in segregated settings. Typically developing students gained academically in the same way as peers in non-integrated classrooms but did make gains in other ethical and social dimensions of learning (Waldron, Cole, and Majd 2001). However, in spite of the extensive supporting evidence from the educational research community, state and federal legal mandates, and curricular best practices, the availability of inclusive educational options is very limited.

SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

In just four years of operations, NHCA has demonstrated consistently high academic achievement with student demographics that mirror the North Hollywood neighborhood schools. By providing a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home, NHCA has offered a strong choice for families seeking high-performing educational opportunities in North Hollywood. Further details about student achievement are provided in the following sections.

Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years “shall” meet at least one of five minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Since NHCA has only been in operation for four years (and will complete its fifth year in 2017-18), all during a time in which California’s Academic Performance Index (API) school performance measure was suspended (after 2013), the first three criteria do not apply. We thus focus on the fourth criteria:

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

The following detailed data analysis includes comparisons to the 13 "resident schools" our students would otherwise attend. We identified the 13 elementary and 5 middle schools NHCA students would otherwise attend based on each currently enrolled student's home address

CAASPP Proficiency Rates

NHCA has realized strong student achievement over the past three years. Under California's new Local Control Funding Formula (LCFF), each school is required to provide an "unduplicated count of pupils," counting students who are Socio-Economically Disadvantaged, EL, homeless, migrant or foster youth once each, even if they meet more than one criteria. (Cal Ed. Code §2574(6)(2) and 42238.02(6)(1).) NHCA's unduplicated count is 86%. (CALPADS 2016.) Yet, school-wide and for each of our statistically significant subgroups (Hispanic/Latino, SED, EL, SpEd), NHCA has consistently demonstrated academic outcomes that outperform resident comparison schools and district averages.

Based on CDE data, the following graphs show the percentage of students who scored "meeting the standard" or "exceeding the standard" on the 2014-2015 and 2015-16 CAASPP assessments in English Language Arts (ELA) and Math for all students and significant subgroups in the thirteen elementary schools serving grades 3rd through 5th and five middle schools serving grades 6-8 located in the 91601 and 91606 zip code. New Horizons Charter Academy's significant subgroups for the 2014-2015 and 2015-16 SBAC were English Language Learners (ELLs), Socio-Economically Disadvantaged Students (SED), Students receiving Special Education Services (SPED), Latino Students (Latino), White Students and African-American Students. The thirteen elementary schools serving grades 3rd through 5th located in the 91601 and 91606 zip code that NHCA would have otherwise attended are: New Horizons Charter Academy (NHCA), Maurice Sendak ES, Victory ES, Lankershim ES, Bellingham ES, Oxnard St. ES, Burton St., Camelia ES, Coldwater Canyon, Fair Ave ES, Hazeltine Ave ES, Monux ES, Korenstein ES, Strathern ES. The five middle schools serving grades 6th through 8th located in the 91601 and 91606 zip code that NHCA would have otherwise attended are: New Horizons Charter Academy (NHCA), Madison MS, Roy Romer MS, Sun Valley MS, Walter Reed MS, Van Nuys MS. NHCA as a SPAN school serving K-8 students, our data is reported

amalgamating all scores from grades 3rd through 8th, which does not accurately reflect how NHCA compares to Elementary Schools and Middle Schools. NHCA has also compiled our data as a SPAN school because that is the method reported on CDE Dataquest and LAUSD. There are not many SPAN schools within LAUSD, NHCA has created data comparisons for SPANS schools serving K-8 students. These SPAN schools are: New Horizons Charter Academy (NHCA), Logan St. ES, Utah St. ES, Pio Pico MS, Harry Bridges SPAN school.

School Performance

By providing a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home, New Horizons Charter Academy has offered a strong choice for families seeking high-performing educational opportunities in the North Hollywood area. Further details about student achievement are provided in the following sections.

New Horizons Charter Academy's academic program has demonstrated to be a vehicle of success for the students of the community that we serve. In California new CAASPP assessments were administered for the first time in 2015 to grades 3-8 and grade 11. New Horizons Charter Academy scholars participated and demonstrated very strong performance on these new, more complex tests.

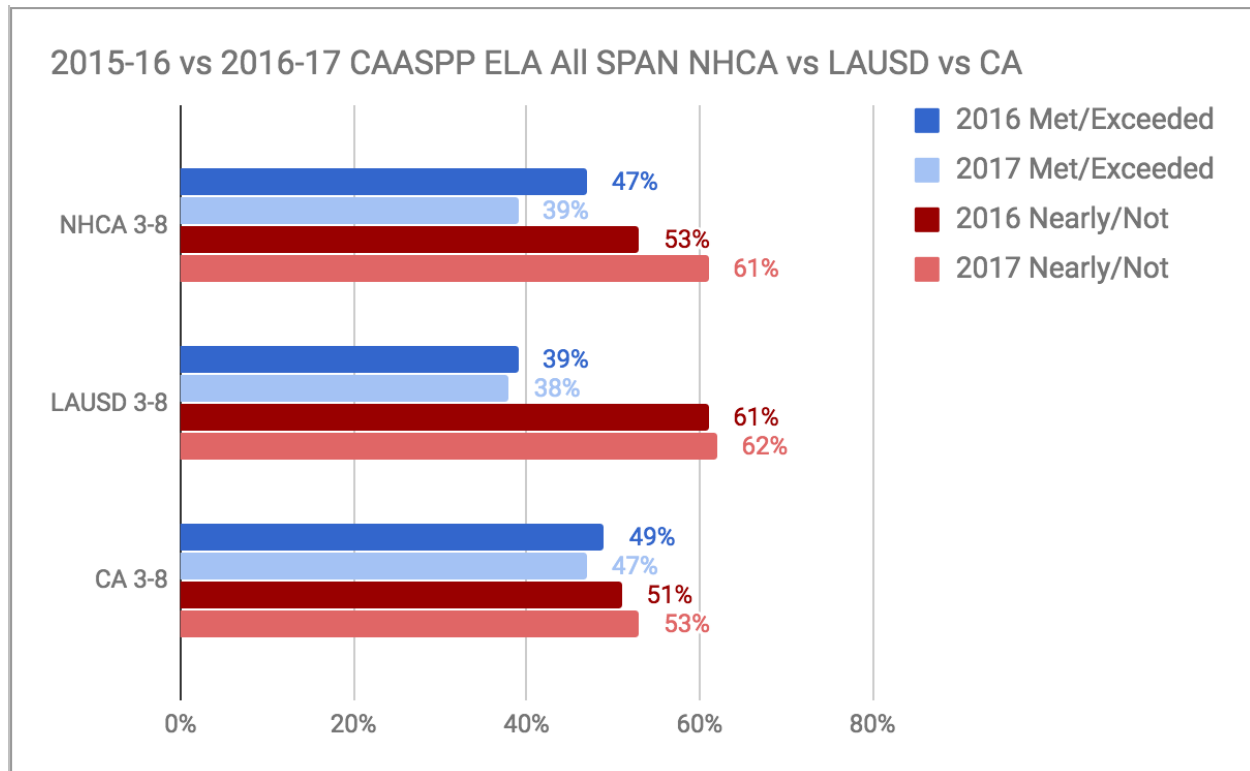
2015/2016 vs 2016/2017 Analysis

CAASPP Analysis of 2015-16 vs 2016-17

15/16 Subgroup results vs 16/17 Subgroup results

New Horizons Charter Academy determined that three of our subgroups, Latino, English Learners and Socio-Economically Disadvantaged Students CAASPP English Language Arts assessments results decreased from 2016 to 2017.

CAASPP ELA 2016: All Students					
	2016 Met/Exceeded	2016 Nearly/Not	2017 Met/Exceeded	2017 Nearly/Not	Difference +/-
NHCA 3-8	47%	53%	39%	61%	8% Decrease
LAUSD 3-8	39%	61%	38%	62%	1% above
CA 3-8	49%	51%	47%	53%	8% below
NHCA 3-5	51%	49%	36%	64%	15% Decrease
LAUSD 3-5	37%	63%	38%	62%	2% below
CA 3-5	45%	55%	45%	55%	9% below
NHCA 6-8	43%	57%	44%	56%	1% Increase
LAUSD 6-8	36%	64%	38%	62%	6% above
CA 6-8	48%	52%	48%	52%	4% below



Number of Students Administered CAASPP by Subgroup

Grade Levels	2016 Latino	2017 Latino	2016 SED	2017 SED	2016 EL	2017 EL
3-8	86	106	109	130	32	54
3-5	44	54	53	65	17	32
6-8	42	52	56	65	15	22

CAASPP ELA 2016: Latino					
	2016 Met/Exceeded	2016 Nearly/Not	2017 Met/Exceeded	2017 Nearly/Not	Difference +/-
NHCA 3-8	43%	57%	33%	67%	10% Decrease
LAUSD 3-8	31%	69%	31%	69%	2% above
CA 3-8	37%	63%	35%	65%	2% below
NHCA 3-5	47%	53%	28%	72%	19% Decrease
LAUSD 3-5	33%	67%	31%	69%	3% below
CA 3-5	33%	67%	34%	66%	6% below
NHCA 6-8	38%	62%	38%	62%	NO Change
LAUSD 6-8	30%	70%	31%	69%	7% above
CA 6-8	36%	64%	37%	63%	1% above

Latino students on CAASPP ELA:

1. While NHCA Latino student performance dropped by 9.99% in the Met/Exceeded categories from 2016 to 2017, looking at the subgroups by grade level showed the following grade level trends within the subgroup:
 - NHCA moved 7% of 4th grade Latino students out of the Not Met category from 2016 to 2017.
 - NHCA 7th grade Latino students outperformed LAUSD 7th grade Latino students in the Met/Exceeded categories in 2017 by 16%.
 - NHCA moved 10% of 8th grade Latino students out of the Not Met category from 2016 to 2017 and NHCA 8th grade Latino students performed at the same level as LAUSD Latino students in the Met/Exceeded categories in 2017.

By reviewing the table and graphs below for the Latino Subgroup, which outlines grade-level trends, NHCA noted that incoming 3rd Grades performed the lowest of the 3rd-8th grade group of students with a decrease of 23% in the Met/Exceeded performance band, incoming 4th graders decreased by 7% and incoming 5th graders decreased by 18% in the Met/Exceeded performance band. Although, NHCA did want to note that 6th and 7th grade increased in the Met/Exceeded performance by 3% and 2% respectively.

These three grades represented the majority of the change in the decrease in Met/Exceeded performance band for our Latino subgroup. Although these 3rd, 4th and 5th grade students had significant decreases when comparing 2016 vs 2017 CAASPP results, NHCA total Latino students in the Met/Exceed Performance Band for SPAN school grades of 3rd through 8th grade was 2% above LAUSD and 2% below California. NHCA total Latino students for 3rd through 5th Elementary students was 3% below LAUSD 3rd through 5th Grade scores, and 6% below California Elementary 3rd through 5th Grade. When comparing our middle school students in grades 6th through 8th for Met or Exceeded performance band to LAUSD, NHCA was 7% above LAUSD and 1% above California for Middle School.

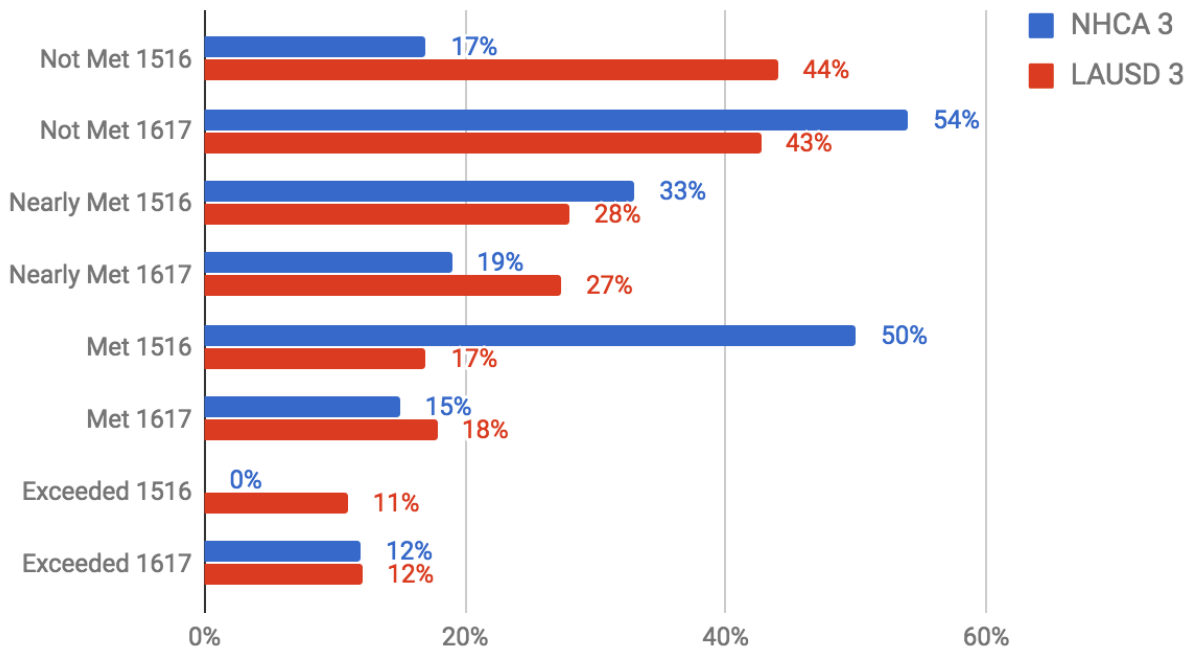
In the 2016 CAASPP, NHCA Latino subgroup of students performed significantly higher than both LAUSD and California for Elementary 3rd through 5th Graders by 14%, Middle School by 8% above LAUSD and 2% above California, and for SPAN Schools, 12% above LAUSD and 6% above California. Although the decrease from 2016 to 2017 is a concern for NHCA, statistically, 2017 CAASPP results, New Horizons Charter Academy Latino student subgroup, performed slightly below, at or above LAUSD or California depending on whether it is analyzed and compared as a SPAN School, Elementary School or Middle School. Which based on the 2017 CAASPP data described in our tables and graphs, New Horizons Charter Academy is above LAUSD for SPAN School (3rd through 8th grades) and above LAUSD for Middle School (6th through 8th), and slightly below (3%) LAUSD for Elementary grades 3rd-5th. When comparing our data against the California Latino students, NHCA is 1% above California for Middle School, slightly below for Elementary grades (6%) and slightly below for SPAN school grades (2%).

NHCA has such a low number of test takers, whenever there are few students that move out of the Met/Exceed category, it makes a significant change in the overall percentage. NHCA had noted that based on its preliminary diagnostic assessments across the course of the school year, that the incoming 3rd graders, which 15.4% were new to NHCA in 2016-2017 school year, were performing below grade level in English Language Arts standards as a whole

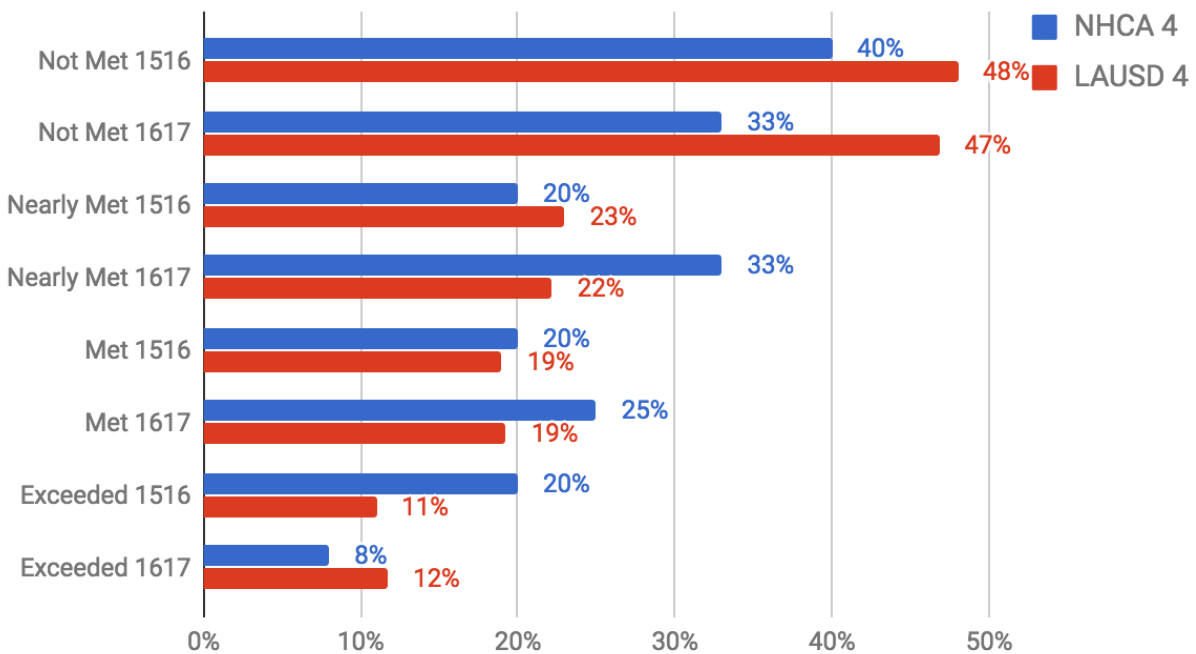
NHCA also noted that of the 15.4% of new incoming 3rd graders, 8% of the students were English Learners. NHCA had discovered through diagnostic testing that many of these new and returning incoming 3rd Grade EL/Latino students had below or far below grade-level mastery of 2nd Grade standards and continued to struggle throughout the school year with reading and writing standards for 3rd grade. Additionally, NHCA noted that of the 28.6% of new incoming 4th graders were English Learners. NHCA implemented not only extensive school-wide intervention sessions, after-school tutoring and Saturday school, this group of Latino students continues to have many challenges with reading comprehension, vocabulary, grammar and writing.

NHCA continued to analyze students' interim CAASPP assessment results over the course of the school year and put into place various instructional strategies outline below to attempt to improve student mastery of grade-level ELA standards. NHCA believes these challenges contributed to the significant decline in the number of 3rd graders reaching the Met or Exceeded competency level as of the May 2017 CAASPP assessment. This effort to support our Latino students has continued into 2017-2018 school using all means of best teaching practices, parent involvement, intervention support, after-school tutoring, Saturday school and all resources available.

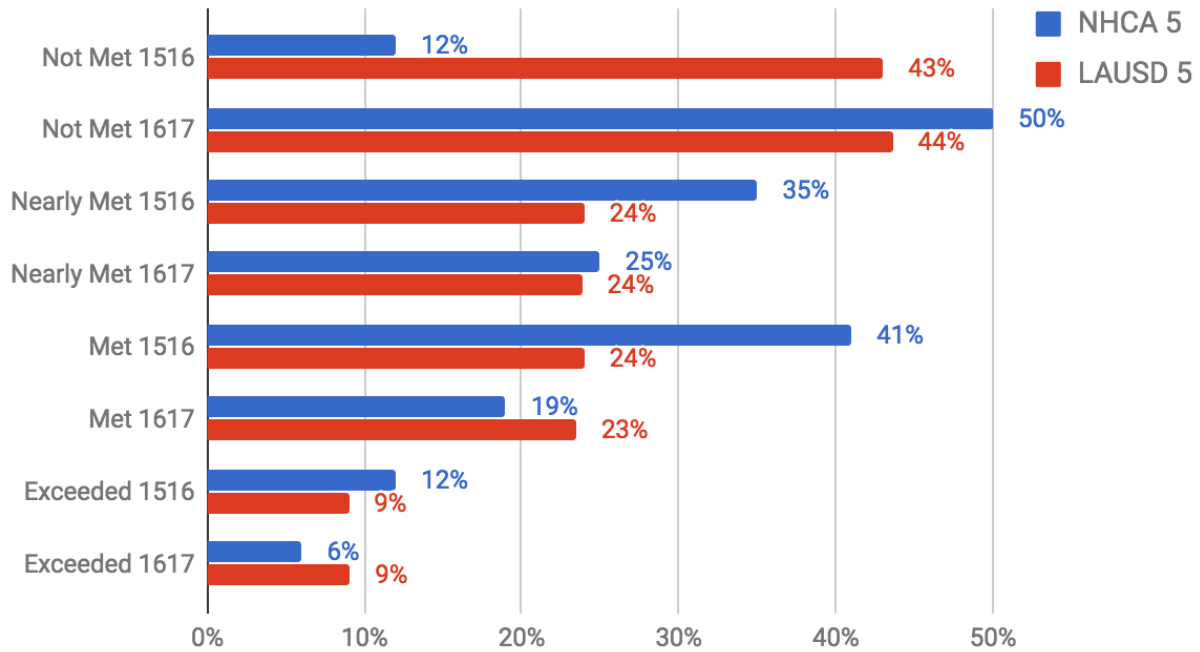
NHCA vs LAUSD Latino Grade 3 CAASPP ELA 1516 to 1617



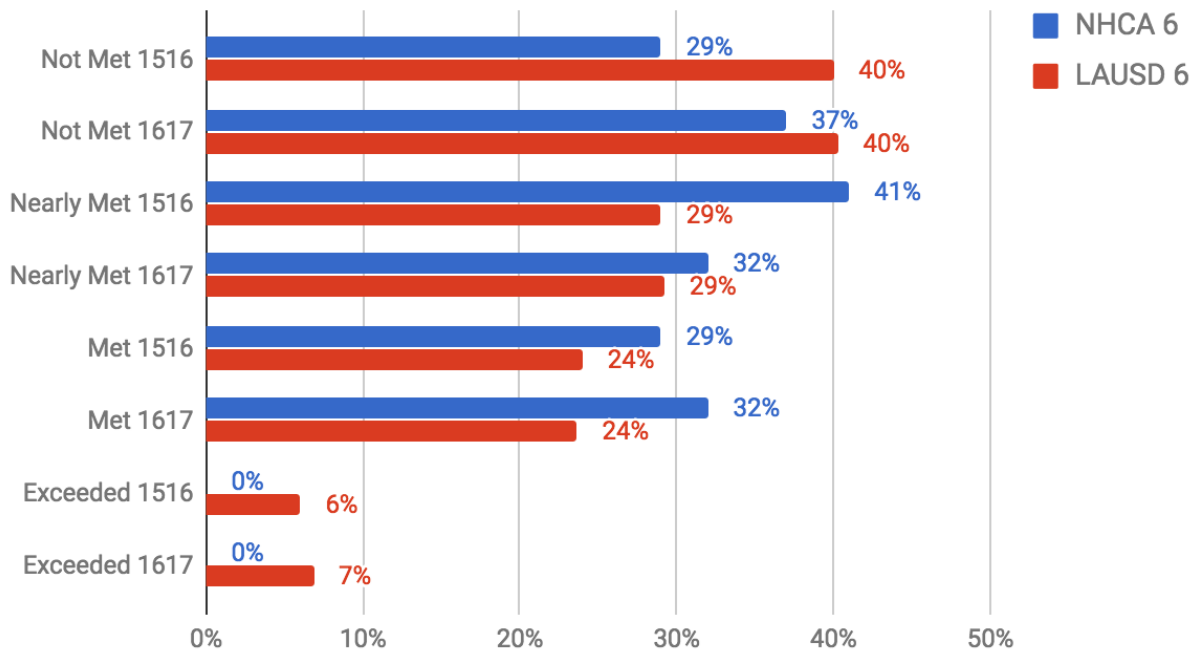
NHCA vs LAUSD Latino Grade 4 CAASPP ELA 1516 to 1617



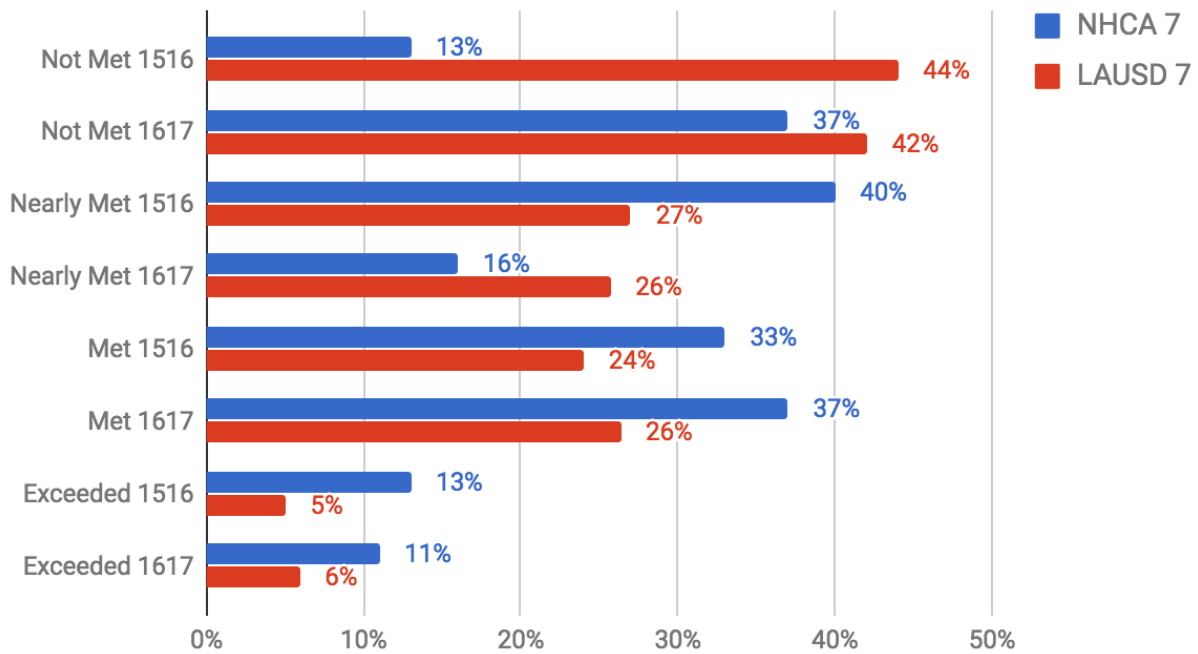
NHCA vs LAUSD Latino Grade 5 CAASPP ELA 1516 to 1617



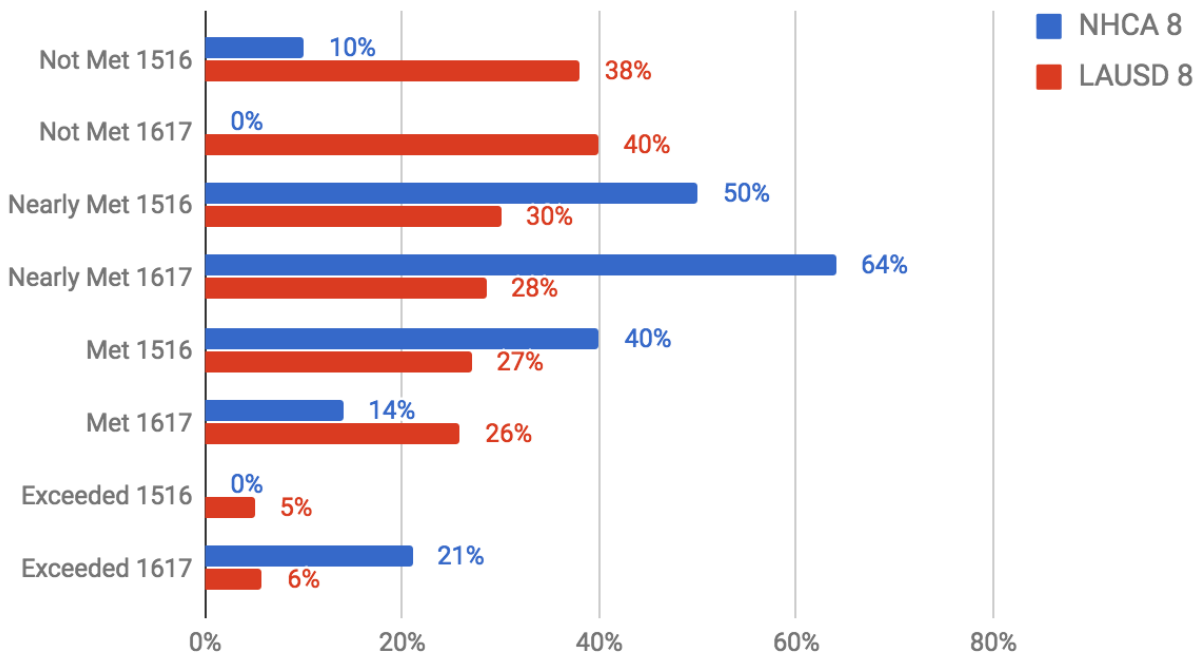
NHCA vs LAUSD Latino Grade 6 CAASPP ELA 1516 to 1617



NHCA vs LAUSD Latino Grade 7 CAASPP ELA 1516 to 1617



NHCA vs LAUSD Latino Grade 8 CAASPP ELA 1516 to 1617



2. To ensure progress from our Latino students, we monitor scores from our FAST Bridge DIBELS, SIPPS, IStation, RevolutionK12 and KDS CAASPP Interim Quarterly and Check-Point Interim diagnostic assessments, which are administered throughout the year. In addition, we use scores from our annual SBAC test to monitor growth from all our subgroups. Teachers create student “passport” – a detailed data profile on all students and utilize our Illuminate data system for flagging chronically underperforming students. Passports will include recommended interventions and support for those students. Finally, internal benchmarks are administered four times per year and provide additional monitoring of subgroup growth.

New Horizons Charter Academy utilizes the Illuminate Data and Assessment System to create subgroups within the Illuminate system based on ethnicity or socio-economic status, so that we can monitor as a cohort. Illuminate has the functionality to group students these student, therefore NHCA has created distinct subgroups within Illuminate so that grade-level teachers, intervention specialists, resource specialist, teacher assistants, Assistant Principals and Executive Director/Principal can effectively monitor progress and complete detailed analysis of results of diagnostic assessment to develop strategies and provide specific curricular resources to address any areas of need per subgroup.

Support Systems in place to support our Students

3. The design of New Horizons Charter Academy is geared specifically towards the needs of students from the North Hollywood community. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students’ academic gaps and demonstrate strong academic achievement at all grade levels - regardless of background. Instructional methods and educational components at New Horizons Charter Academy are designed to address the needs of this population as the design of the school has taken best practices for this population.

Latino students are identified through parent identification on the enrollment form. This data is collected and reported yearly through CALPADS. Our teachers and staff also receive training on the Latino community and how to create a culturally sensitive learning environment. New Horizons Charter Academy maintains and analyzes assessments records to ensure we are meeting the needs of this targeted population as measured by the California Department of Education for performance on state standardized assessments. Latino students at New Horizons Charter Academy are currently performing on par with their White counterparts throughout the state as indicated in CAASPP performance in English and Math. We will continue to monitor the academic progress of this subgroups and ensure we are continuing to break the achievement gap.

Monitoring Progress

Student progress will be monitored using a variety of measures such as the SST process and the school's Illuminate Student Information System, which will track students' class grades, attendance, benchmark scores, and all school-wide academic data. Progress will also be analyzed by teachers and school administrators during data analysis at the end of each reporting period.

CAASPP - English Language Learners Analysis

- a) While NHCA English Learner student performance dropped by 4.15% in the Met/Exceeded categories from 2016 to 2017, looking at the subgroups by grade level showed the following grade level trends within the subgroup:

ELs on CAASPP ELA:

- NHCA 3rd grade ELs outperformed LAUSD 3rd grade ELs in the Met/Exceeded Categories in 2017 by 22%.
- NHCA moved 19% of 4th grade ELs out of the Not Met category from 2016 to 2017 and outperformed LAUSD 4th grade ELs in the Met/Exceeded categories in 2017 by 9%.
- NHCA 5th grade ELs outperformed LAUSD 5th grade ELs in the Met/Exceeded categories in 2017 by 23%.
- NHCA moved 13% of 6th grade EL's out of the Not Met category from 2016 to 2017 and outperformed LAUSD 6th grade ELs in the Met/Exceeded categories in 2017 by 9%. 6th Grade EL had an increase of 18% for the Met/Exceeded category in 2017.
- NHCA 7th grade EL's outperformed LAUSD 7th grade ELs in the Met/Exceeded categories in 2017 by 10%.
- NHCA moved all 33% of 8th grade ELs out of the Not Met category from 2016 to 2017. 0% of 8th grade ELs scored in the Not Met category in 2017.

By reviewing the table and graphs below for the English Learner Subgroup, which outlines grade-level trends, NHCA noted that incoming EL 4th Grade and 8th Grade performed the lowest of the 3rd-8th grade group of students with a decrease of 31%, and 33% respectively, in the Met/Exceeded performance band. Although, NHCA did want to note that 3rd, 5th, 6th and 7th grade increased in the Met/Exceeded performance by 2%, 2%, 10% and 11% respectively.

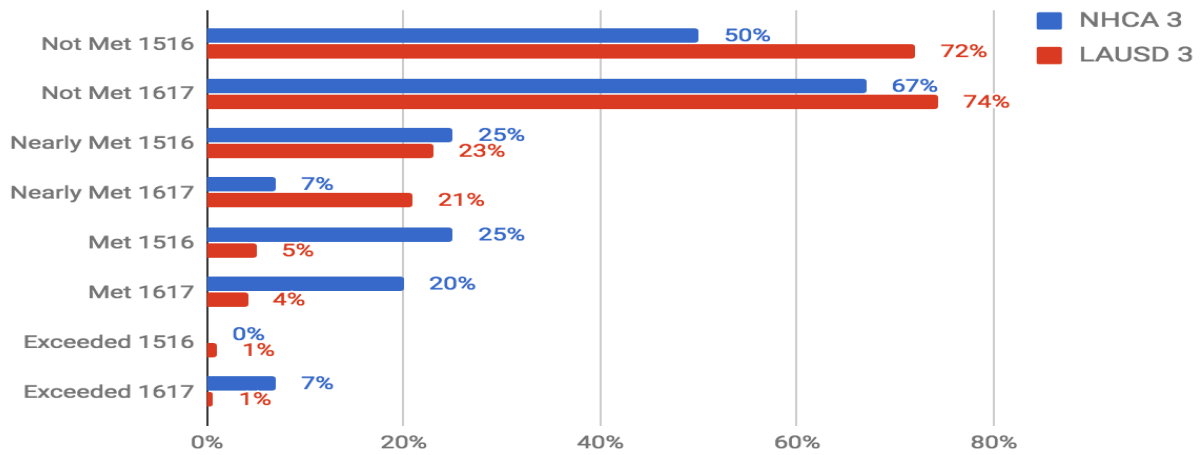
These two grades represented the majority of the change for overall decrease of 4.17% in Met/Exceeded performance band for our English Learner subgroup. Statistically, anything lower than 5% increase or decrease is considered statistically, insignificant. As noted above, 4 out of 6 Grades posted increases in Met/Exceeded performance band, while also posting significant growth of students from the NOT Met performance band to the Nearly Met. Although these 4th and 8th grade had significant decreases when comparing 2016 vs 2017 CAASPP results, NHCA total English Learner students in the Met/Exceed Performance Band for 4th and 8th Grade significantly outperformed LAUSD 4th and 8th Grade English Learners.

Additionally, In the 2017 CAASPP, NHCA performed significant higher than LAUSD and State for 3rd through 8th Grade, 19% above and 11% above, respectively. NHCA performed 17% above LAUSD Elementary Schools and 7% above California Elementary Schools, while also performing 21% above LAUSD Middle Schools and 14% above California Middle Schools. Although the decrease from 2016 to 2017 is a concern for NHCA, statistically, because we have such a low number of test takers, whenever there are few students that move out of the Met/Exceed category, it makes a significant change in the overall percentage. NHCA also noted that we have reclassified some of our higher performing EL students who tested as EL in the 2016 CAASPP compared the EL students who then took the 2017 CAASPP test. The ELs that were in 4th and 8th Grade during the 2017 testing, had been performing throughout the year on other school-wide assessments below or far below grade-level. Of the 4th grade class, 20% were new to NHCA. NHCA had noted that based on its preliminary diagnostic assessments across the course of the school year, of the 20% new 4th graders, 28.6% were English Learners. This group of new enrollees was performing below grade level in English Language Arts standards as a whole. NHCA had 39% new 6th graders enroll and of the new enrollees, 44% new 6th Grade students were English Learners. NHCA also noted that the incoming 8th grade was made up of 15% new 8th Graders. Of the 15% new 8th graders, 33% were English Learners and 100% were classified as SED. By analyzing the trend for 7th Graders in 2016, which 0% had scored in the Met or Exceeded performance band, this cohort matriculated into 8th Grade with the same level of mastery within the English Language Arts standards. This 33% decrease in 8th grade for the 2017 Met or Exceeded performance band is consistent with the cohort that moved from 7th grade to 8th grade along with the additional new students who were identified as having significant challenges with 8th grade ELA standards.

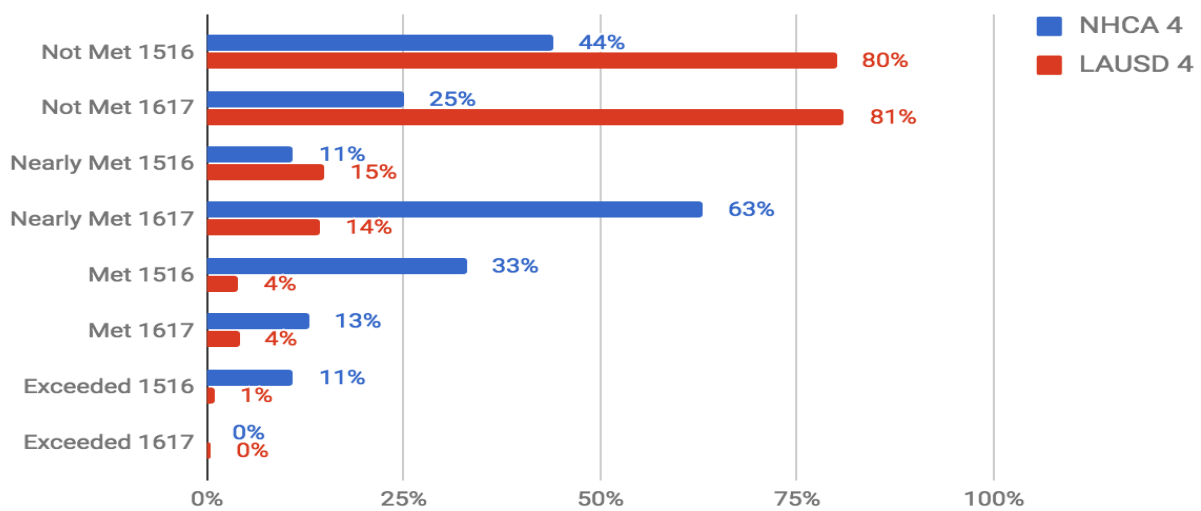
NHCA implemented not only extensive school-wide intervention sessions, after-school tutoring and Saturday school, this group of English Learners continue to have many challenges with reading comprehension, vocabulary, grammar and writing.

NHCA continued to analyze students' interim CAASPP assessment results over the course of the school year and put into place various instructional strategies outline below to attempt to improve student mastery of grade-level ELA standards. NHCA believes these challenges contributed to the significant decline in the number of 3rd graders reaching the Met or Exceeded competency level as of the May 2017 CAASPP assessment. This effort to support our Latino students has continued into 2017-2018 school using all means of best teaching practices, parent involvement, intervention support, after-school tutoring, Saturday school and all resources available.

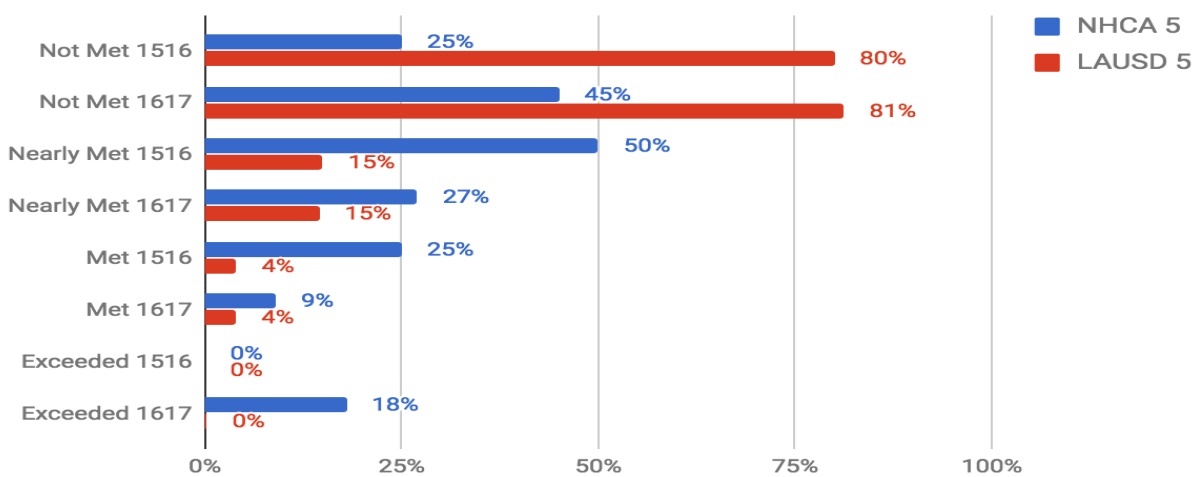
NHCA vs LAUSD EL Grade 3 CAASPP ELA 1516 to 1617



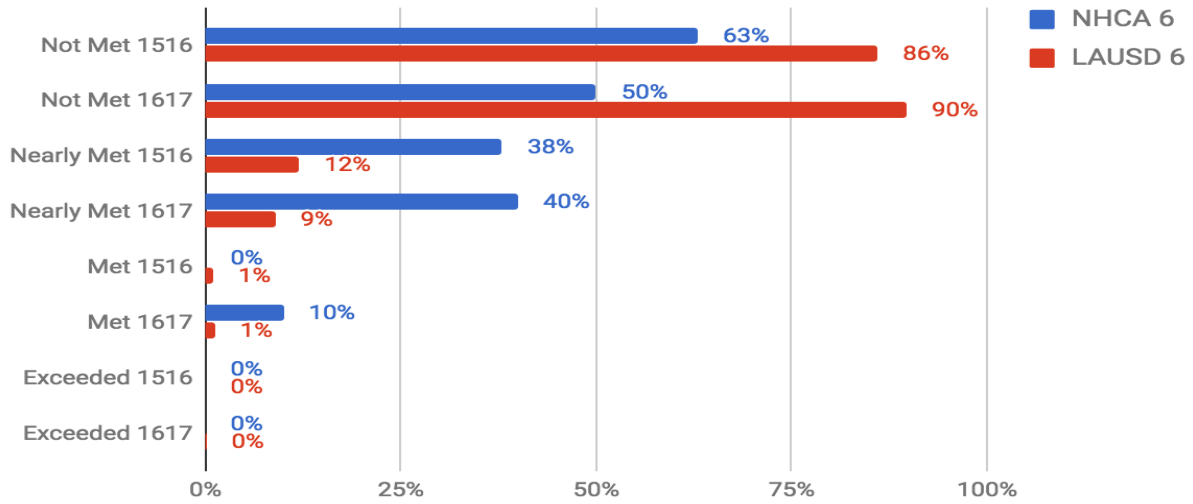
NHCA vs LAUSD EL Grade 4 CAASPP ELA 1516 to 1617



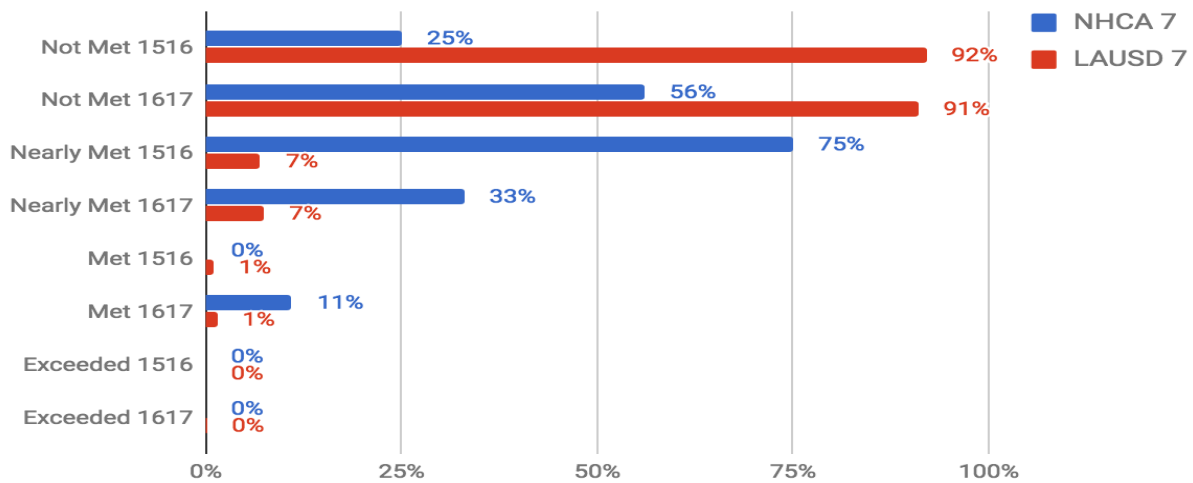
NHCA vs LAUSD EL Grade 5 CAASPP ELA 1516 to 1617



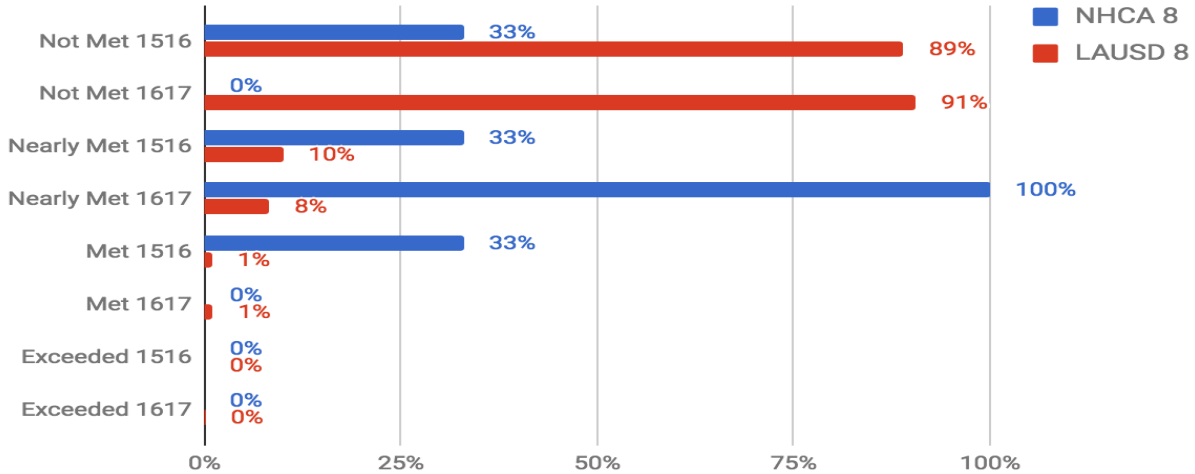
NHCA vs LAUSD EL Grade 6 CAASPP ELA 1516 to 1617



NHCA vs LAUSD EL Grade 7 CAASPP ELA 1516 to 1617



NHCA vs LAUSD EL Grade 8 CAASPP ELA 1516 to 1617



- b) New Horizons Charter Academy is dedicated to serving the needs of its English Learners and will support them through a combination of modified instruction, a supportive school culture, and additional academic support as needed. New Horizons Charter Academy trains its staff to meet the needs of its English Learner students. Professional Development led by school administration and central office staff focuses on scaffolding instruction and providing sheltered instruction using SDAIE methods. Differentiation can also be provided through the use of technology. Our EL Specialist Support has also provided professional development in second language acquisition, and in the planning for and writing of language objectives.

New Horizons Charter Academy will also utilize the English Language Development resources that are provided by the textbook publishers that New Horizons Charter Academy may use for the four core curricular areas of language arts, mathematics, history-social science, and science. Many activities may be hands-on rather than solely text based, thereby diminishing the reliance on reading and listening as the only learning modalities.

All Reclassified Fluent English Proficient (“RFEP”) and Long Term English Learner (“LTEL”) students, are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the Executive Director/Principal or designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference

- Specialized reading, writing, and/or math instruction
- Academic support
- Intervention/Intersession classes
- Saturday school

English Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an EL student with a disability has met the English Language Development (“ELD”) goal(s) in his/her IEP.

Monitoring and Evaluation of Program Effectiveness

New Horizons Charter Academy will use the following to monitor and evaluate the effectiveness of our EL program and instruction:

- Individual student improvement on the CELDT/ELPAC test from year to year
- Individual student improvement on the CAASPP from year to year in grades 3-11
- Individual student improvement on the Reading Inventory from IStation from year to year in grades K-8
- School-wide R-FEP rate
- School-wide CAASPP sub group reports for grades 3-8

The results of this evaluation will drive our professional development needs, as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Learners.

Socio-Economically Disadvantaged (SED) students on CAASPP ELA:

CAASPP ELA 2016: SED					
	2016 Met/Exceeded	2017 Met/Exceeded	2016 Nearly/Not	2017 Nearly/Not	Difference +/-
NHCA 3-8	44%	36%	56%	64%	8% Decrease
LAUSD 3-8	31%	32%	69%	68%	4% above
CA 3-8	35%	34%	65%	66%	2% above
NHCA 3-5	49%	28%	51%	72%	21% Decrease
LAUSD 3-5	31%	31%	69%	69%	3% below
CA 3-5	32%	32%	68%	68%	4% below
NHCA 6-8	39%	44%	61%	56%	5% Increase
LAUSD 6-8	31%	32%	69%	68%	12% above
CA 6-8	35%	35%	65%	65%	9% above

a) While NHCA Socio-Economically disadvantaged student performance dropped by 7.84% in the Met/Exceeded categories from 2016 to 2017, looking at this subgroup by grade level showed the following grade level trends within the subgroup:

- NHCA 3rd and 5th grade SED students scored comparably to LAUSD 3rd and 5th grade SED students in the Met/Exceeded categories in 2017.
- NHCA moved 19% of 4th grade SED students out of the Not Met category from 2016 to 2017 and NHCA 4th grade SED students outperformed LAUSD 4th grade SED students in the Met/Exceeded categories in 2017 by 7%.
- NHCA 7th grade SED students outperformed LAUSD 7th grade SED students in the Met/Exceeded categories in 2017 by 27%.

By reviewing the table and graphs below for the SED Subgroup, which outlines grade-level trends, NHCA noted that incoming 6th Grades performed the lowest of the 3rd-8th grade group of students with a decrease of 27% in the Met/Exceeded performance band, incoming 3rd graders decreased by 14%, incoming 4th graders decreased by 7%. Although, NHCA did want to note that 5th, 7th and 8th grade increased in the Met/Exceeded performance by 12%, 17% and 2% respectively.

These three grades represented the majority of the change in the decrease in Met/Exceeded performance band for our SED subgroup. Although these 3rd, 4th and 6th grade students had significant decreases when comparing 2016 vs 2017 CAASPP results, NHCA total SED students in the Met/Exceed Performance Band for SPAN school grades of 3rd through 8th grade was 4% above LAUSD and 2% above California. NHCA total SED students for 3rd through 5th Elementary students was 3% below LAUSD 3rd through 5th Grade scores, and 4% below California Elementary 3rd through 5th Grade. When comparing our middle school students in grades 6th through 8th for Met or Exceeded performance band to LAUSD, NHCA was 12% above LAUSD and 9% above California for Middle School.

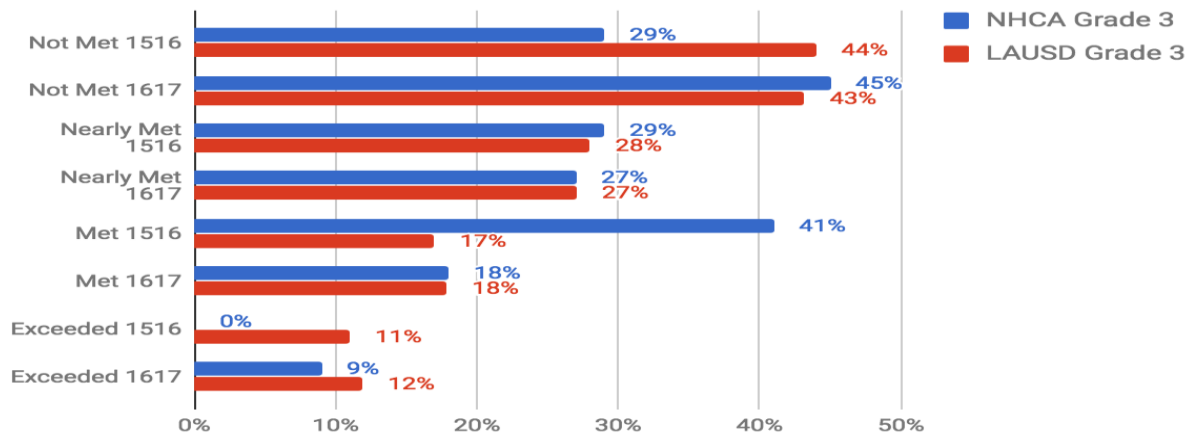
In the 2016 CAASPP, NHCA SED subgroup of students performed significantly higher than both LAUSD and California for Elementary 3rd through 5th Graders by 18%, Middle School by 8% above LAUSD and 4% above California, and for SPAN Schools, 13% above LAUSD and 9% above California. Although the decrease from 2016 to 2017 is a concern for NHCA, statistically, 2017 CAASPP results, New Horizons Charter Academy SED student subgroup, performed slightly below, at or above LAUSD or California depending on whether it is analyzed and compared as a SPAN School, Elementary School or Middle School. Which based on the 2017 CAASPP data described in our tables and graphs, New Horizons Charter Academy is above LAUSD for SPAN School (3rd through 8th grades) and above LAUSD for Middle School (6th through 8th), and slightly below (3%) LAUSD for Elementary grades 3rd-5th. When comparing our data against the California SED students, NHCA is 9% above California for Middle School, slightly below for Elementary grades (4%) and slightly above for SPAN school grades (2%).

NHCA has such a low number of test takers, whenever there are a few students that move out of the Met/Exceed category, it makes a significant change in the overall percentage. NHCA had noted that based on its preliminary diagnostic assessments across the course of the school year, that the incoming 3rd graders, which 15.4% were new to NHCA in 2016-2017 school year, were performing below grade level in English Language Arts standards as a whole

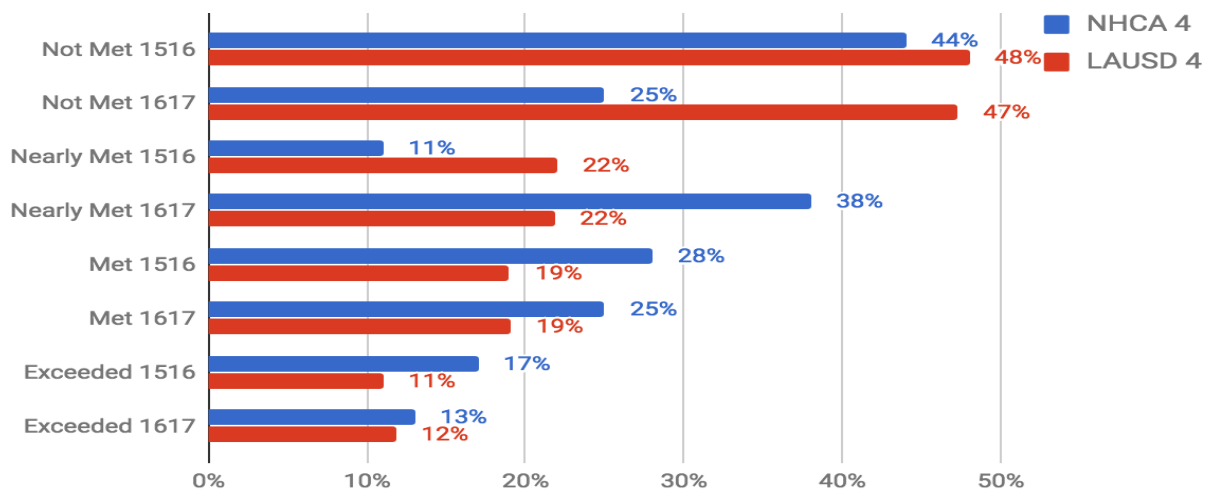
NHCA also noted that of the 15.4% of new incoming 3rd graders, 8% of the students were English Learners and 100% were classified as SED. NHCA had discovered through diagnostic testing that many of these new and returning incoming 3rd and 4th Grade SED students had below or far below grade-level mastery of 2nd or 3rd Grade standards and continued to struggle throughout the school year with reading and writing standards for 3rd grade. Additionally, NHCA noted that of the 21% New incoming 4th graders, 28.6% were English Learners and 80% of them were classified as SED. NHCA implemented not only extensive school-wide intervention sessions, after-school tutoring and Saturday school, this group of Socio-Economically Disadvantaged students continues to have many challenges with reading, comprehension, vocabulary, grammar and writing.

NHCA continued to analyze students' interim CAASPP assessment results over the course of the school year and put into place various instructional strategies outline below to attempt to improve student mastery of grade-level ELA standards. NHCA believes these challenges contributed to the significant decline in the number of 3rd graders reaching the Met or Exceeded competency level as of the May 2017 CAASPP assessment. This effort to support our Socio-Economically Disadvantaged students has continued into 2017-2018 school using all means of best teaching practices, parent involvement, intervention support, after-school tutoring, Saturday school and all resources available.

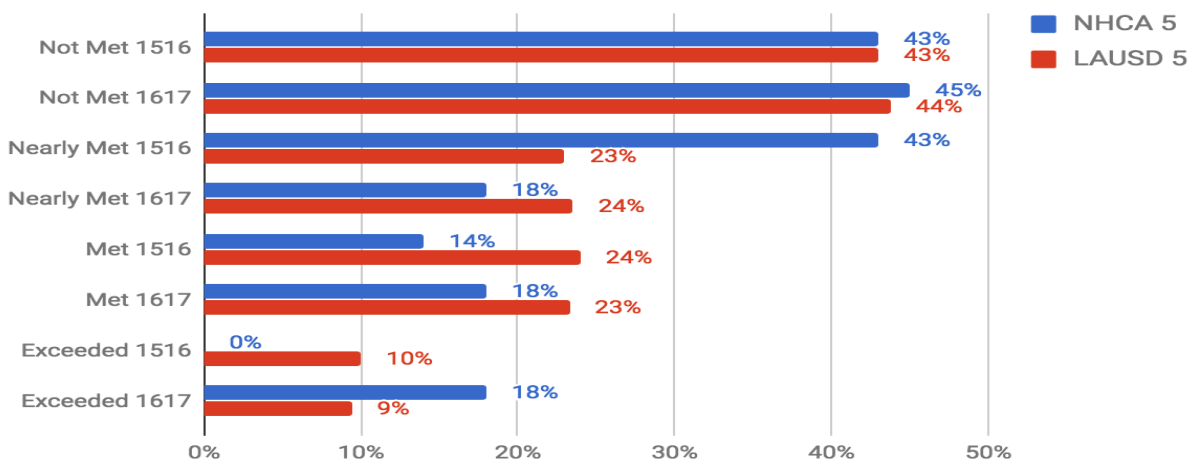
NHCA vs LAUSD SED Grade 3 CAASPP ELA 1516-1617



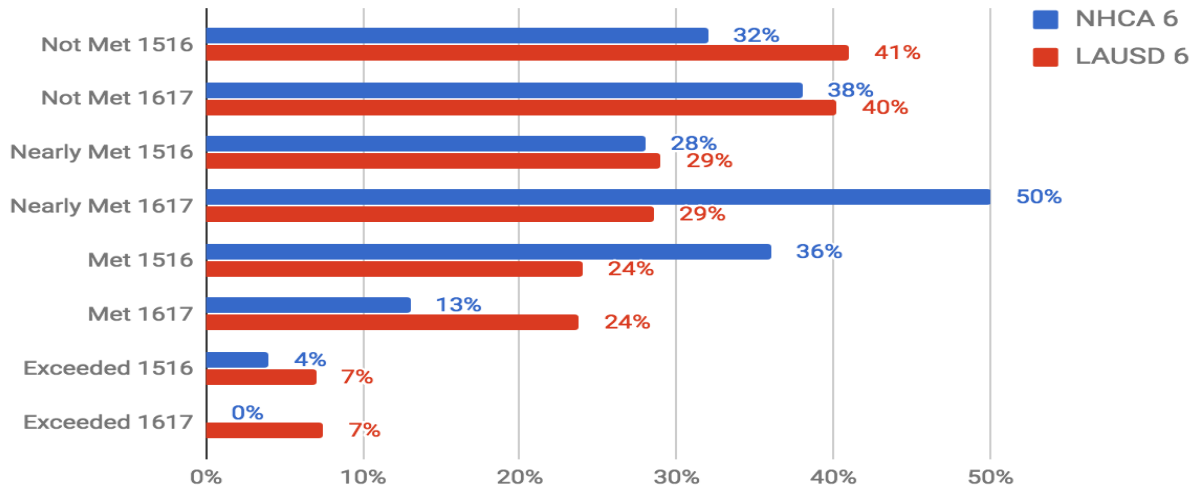
NHCA vs LAUSD Grade 4 SED CAASPP ELA 1516 to 1617



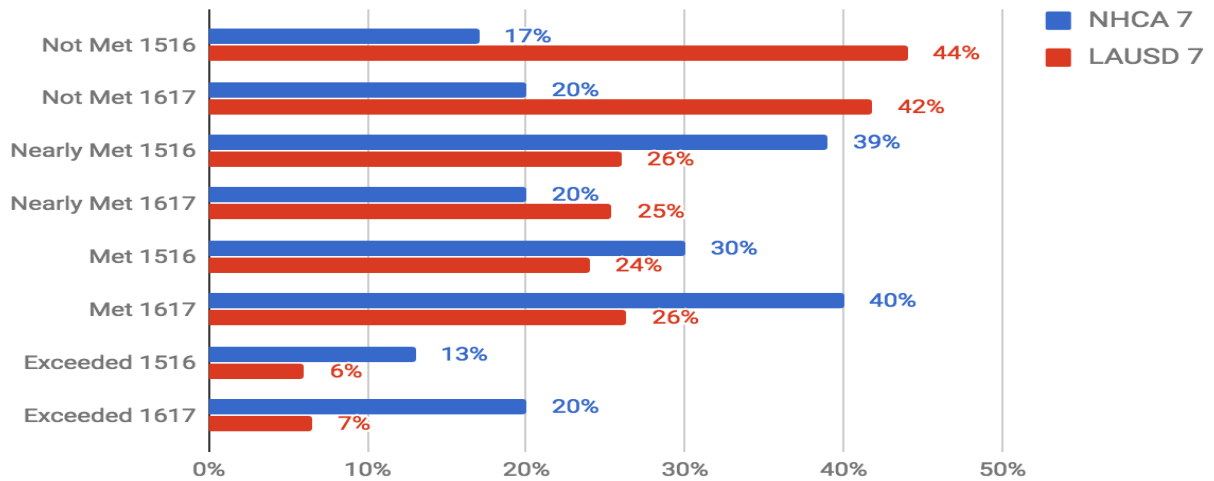
NHCA vs LAUSD Grade 5 SED CAASPP ELA 1516 to 1617



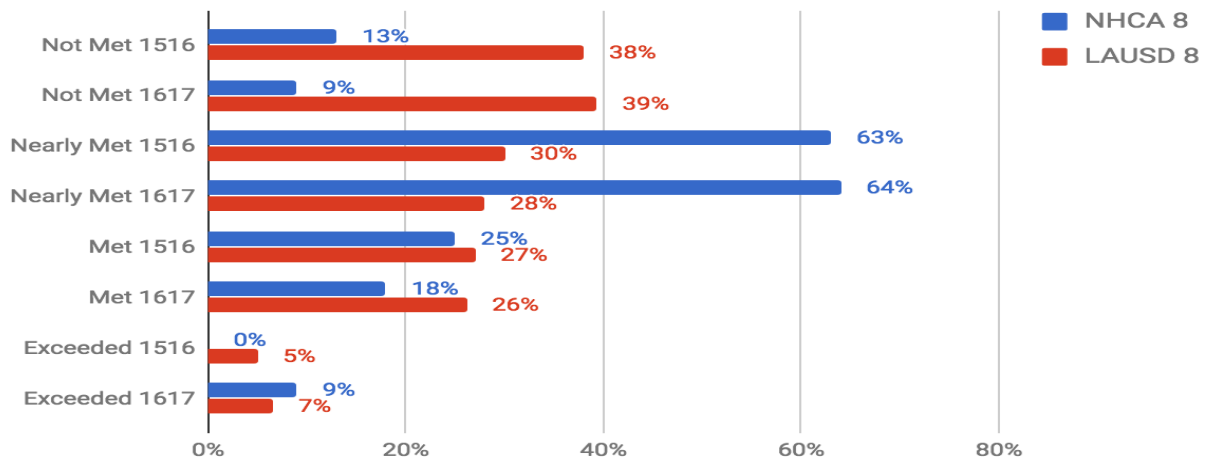
NHCA vs LAUSD Grade 6 SED CAASPP ELA 1516 to 1617



NHCA vs LAUSD Grade 7 SED CAASPP ELA 1516 to 1617



NHCA vs LAUSD Grade 8 SED CAASPP ELA 1516-1617



- b) To ensure progress from our SED students, we monitor scores from our FAST Bridge assessments, which are taken three times per year. In addition, we use scores from our annual SBAC test to monitor growth from all our subgroups. Finally, internal benchmarks are given four times per year and provide additional monitoring of subgroup growth.
- c) The design of New Horizons Charter Academy is geared specifically towards the needs of socioeconomically disadvantaged students. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at NHCA are designed to address the needs of this population.

Given that typically over 90% of our students qualify for free and reduced price lunch, NHCA operates a school-wide Title I program and its instructional methodology and program are carefully created and chosen with this population in mind. NHCA School Leaders are primarily responsible for maintaining and analyzing assessments records to ensure we are meeting the needs of this targeted population. For individual students needing additional support, NHCA develops an Individual Learning Plan outlining the areas of strength and areas of need. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we revise our curriculum as necessary to address our students' needs. New Horizons Charter Academy also designed its program so that all students will obtain access to the grade-level curriculum and there are also opportunities for students to obtain either intervention help during the regular school day or an accelerated curriculum during the regular school day for students who are ready for more challenging work. Additionally, after school intervention and/or summer school is provided for students who are academically behind. New Horizons Charter Academy also plans multiple field trips throughout the school year in order to provide all students with firsthand experience outside of the classroom in order to strengthen their "cultural currency" that will enhance their understanding of their grade-level curriculum inside the classroom. Technology access for both students and teachers increases student engagement and allows our students to be not only consumers of technology, but producers as well. Parent education and involvement is encouraged and parents take an active role in the education of their child by attending a variety of events including our Parent Empowerment Workshops, Parent Teacher Conferences, and Informational Meetings.

In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise money to provide families that need assistance with purchasing uniforms or other school supplies like paper, pencils, backpacks, etc. In addition, we connect with local non-profit agencies for referrals for social services if needed by our families.

Monitoring Progress

The progress of socio-economically disadvantaged students is tracked alongside our general performance monitoring of all students as well as individually using SRI and SMI results, external assessments such as the CAASPP and CELDT/ELPAC, and at each reporting period based on subject grade performance.

NHCA CAASPP Analysis Math for 2015-16 vs 2016-17

CAASPP MATH 2016 vs 2017: All Students					
	2016 Met/Exceeded	2016 Nearly/Not	2017 Met/Exceeded	2017 Nearly/Not	Difference +/-
NHCA 3-8	27%	73%	28%	72%	1% Increase
LAUSD 3-8	28%	72%	30%	70%	2% below
CA 3-8	37%	63%	38%	62%	10% below
NHCA 3-5	22%	78%	24%	76%	2% Increase
LAUSD 3-5	31%	69%	33%	67%	9% below
CA 3-5	39%	61%	40%	60%	16% below
NHCA 6-8	32%	68%	33%	67%	1% Increase
LAUSD 6-8	26%	74%	28%	72%	5% above
CA 6-8	36%	64%	37%	63%	4% below

LATINO CAASPP Math Analysis

CAASPP MATH 2016 vs 2017: Latino					
	2016 Met/Exceeded	2017 Met/Exceeded	2016 Nearly/Not	2017 Nearly/Not	Difference +/-
NHCA 3-8	25%	23%	75%	77%	2% Decrease
LAUSD 3-8	23%	24%	77%	76%	1% below
CA 3-8	24%	26%	76%	74%	3% below
	2016 Met/Exceeded	2017 Met/Exceeded	2016 Nearly/Not	2017 Nearly/Not	
NHCA 3-5	23%	15%	77%	85%	8% Decrease
LAUSD 3-5	23%	27%	77%	73%	12% below
CA 3-5	27%	29%	73%	71%	14% below
	2016 Met/Exceeded	2017 Met/Exceeded	2016 Nearly/Not	2017 Nearly/Not	
NHCA 6-8	26%	31%	74%	69%	5% Increase
LAUSD 6-8	20%	21%	80%	79%	10% above
CA 6-8	23%	24%	77%	76%	7% above

Source <http://data1.cde.ca.gov/dataquest/>

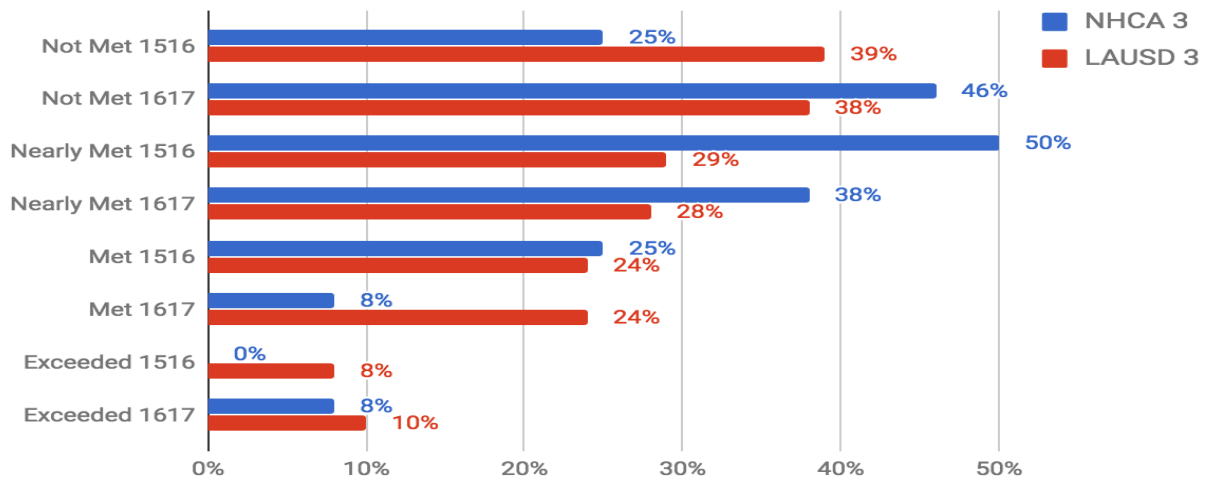
- a) NHCA Latino student performance in the Met/Exceeded categories only declined by 2.36% from 2016 to 2017 on the CAASPP MATH assessment. Looking at the subgroups by grade level showed the following grade level trends within the subgroup:
- NHCA grade 4 Latino students moved 30% of students out of the Not Met category from 2016 to 2017 from 47% to 17%
 - NHCA 6th grade Latino students outperformed LAUSD 6th grade Latino students by 24% in the met/exceeded categories in 2017
 - NHCA 7th grade Latino scored comparably to LAUSD 7th grade Latino students in the met/exceeded categories, but moved 16% of students out of the not met category from 2016 to 2017.

Statistically, anything lower than 5% increase or decrease is considered statistically, insignificant. The total decrease for Latino Students from 2016 to 2017 was 2%. As noted below, 1 out of 6 Grades posted increases (6th Grade 18% increase) in Met/Exceeded performance band, while other grades 4th, 7th and 8th decreased slightly by 2%, other grades posting significant growth of students from the NOT Met performance band to the Nearly Met performance band. Although these 3rd and 5th grade had significant decreases when comparing 2016 vs 2017 CAASPP results, NHCA total Latino students in the Met/Exceed Performance Band for 3rd and 5th Grade slightly outperformed LAUSD 3rd and 5th Grade English Learners. As noted above in the analysis in ELA, NHCA experienced changes in student enrollment in grades that showed the most decreases. 3rd Grade had 15.4% new Latino students to NHCA in 2016-2017 school year, who were performing below grade level in English Language Arts standards as a whole

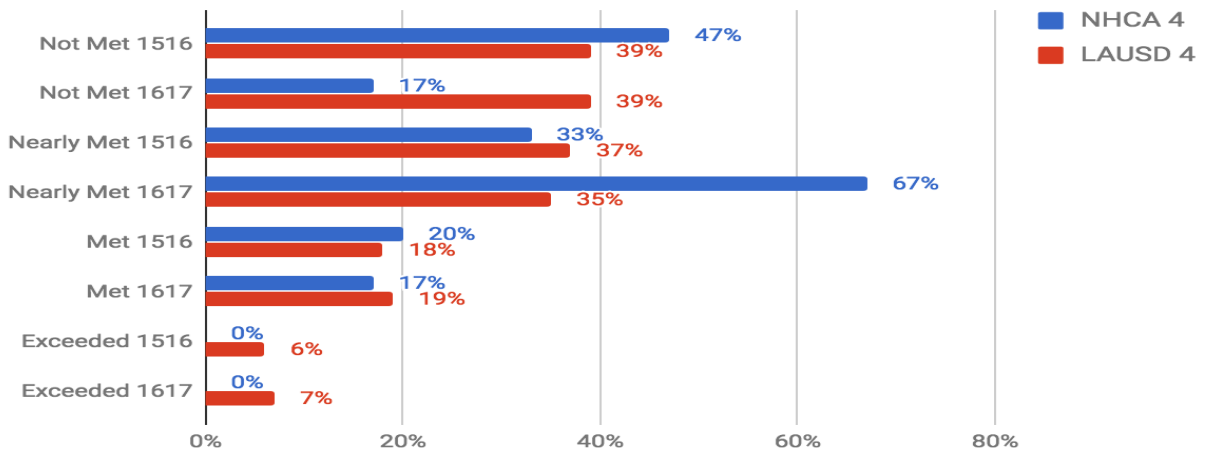
NHCA also noted that of the 15.4% of new incoming 3rd graders, 8% of the students were English Learners. NHCA had discovered through diagnostic testing that many of these new and returning incoming 3rd Grade EL/Latino students had below or far below grade-level mastery of 2nd Grade standards and continued to struggle throughout the school year with math standards for 3rd grade. Additionally, NHCA noted that of the 28.6% of new incoming 4th graders were English Learners. NHCA implemented not only extensive school-wide intervention sessions, after-school tutoring and Saturday school, this group of Latino students continues to have many challenges with math fluency and procedural and conceptual knowledge.

NHCA continued to analyze students' interim CAASPP assessment results over the course of the school year and put into place various instructional strategies outline below to attempt to improve student mastery of grade-level ELA standards. NHCA believes these challenges contributed to the significant decline in the number of 3rd graders reaching the Met or Exceeded competency level as of the May 2017 CAASPP assessment. This effort to support our Latino students has continued into 2017-2018 school using all means of best teaching practices, parent involvement, intervention support, after-school tutoring, Saturday school and all resources available.

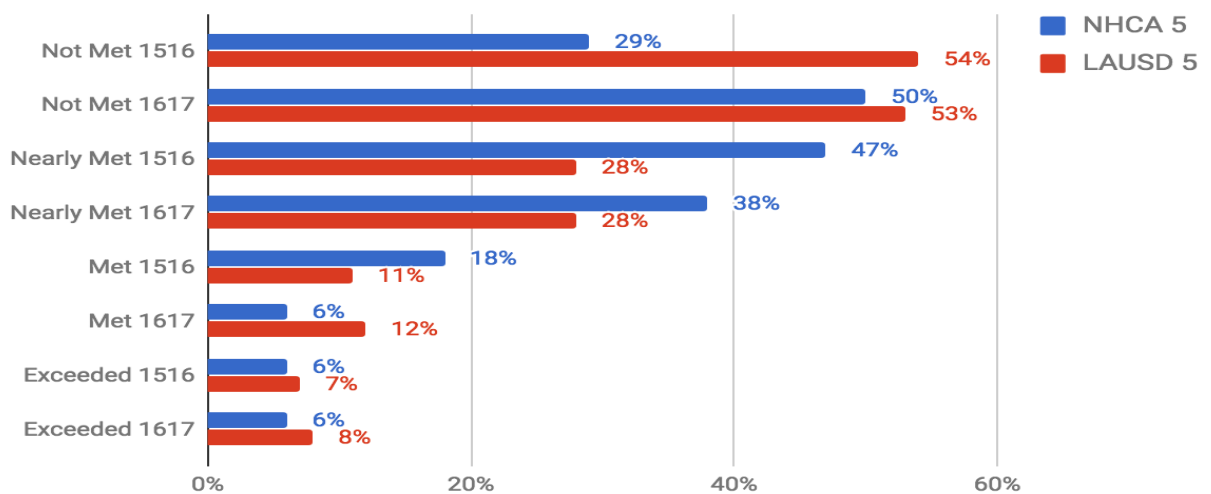
NHCA vs LAUSD Latino Grade 3 CAASPP Math 1516 to 1617



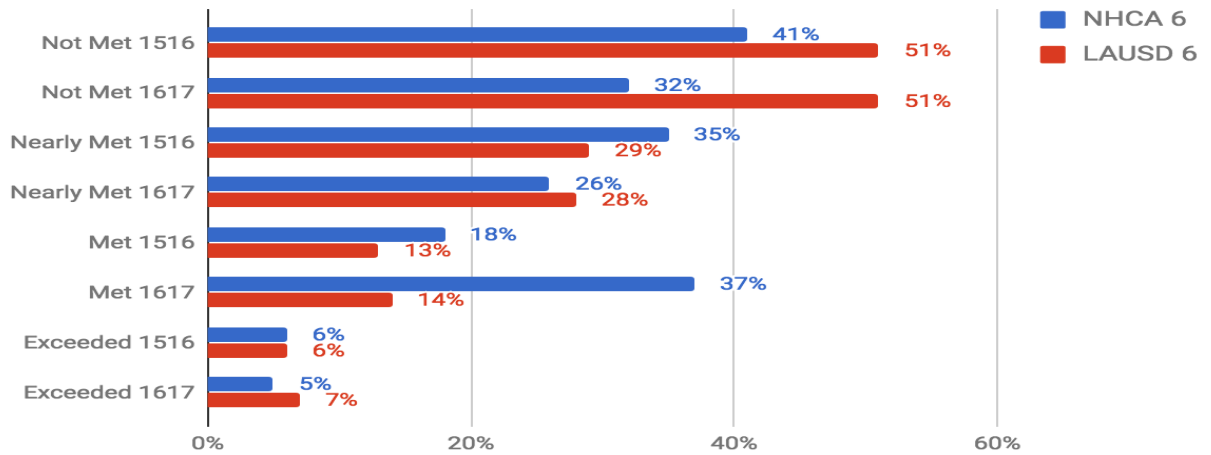
NHCA vs LAUSD Latino Grade 4 CAASPP Math 1516 to 1617



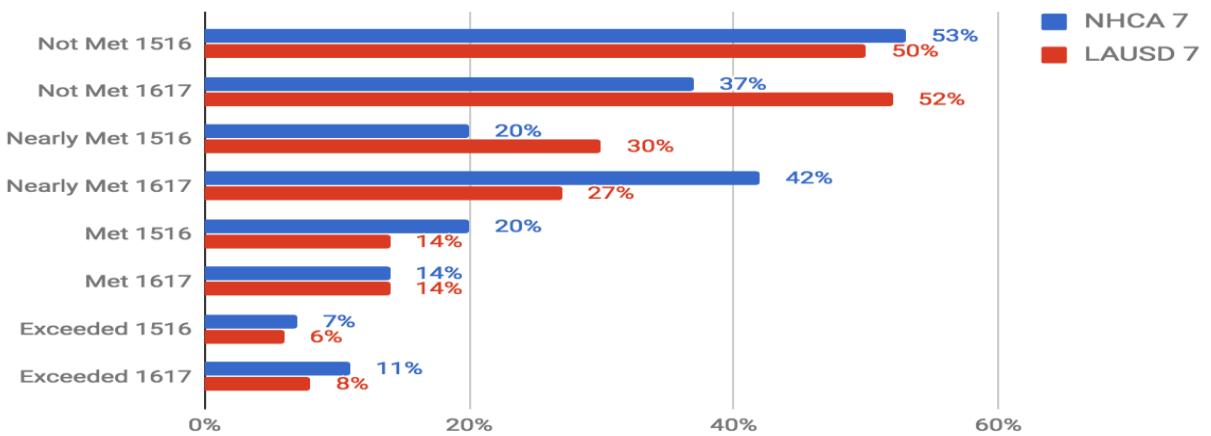
NHCA vs LAUSD Latino Grade 5 CAASPP Math 1516 to 1617



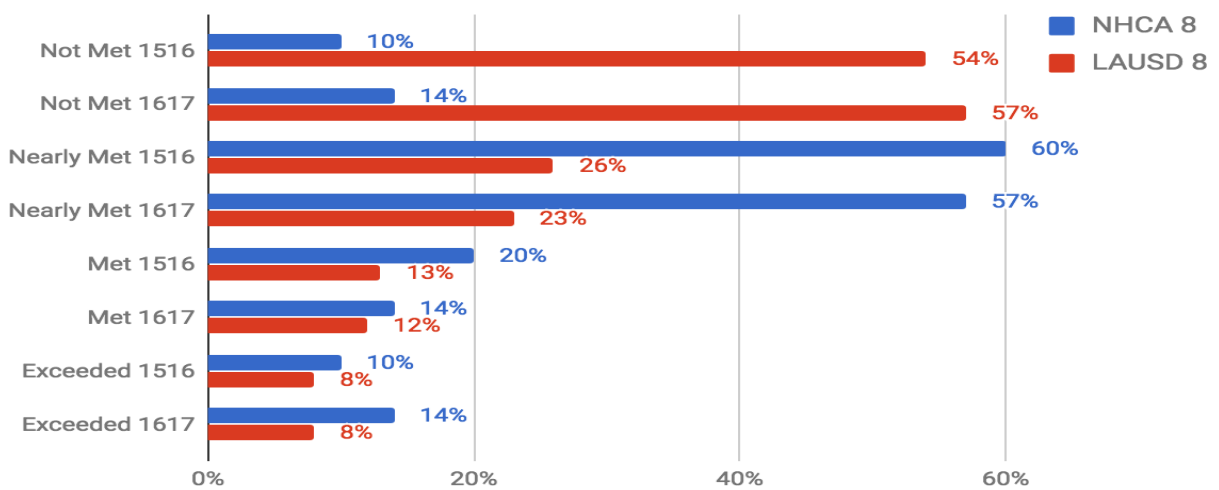
NHCA vs LAUSD Latino Grade 6 CAASPP Math 1516 to 1617



NHCA vs LAUSD Latino Grade 7 CAASPP Math 1516 to 1617



NHCA vs LAUSD Latino Grade 8 CAASPP Math 1516 to 1617



Source <http://data1.cde.ca.gov/dataquest/>

- b) The design of New Horizons Charter Academy is geared specifically towards the needs of students from the North Hollywood community. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of background. Instructional methods and educational components at New Horizons Charter Academy are designed to address the needs of this population as the design of the school has taken best practices for this population.

Despite the successes outlined above, we have identified an area for growth and have already begun modifications to our program to address this area:

- Low achievement with little to no growth in Math for our Latino and White subgroups
 - Professional development on RevolutionK12, Front Row and Cognitively Guided Instruction (CGI) to support teachers in building mathematical conceptual understanding.
 - Professional development on setting instructional goals and articulating them to students
 - Team teaching in 3rd-4th grade to support stronger math in English and build mathematical academic vocabulary
 - Twice weekly “Plus 1” academic support hour – teacher assistant pushes into the classroom for small group and one-to-one support to students in need of intervention

Latino students are identified through parent identification on the enrollment form. This data is collected and reported yearly through CALPADS. Our teachers and staff also receive training on the Latino community and how to create a culturally sensitive learning environment. New Horizons Charter Academy maintains and analyzes assessments records to ensure we are meeting the needs of this targeted population as measured by the California Department of Education for performance on state standardized assessments. Latino students at New Horizons Charter Academy are currently performing on par with their White counterparts throughout the state as indicated in CAASPP performance in English and Math. We will continue to monitor the academic progress of this subgroup and ensure we are continuing to break the achievement gap.

Monitoring Progress

Student progress will be monitored using a variety of measures such as the SST process and the school's Illuminate Student Information System, which will track students' class grades, attendance, benchmark scores, and all school-wide academic data. Progress will also be analyzed by teachers and school administrators during data analysis at the end of each reporting period.

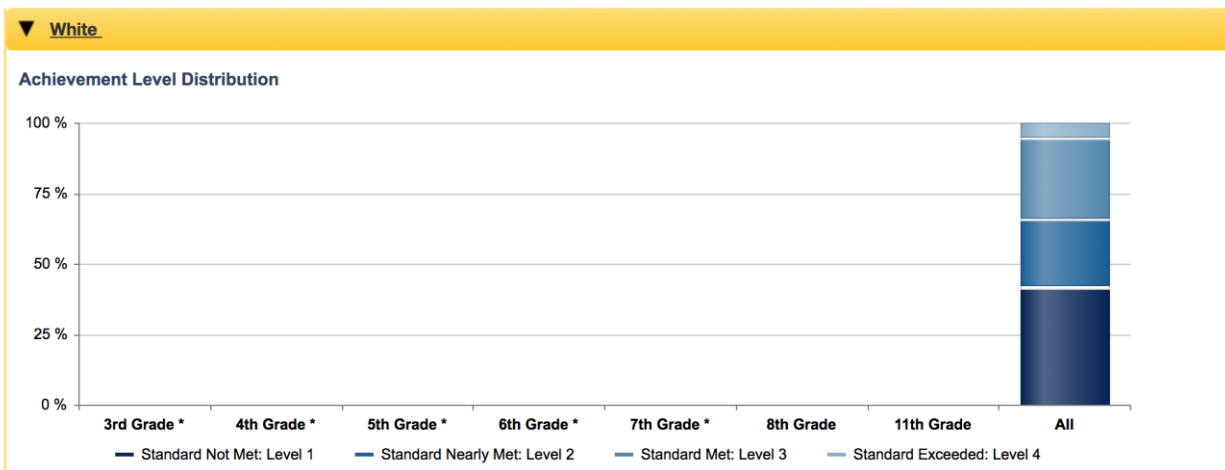
White Subgroup Math CAASPP Analysis

CAASPP MATH 2016 vs 2017: White					
	2016 Met/Exceeded	2017 Met/Exceeded	2016 Nearly/Not	2017 Nearly/Not	Difference +/-
NHCA 3-8	34%	32%	66%	68%	2% Decrease
LAUSD 3-8	57%	58%	43%	42%	26% below
CA 3-8	53%	54%	47%	46%	22% below
	2016 Met/Exceeded	2017 Met/Exceeded	2016 Nearly/Not	2017 Nearly/Not	
NHCA 3-5	20%	30%	80%	70%	10% Increase
LAUSD 3-5	57%	61%	43%	39%	31% below
CA 3-5	56%	56%	44%	44%	26% below
	2016 Met/Exceeded	2017 Met/Exceeded	2016 Nearly/Not	2017 Nearly/Not	
NHCA 6-8	54%	33%	46%	67%	21% Decrease
LAUSD 6-8	54%	55%	46%	45%	22% below
CA 6-8	52%	52%	48%	48%	19% below

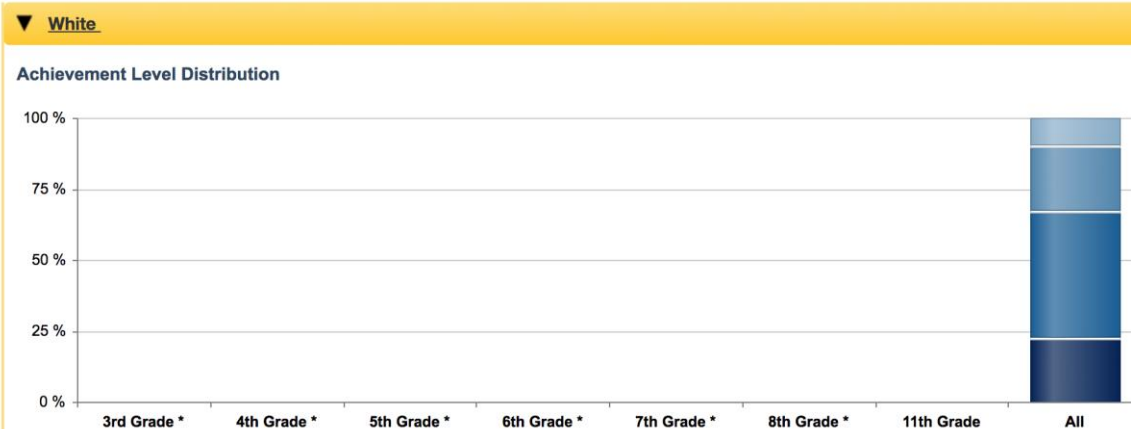
Source <http://data1.cde.ca.gov/dataquest/>

- a) White student performance on CAASPP Math for White Students only dropped 1.74% from 2016 to 2017 in the met/exceeded categories. In fact, low performing White students demonstrated big gains from 2016 to 2017. In 2016, 43% of White students scored in the Not Met category and that dropped an impressive 20.42% percentage points to 22.58% in 2017. So while the high performing categories remained relatively stable, evidence shows that NHCA was successfully able to bring up the lowest performing students.

NHCA 2016 CAASPP MATH- White



NHCA 2017 CAASPP MATH- White



Source <http://data1.cde.ca.gov/dataquest/>

- b) To ensure progress from our Latino students, we monitor scores from our FAST Bridge DIBELS, SIPPS, IStation, RevolutionK12 and KDS CAASPP Interim Quarterly and Check-Point Interim diagnostic assessments, which are administered throughout the year. In addition, we use scores from our annual SBAC test to monitor growth from all our subgroups. Teachers create student “passport” – a detailed data profile on all students and utilize our Illuminate data system for flagging chronically underperforming students. Passports will include recommended interventions and support for those students. Finally, internal benchmarks are administered four times per year and provide additional monitoring of subgroup growth.

New Horizons Charter Academy utilizes the Illuminate Data and Assessment System to create subgroups within the Illuminate system based on ethnicity or socio-economic status, so that we can monitor as a cohort. Illuminate has the functionality to group students these student, therefore NHCA has created distinct subgroups within Illuminate so that grade-level teachers, intervention specialists, resource specialist, teacher assistants, Assistant Principals and Executive Director/Principal can effectively monitor progress and complete detailed analysis of results of diagnostic assessment to develop strategies and provide specific curricular resources to address any areas of need per subgroup.

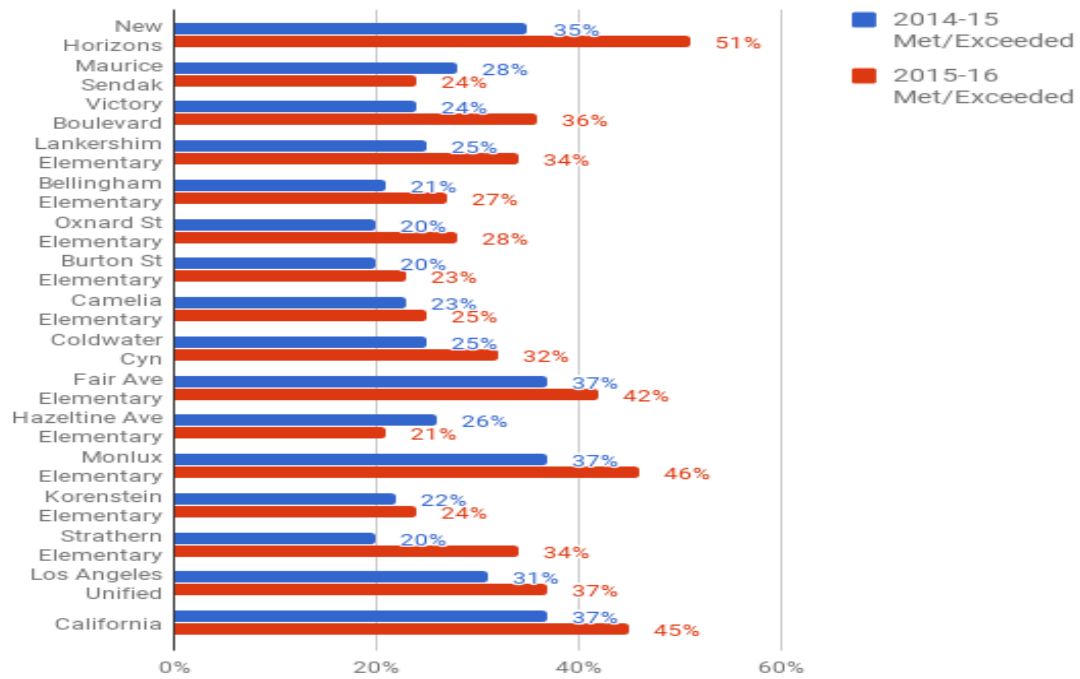
- c) The design of New Horizons Charter Academy is geared specifically towards the needs of students from the North Hollywood community. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students’ academic gaps and demonstrate strong academic achievement at all grade levels - regardless of background. Instructional methods and educational components at New Horizons Charter Academy are designed to address the needs of this population as the design of the school has taken best practices for this population.

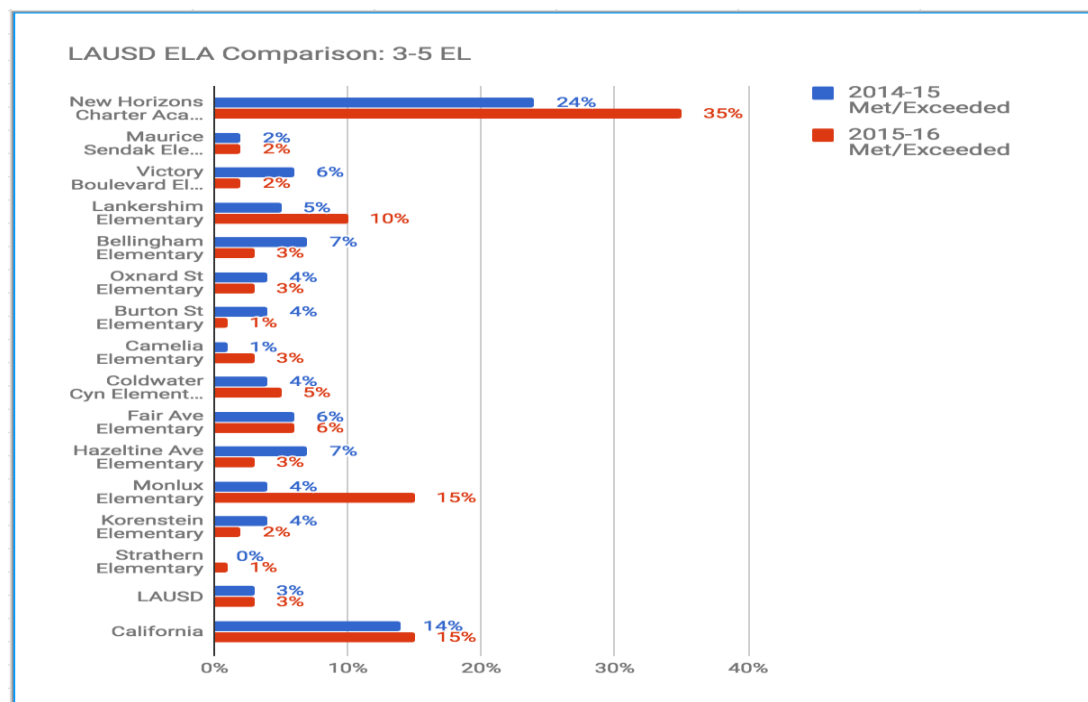
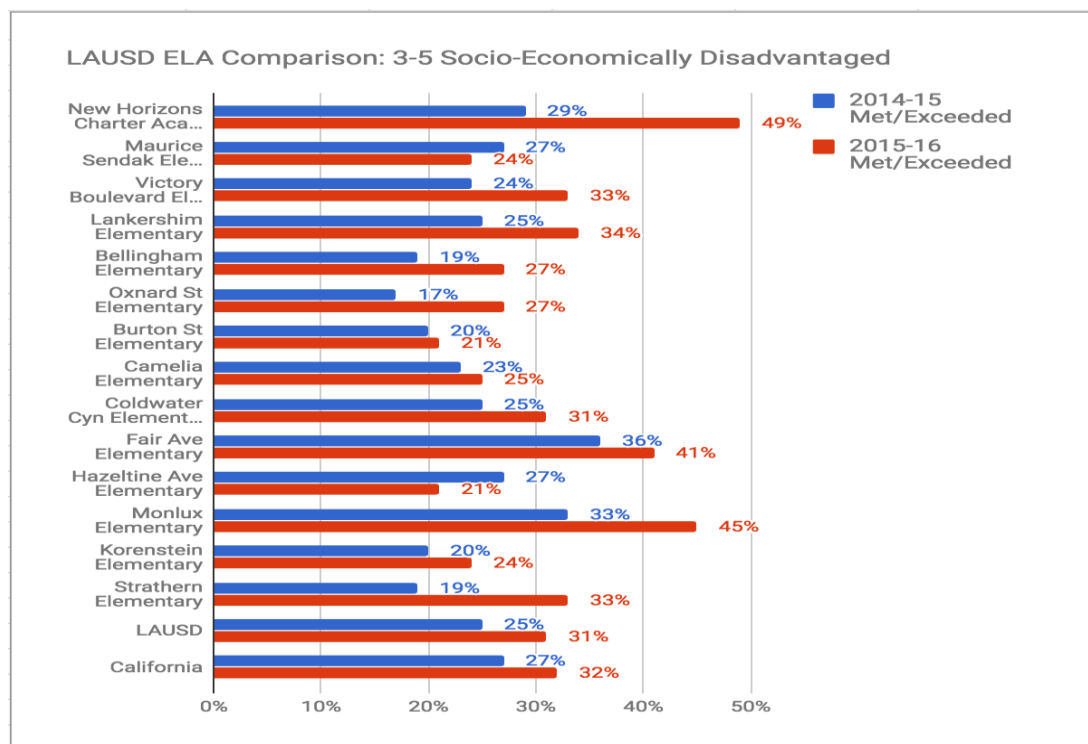
Latino and White students are identified through parent identification on the enrollment form. This data is collected and reported yearly through CALPADS. Our teachers and staff also receive training on the Latino and White community and how to create a culturally sensitive learning environment. New Horizons Charter Academy maintains and analyzes assessments records to ensure we are meeting the needs of this targeted population as measured by the California Department of Education for performance on state standardized assessments. We will continue to monitor the academic progress of this subgroups and ensure we are continuing to break the achievement gap.

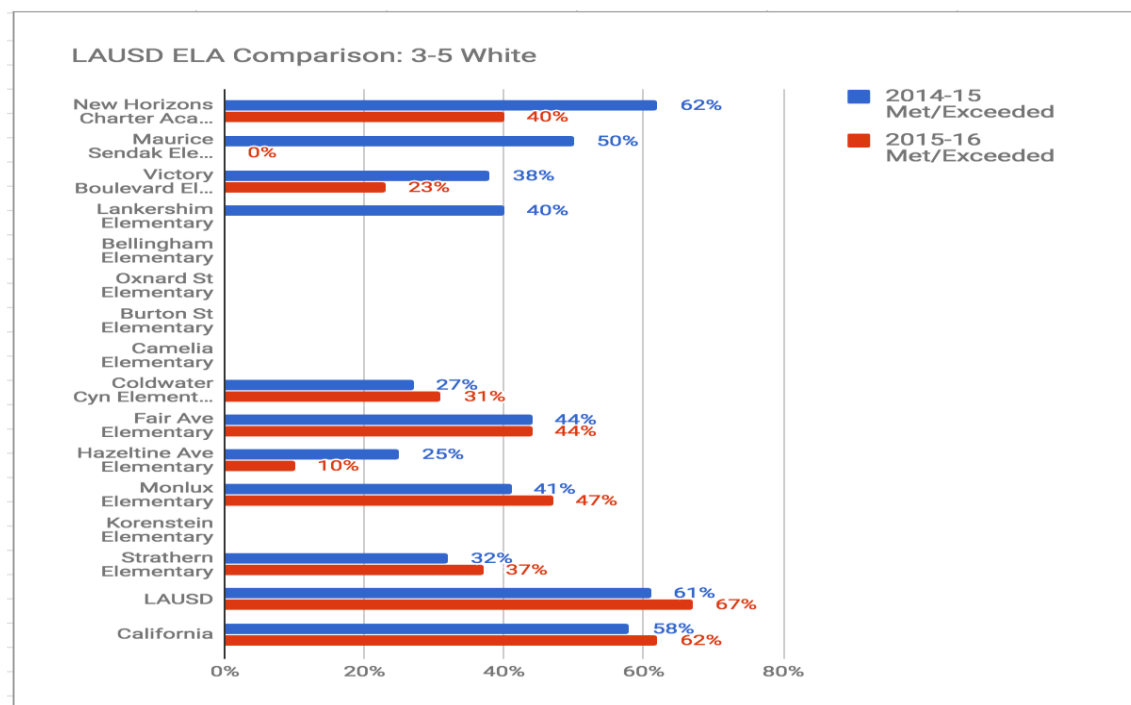
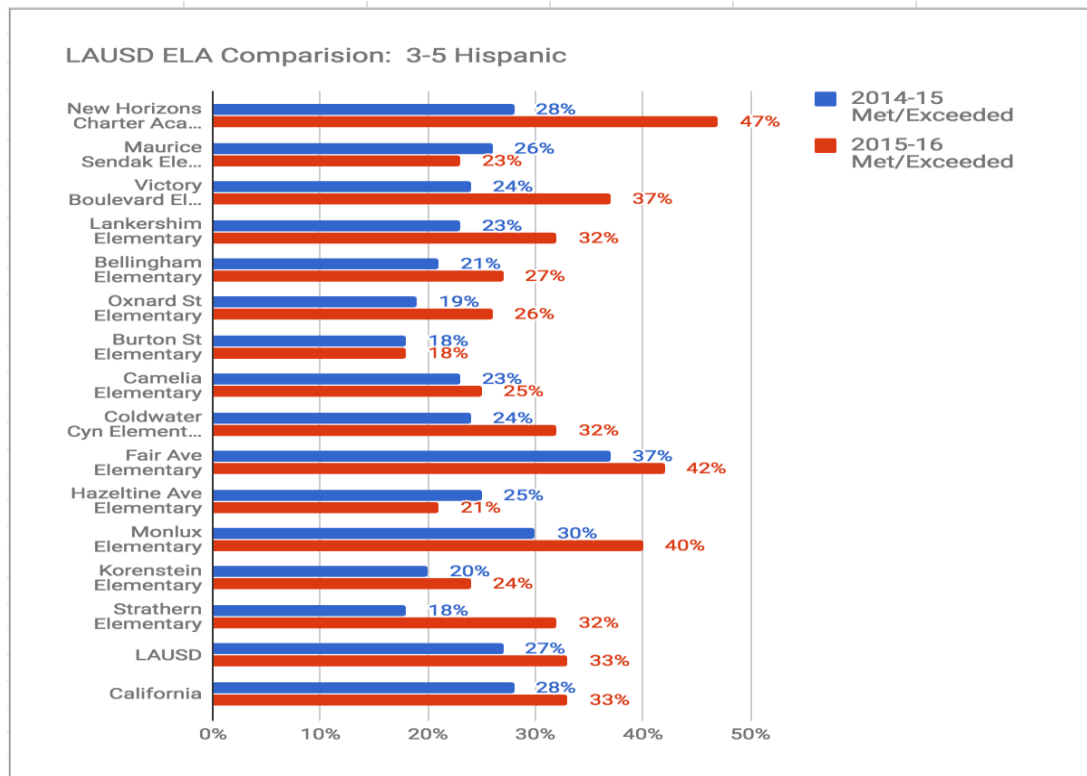
When compared to the thirteen LAUSD resident schools that New Horizons Charter Academy grades 3rd-5th students would have attended, our data shows a significant increase in ELA performance from the 2014-15 to the 2015-16 school year. In grades 3rd-5th Overall on CAASPP ELA, 16% more students met or exceeded standards in 2015-16 from 2014-15. The increase was particularly strong for socioeconomically disadvantaged students, who demonstrated an increase of 20% meeting and exceeding standards from 2014-15 to 2015-16. English Language Learners grades 3rd-5th grew by 11% from 2014-15 to 2015-16. 35% of our ELs in 2015-16 grades 3rd-5th Met or Exceeded Standards. They far outperformed all thirteen similar elementary schools, LAUSD and the state of California, with the second highest school scoring only 15% Met or Exceeding standards. Hispanic students grades 3rd-5th demonstrated a 19% increase in meeting or exceeding standards on CAASPP ELA from 2014-15 to 2015-16. Our African American students grades 3rd-5th increased from 33% to 71% meeting or exceeding standards. Our focus areas are our SPED subgroup, which did not show any students meeting or exceeding standards in 2014-15 or 2015-16 and our White subgroup of students, who decreased by 22% from 2014-15 to 2015-16 in meeting or exceeding standards. When compared to LAUSD 3rd to 5th Graders and California as a whole, New Horizons Charter Academy significant outperformed LAUSD and the State. In addition, the gains that were demonstrated by students in the NOT met performance band were also notable. In 2014-15 there were 40% of students in the Not Met band which was dramatically lowered to 25% in the 2015-16 school year, which is significantly higher than district averages. New Horizons Charter Academy was the only school out of the comparison group to demonstrate such notable gains.

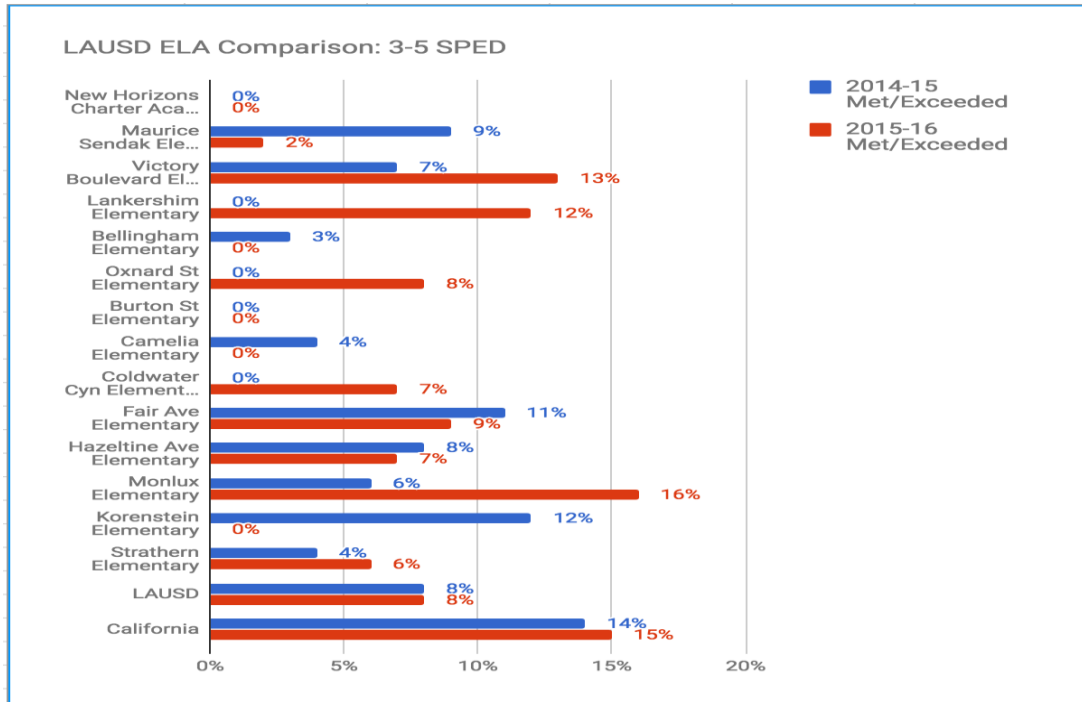
NHCA scholars participated and demonstrated very strong performance on these new, more complex tests. NHCA's 3rd through 5th graders performed the better than comparative school and district averages. In ELA, NHCA 3rd to 5th graders achieved 51% 'met or exceeded standards', this was an overall increase from 35% in 14/15 to 51% in 15/16, outperforming all thirteen LAUSD resident elementary schools' 3rd to 5th graders, and six points higher than the statewide overall 3rd – 5th grade proficiency rate of 45%.²

LAUSD ELA Comparison: 3-5 All Students





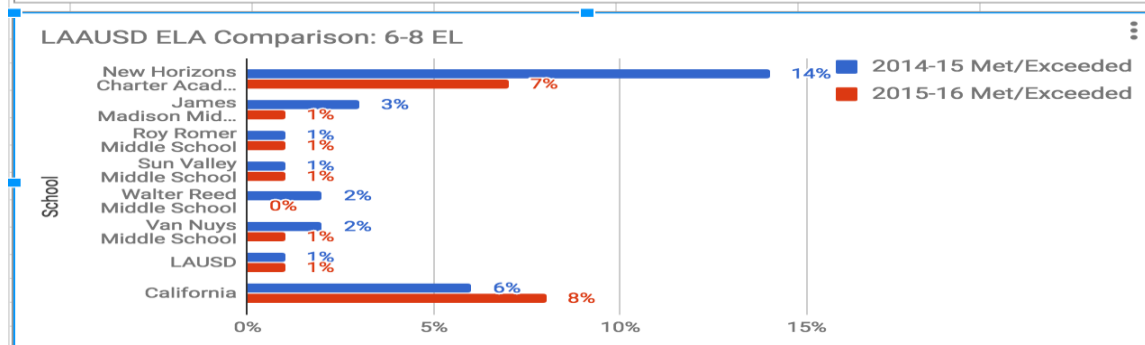
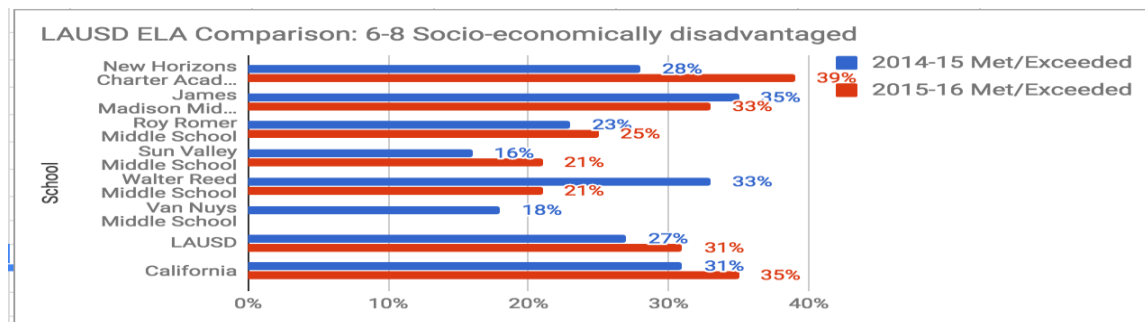
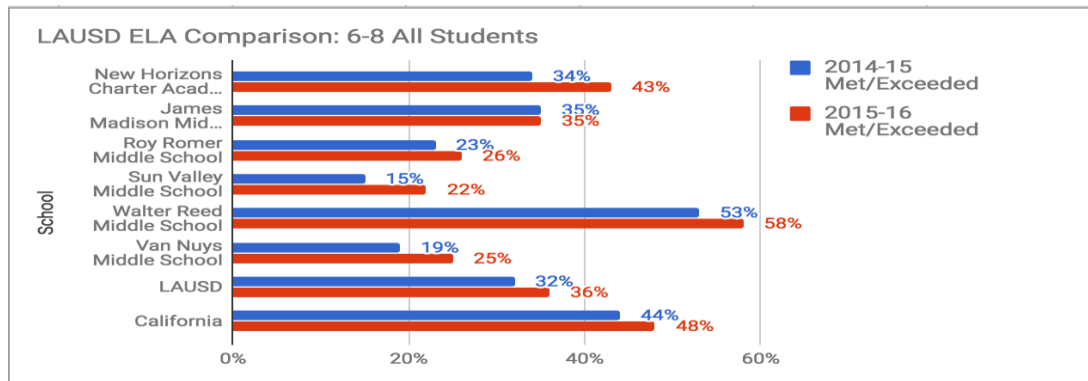


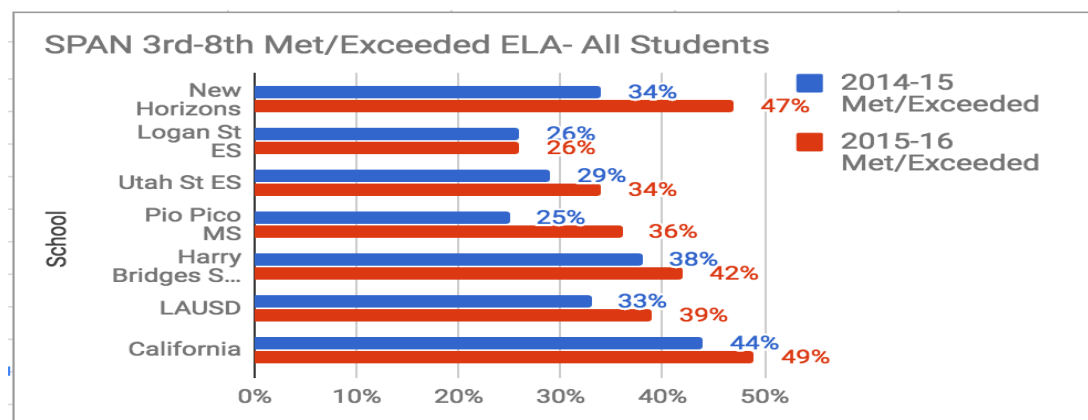
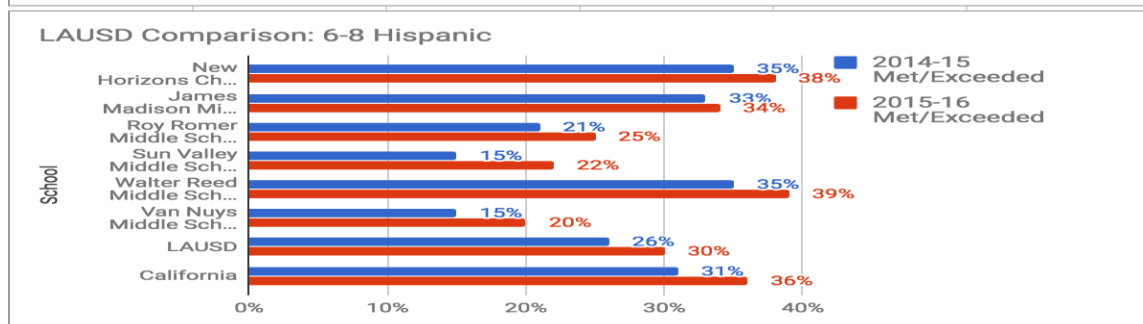
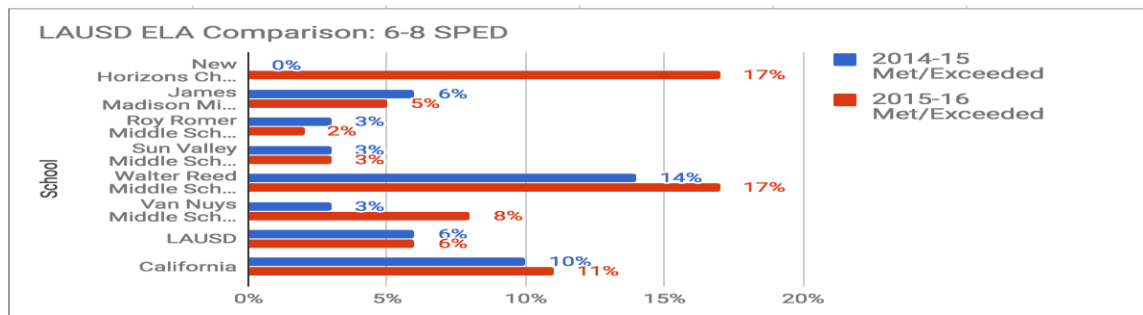


Source <http://data1.cde.ca.gov/dataquest/>

The results are similar in English Language Arts for our 6th through 8th grades³:

- NHCA's 6th through 8th graders, they were 34% Met/Exceeded in ELA in 2014-15 and increased to 43% Met/Exceeded in 2015-16, a 9% increase – just below the entire statewide average by 5% points and significantly stronger than 4 of 5 comparable resident schools by as much as 7% to 19%. NHCA also outperformed LAUSD as a whole by 7% for 2015-16.
- NHCA's subgroup analysis indicated a significant gain by our Student with Special Needs, with a 17% increase for Met/Exceeded between 14/15 and 15/16. This is significant for our SPED subgroup as 0% scored Met/Exceeded in 2014-15.
- NHCA's other subgroups posted significant gains for Met/Exceeded Standards band between 2014-15 and 2015-16: Hispanic/Latino increased from 34% to 38%, Socio-Economically Disadvantaged increased from 28% to 39%, White increased from 30% to 40%. NHCA subgroups SED, SPED and English Learners outperformed LAUSD and the State for Met/Exceeded with the exception of 1% point difference between NHCA and State for EL students





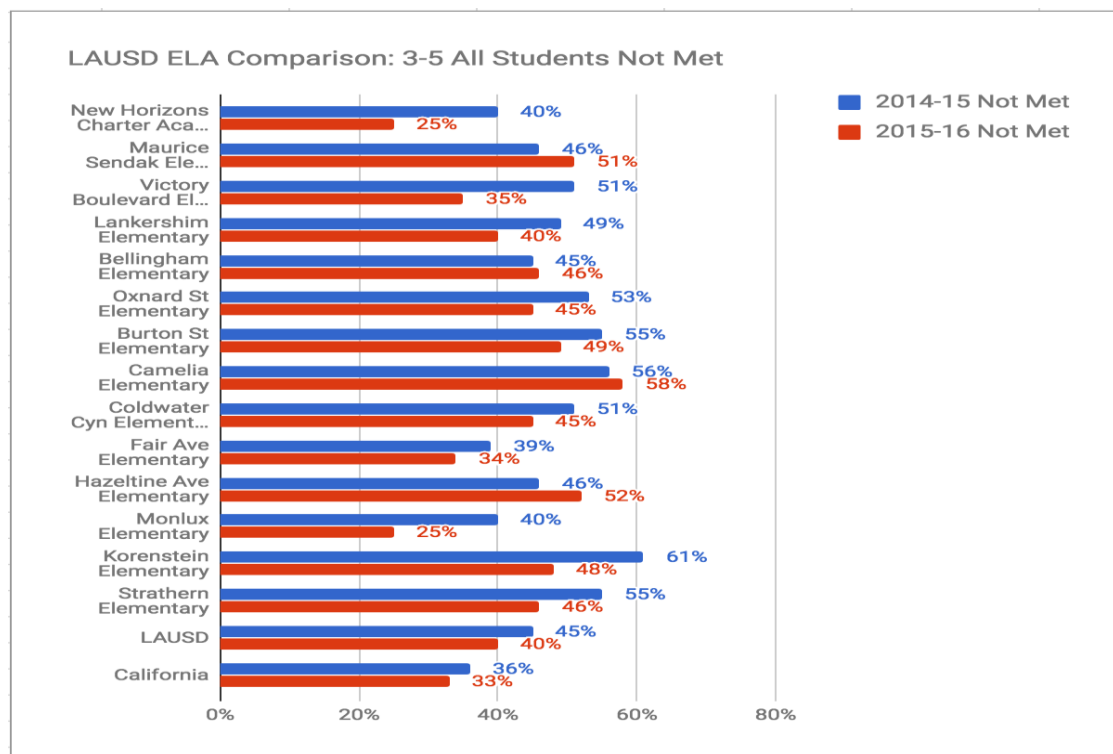
Source <http://data1.cde.ca.gov/dataquest/>

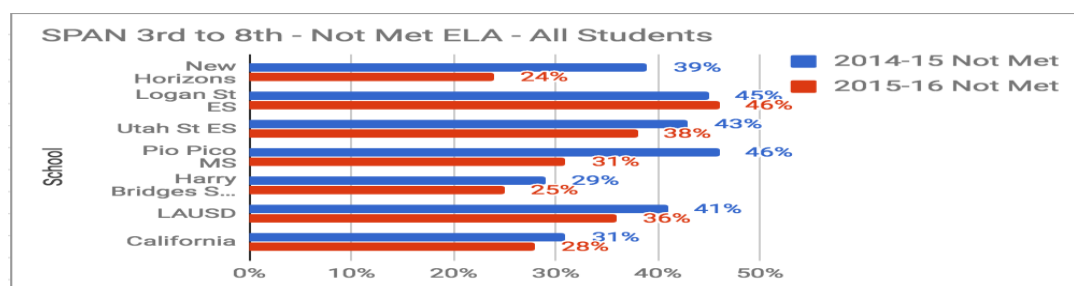
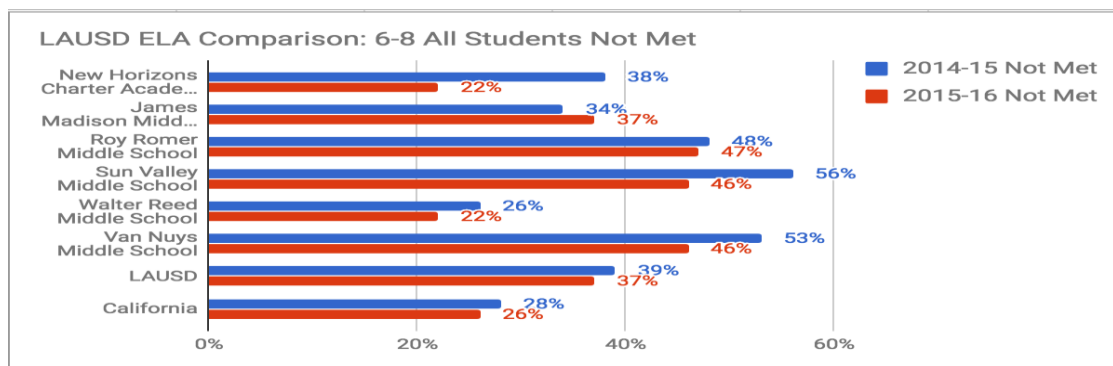
Even though New Horizons Charter Academy was one of the highest-performing 3rd – 5th elementary school and 6th – 8th middle school in its zip code based on the 2015-16 SBAC results⁴, we are not satisfied with the percent of our students meeting or exceeding the standards, especially the results for our English Learner and Students with Disabilities subgroups. We are constantly self-reflecting on how we can do better, and we look forward to continuing to collaborate with LAUSD to share best practices and to support each other so that all of our schools can increase student achievement together. NHCA has included below our data for the percentage of Not Met Standards. NHCA is committed to putting programs in place, like our school-wide RtI intervention program to support those students in the lowest performance band. NHCA did want to point that we made significant gains from 2015-16 to this past years 2016-17 SBAC results in students moving from Not Met to Nearly Met. NHCA is encouraged that we

had a significant bump up from students not meeting standards to nearly meeting standards.

Meanwhile, one of New Horizons Charter Academy's strengths is its ability to maintain lower percentages of students performing in the "not meeting the standard" category, that is the students who scored in the lowest category on the SBAC, as demonstrated in the following graphs⁵. One way NHCA monitors students' performance throughout the school year in order to provide immediate intervention to students at risk of falling into the "not meeting the standard category" is through the administration of the IStation Reading Inventory (RI) and the Math Inventory (MI), which will be described in more detail later in the petition.

Notably, 47% of the 5th graders who enrolled in NHCA in its first year of operations had not previously attended NHCA; in our second year (2014-15), 31% of 5th graders were new to NHCA. These scholars arrived at NHCA in many cases performing below proficiency levels-





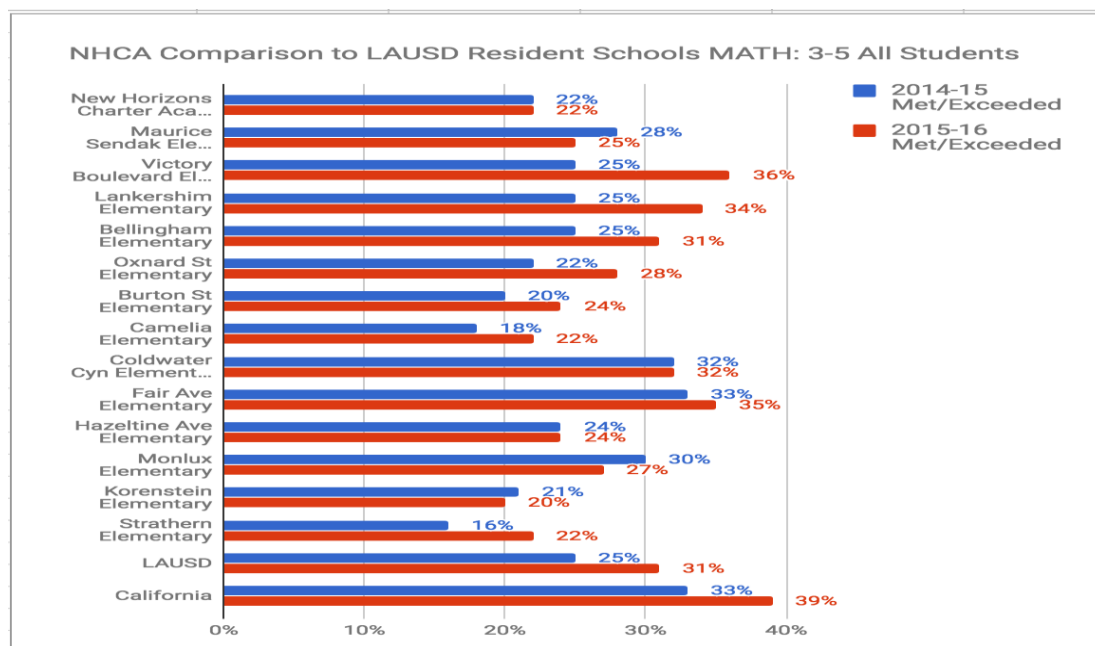
Source <http://data1.cde.ca.gov/dataquest/>

Grades 3-5 MATH

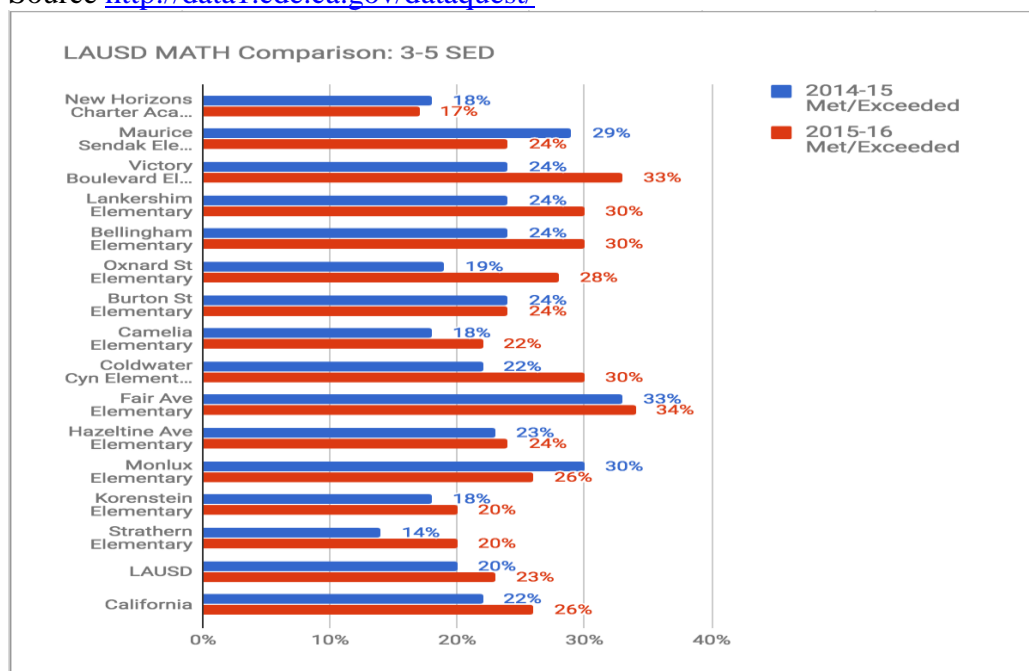
Proficiency rates across the state are lower than was seen on the previous California Standards Tests (CSTs), particularly for EL and SpEd students. In grades 3-5 Overall, NHCA students maintained a 22% Met and Exceeded Standards in Math rate from 2014-15 to 2015-16 on the CAASPP. However, when comparing the two years at the Not Met level, NHCA students went from 48% Not Meeting Standards in 2014-15 to 38% Not Meeting Standards in 2015-16. This indicates that NHCA effectively moved 10% of the lowest performing students to into the Nearly Met Category. This trend was particularly strong for Socio-Economically disadvantaged students who went from 51% Not Meeting standards in 2014-15 down to 40% in 2015-16.

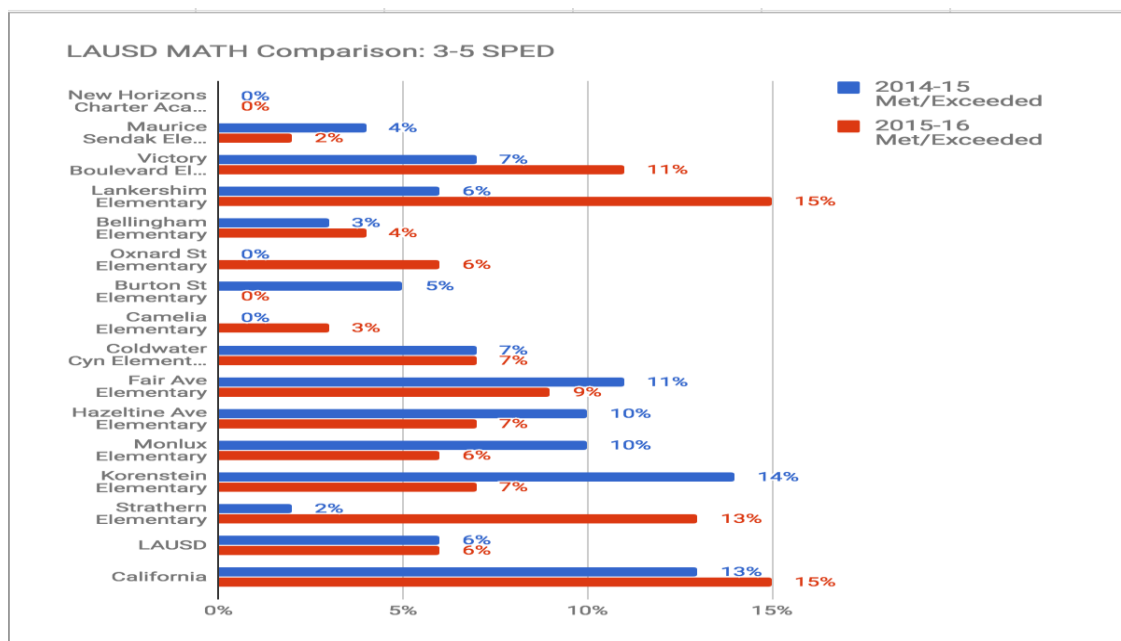
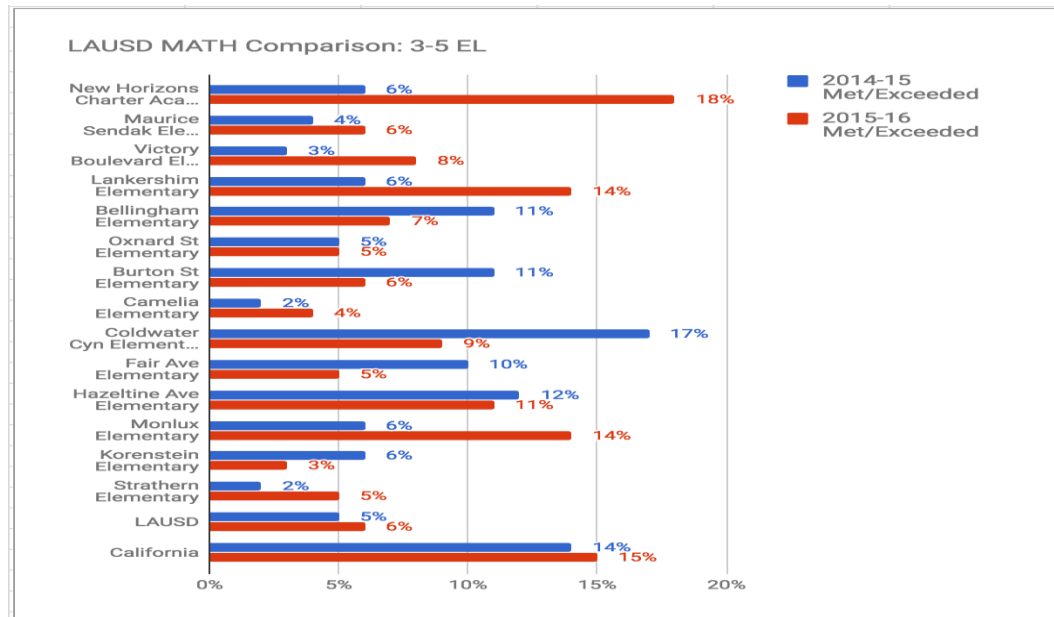
One of the strongest gains were made by English Language Learners grades 3-5. In 2014-15 only 6% of ELs Met or Exceeded Standards in Math in 2014-15. By 2015-16, 18% of ELs Met or Exceeded standards in Math as measured by the CAASPP. Furthermore, NHCA English Language Learners outperformed all thirteen resident schools in 2015-16 in Math, and outperformed LAUSD and the State of California's ELs in Math.

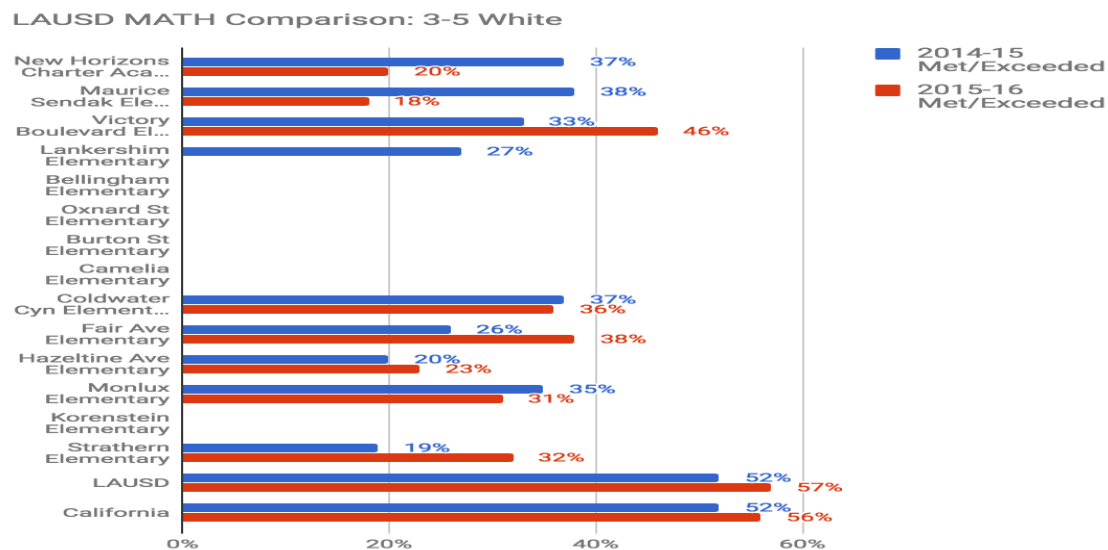
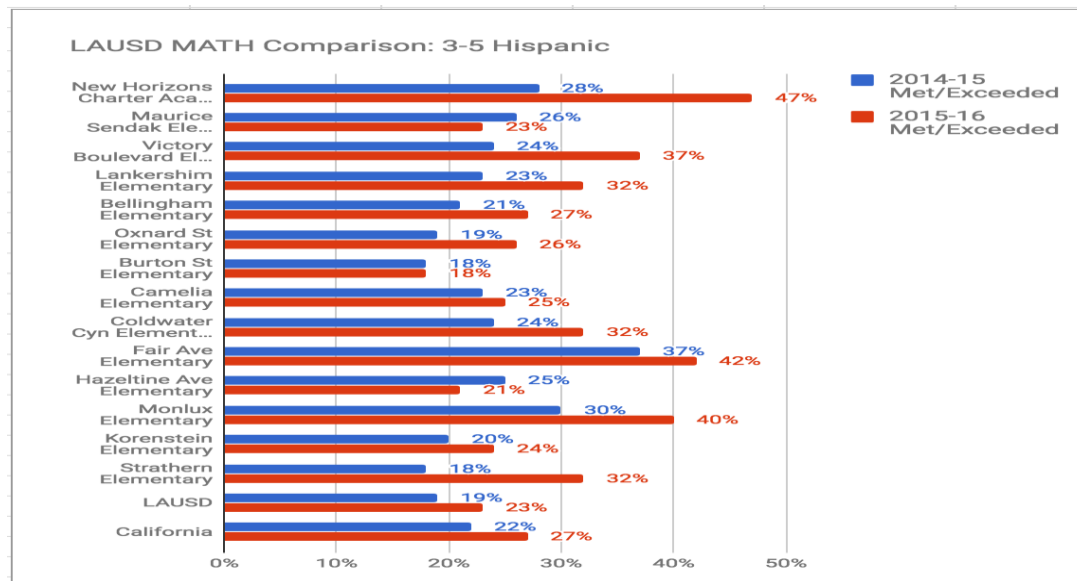
Hispanic students grades 3-5 at NHCA also made significant gains, going from 28% Meeting or Exceeding standards in Math in 2014-15 to 47% Meeting or Exceeding standards in Math in 2015-16.



Source <http://data1.cde.ca.gov/dataquest/>





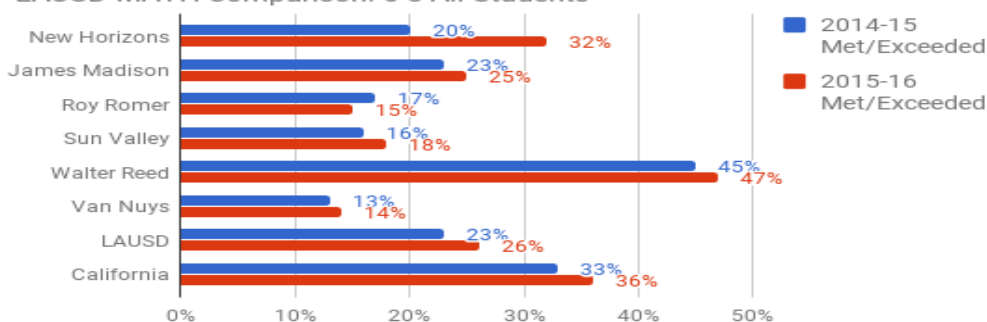


Source <http://data1.cde.ca.gov/dataquest/>

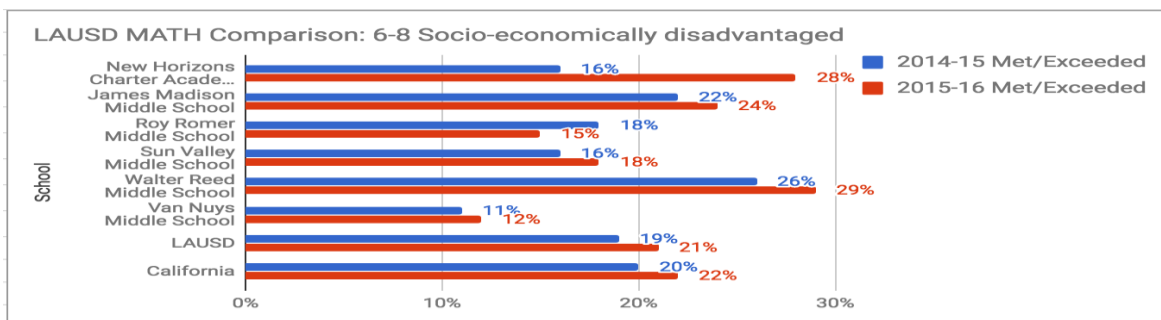
Grades 6-8 MATH

Grades 6-8 Overall saw big strides in MATH as measured by the CAASPP, with a 12% gain in the Met and Exceeded Standards from 2014-15 to 2015-16, outperforming three of five resident schools and LAUSD. This trend was reflected in many of NHCA's significant subgroups. Socio-economically disadvantaged students gained 12% in the Met and Exceeded Categories from 2014-15 to 2015-16. English Language Learners went from 0% Meeting or Exceeding Standards in 2014-15 to 7% Meeting or Exceeding Standards in 2015-16. While sample sizes were small, White and African American students moved from Not Meeting Standards to the Met and Exceeding Standards levels by up to 54%. Hispanic students increased in the Met and Exceeded Standards category by 6% and met or outperformed all resident school Hispanic students, and outperformed Hispanic students at the District and State levels.⁶

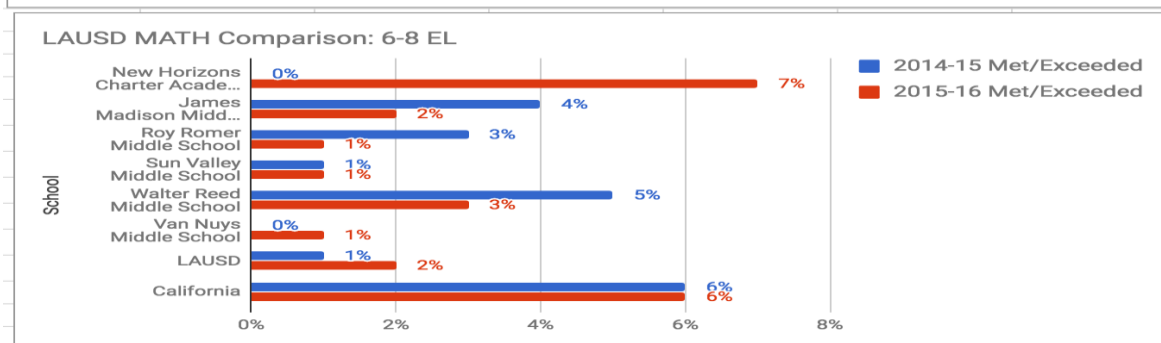
LAUSD MATH Comparison: 6-8 All Students

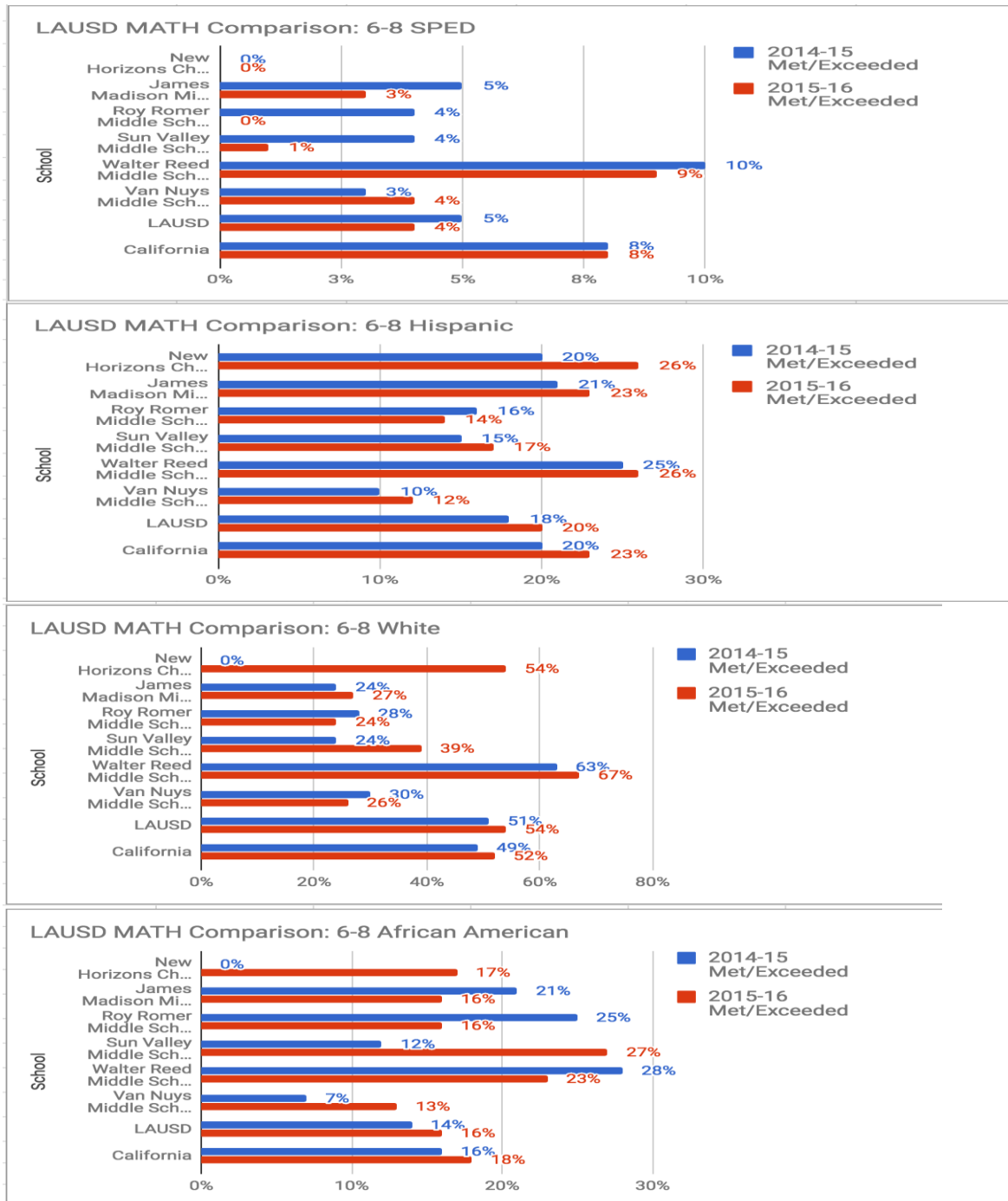


LAUSD MATH Comparison: 6-8 Socio-economically disadvantaged



LAUSD MATH Comparison: 6-8 EL





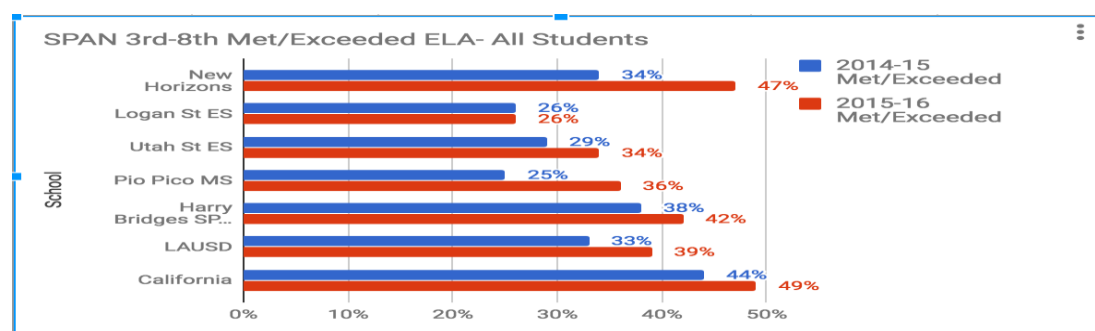
Source <http://data1.cde.ca.gov/dataquest/>

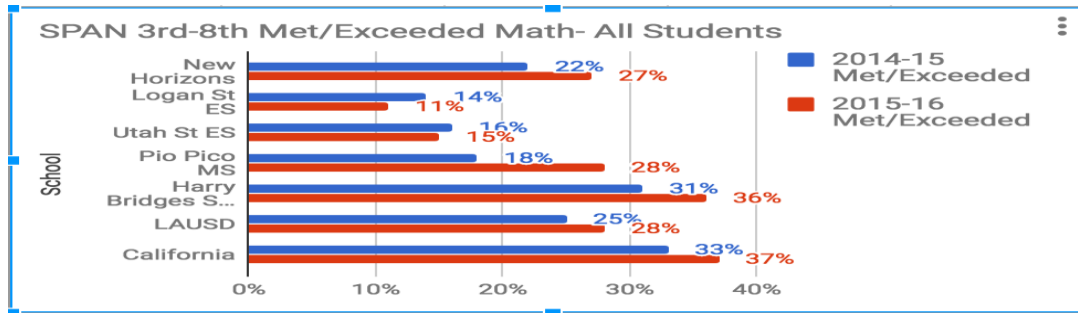
Grades 3-8 students at NHCA grew 13% in meeting and exceeding standards from Spring 2015 to Spring 2016 on the ELA portion of the CAASPP, outperforming three of four similar SPAN schools and LAUSD in 2016. Socio-economically disadvantaged students grew even more on ELA, demonstrating a 15% increase from 2015 to 2016. Hispanic students also grew 13% on the same metric, outperforming all similar SPAN schools, LAUSD, and the state in meeting and exceeding standards on ELA in 2016.

English Language learners far outperformed all similar SPAN schools, LAUSD, and the state. However, they maintained a 22% met or exceeded standards from Spring of 2015 to Spring of 2016. This indicates that NHCA can spend some time making sure high performing subgroups are still growing at the rate of their potential.

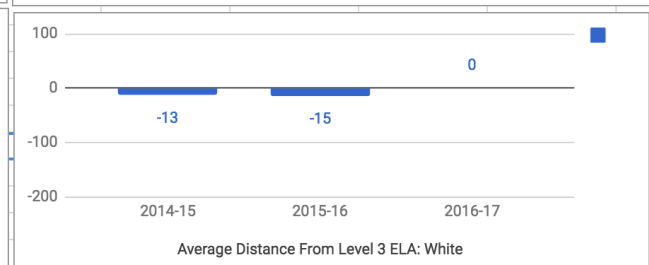
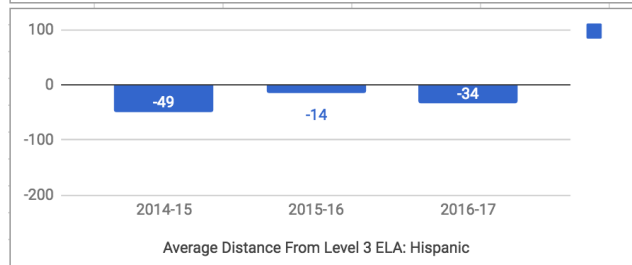
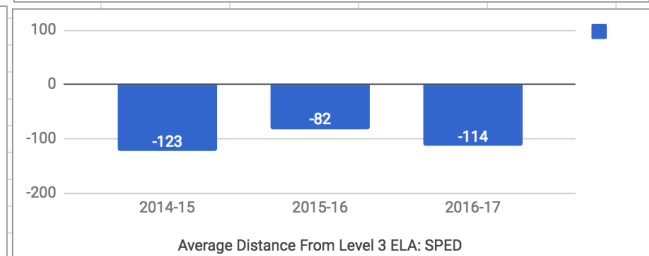
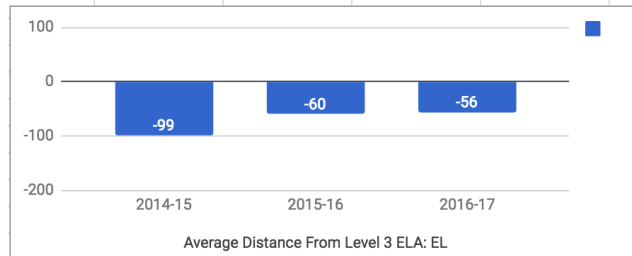
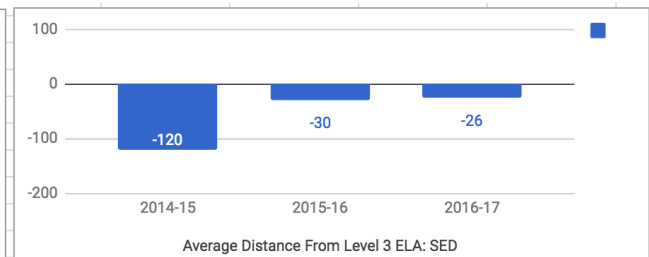
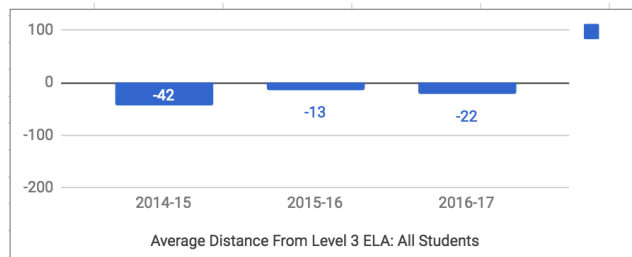
SPAN MATH

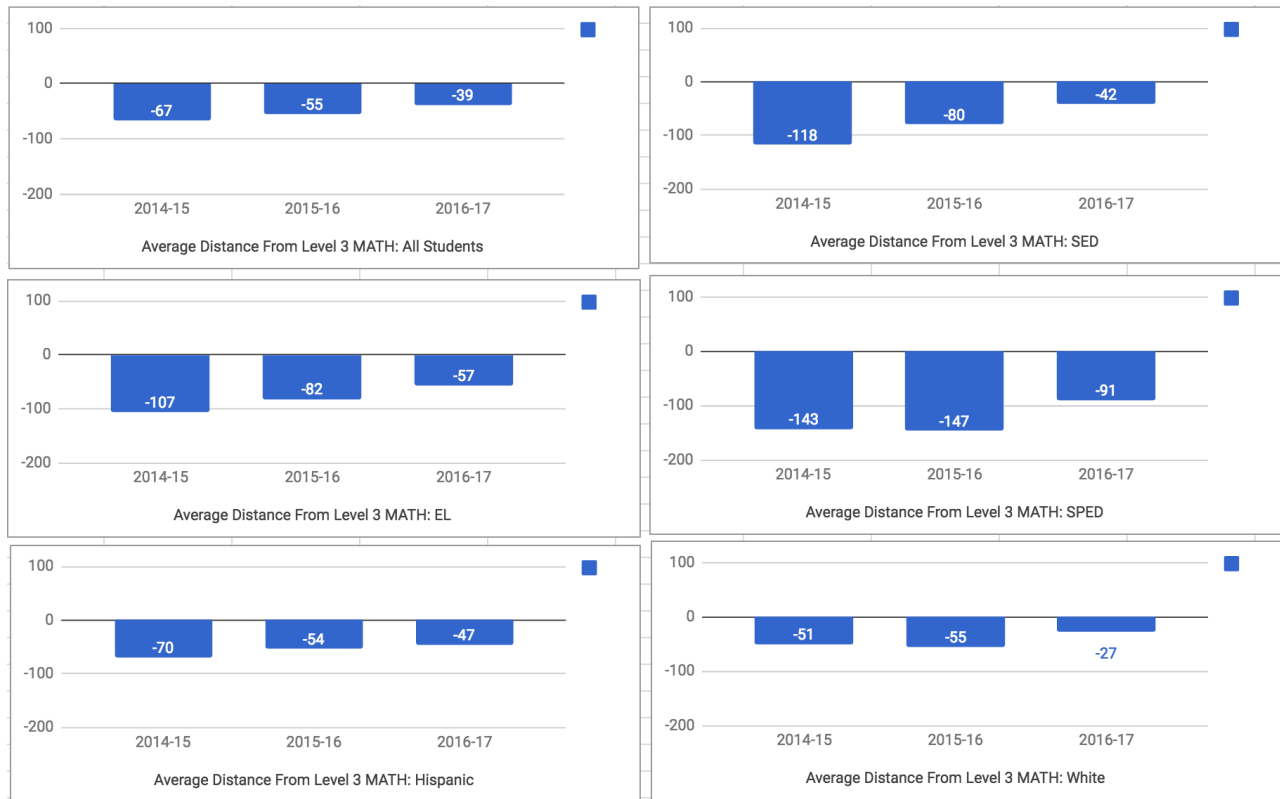
NHCA is unique in that it is a K-8 SPAN school. To compare accurately, the data above was broken down into grades 3-5 and 6-8. NHCA also compared grades 3-8 CAASPP Math scores to similar SPAN schools. NHCA Overall scored comparably or better than its four comparison SPAN Schools in the Met and Exceeded categories. NHCA also saw a significant decrease in the number of students in the Not Met category, moving 13% of students out of Not Met from 2014-15 to 2015-16. Socio-economically disadvantaged students in the Met and Exceeded categories increased by 6%. English Language Learners showed significant growth with a 10% increase in students Meeting or Exceeding standards from 2014-15 to 2015-16. EL students outperformed all but one similar SPAN school, outperformed LAUSD, and the State of California grades 3-8 combined. Hispanic students saw a seven percent increase in students meeting and exceeding standards from 2014-15 to 2015-16, outperforming half of the similar SPAN schools, LAUSD, and the state.





Source <http://data1.cde.ca.gov/dataquest/>





SBAC Results for ELA⁷:

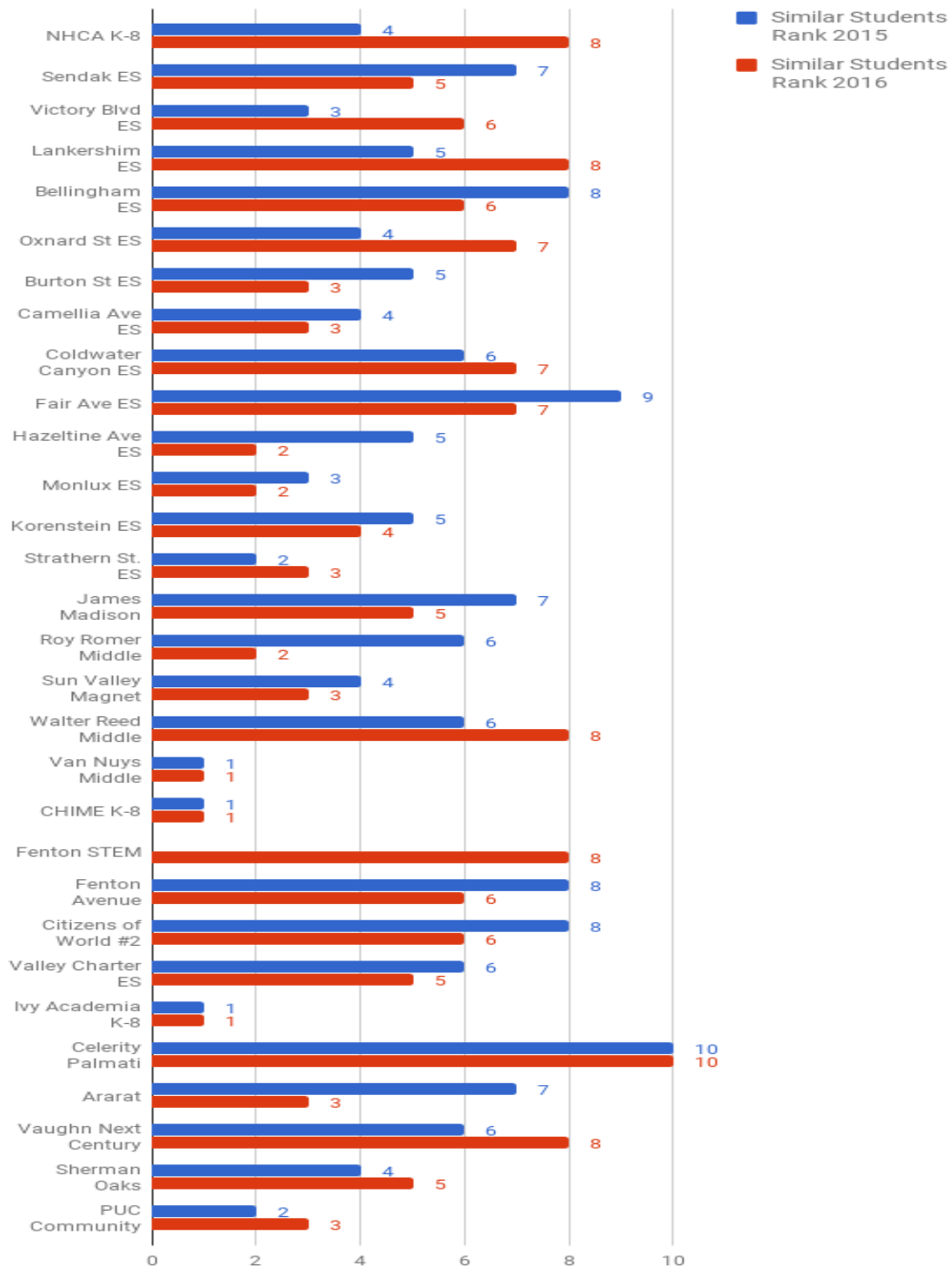
- School-wide average is 13 points below Level 3 (Met Standard), with an increase of 29 from 2015 to 2016
- Low Socio-Economic students are 17 points below Level 3, with an increase of 38 from 2015 to 2016
- Latino students are 14 points below Level 3, with an increase of 35 from 2015 to 2016
- English Learners are 60 points below Level 3, with an increase of 39 from 2015 to 2016
- White students are 15 points below Level 3, with a decrease of 2 from 2015 to 2016
- No other subgroups received scores due to small sample size

SBAC Results for MATH

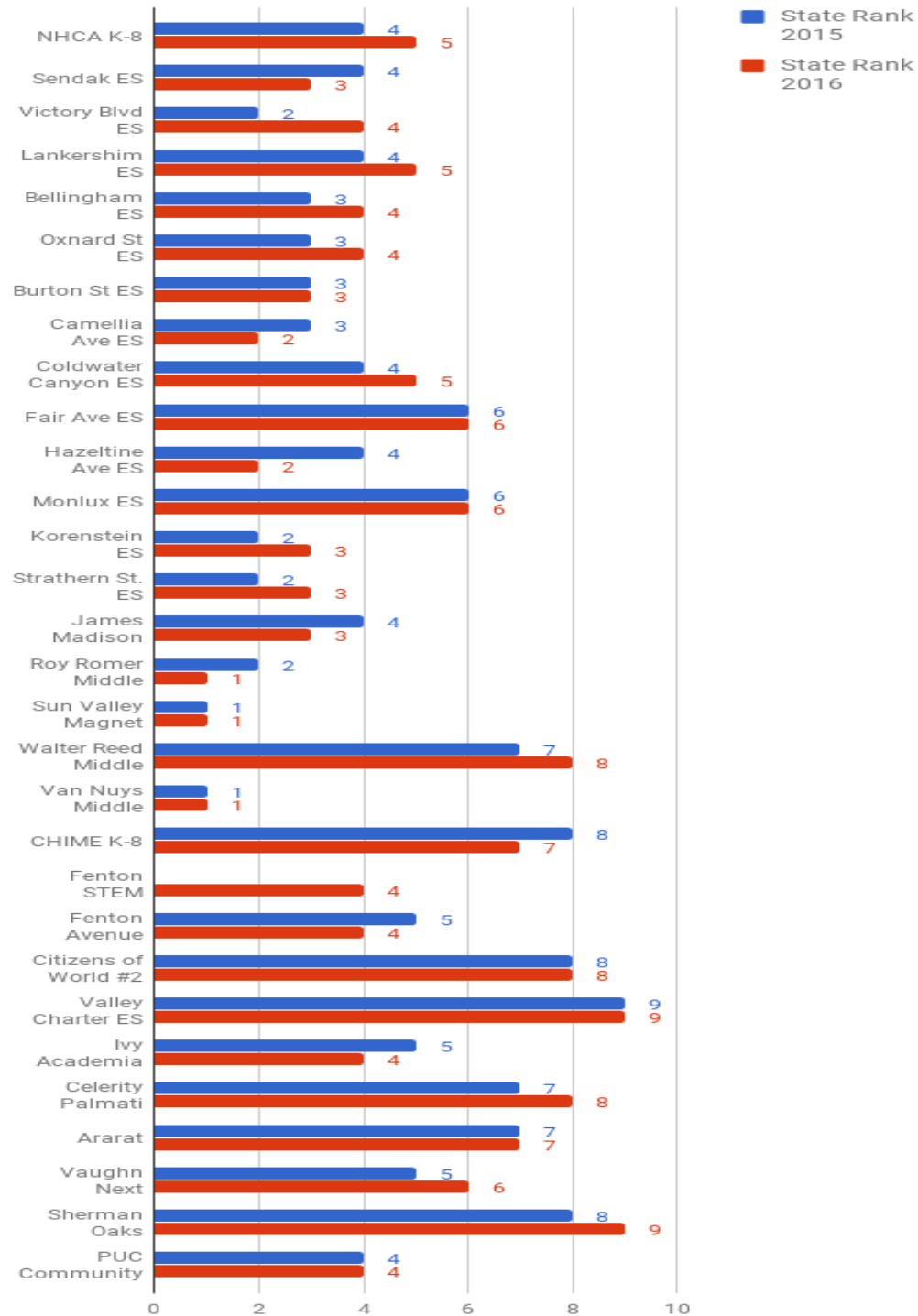
- School-wide average is 55 points below Level 3 (Met Standard), with an increase of 12 points from 2015 to 2016
- Low Socio-Economic students are 57 points below Level 3, with an increase of 20 from 2015- 16
- Latino students are 54 points below Level 3, with an increase of 15 from 2015 to 2016
- English Learners are 82 points below Level 3, with an increase of 25 from 2015 to 2016
- White students are 55 points below Level 3, with a decrease of 4 from 2015 to 2016

⁷ Source: Illuminate internal data

Similar Students Rank 2015 VS 2016



State Rank 2015 VS 2016



Source: LAUSD Data Sets, <http://data1.cde.ca.gov/dataquest/>

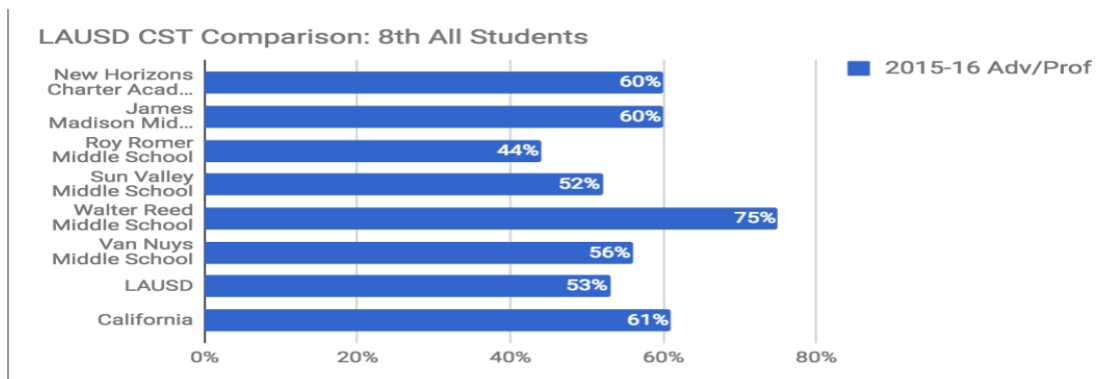
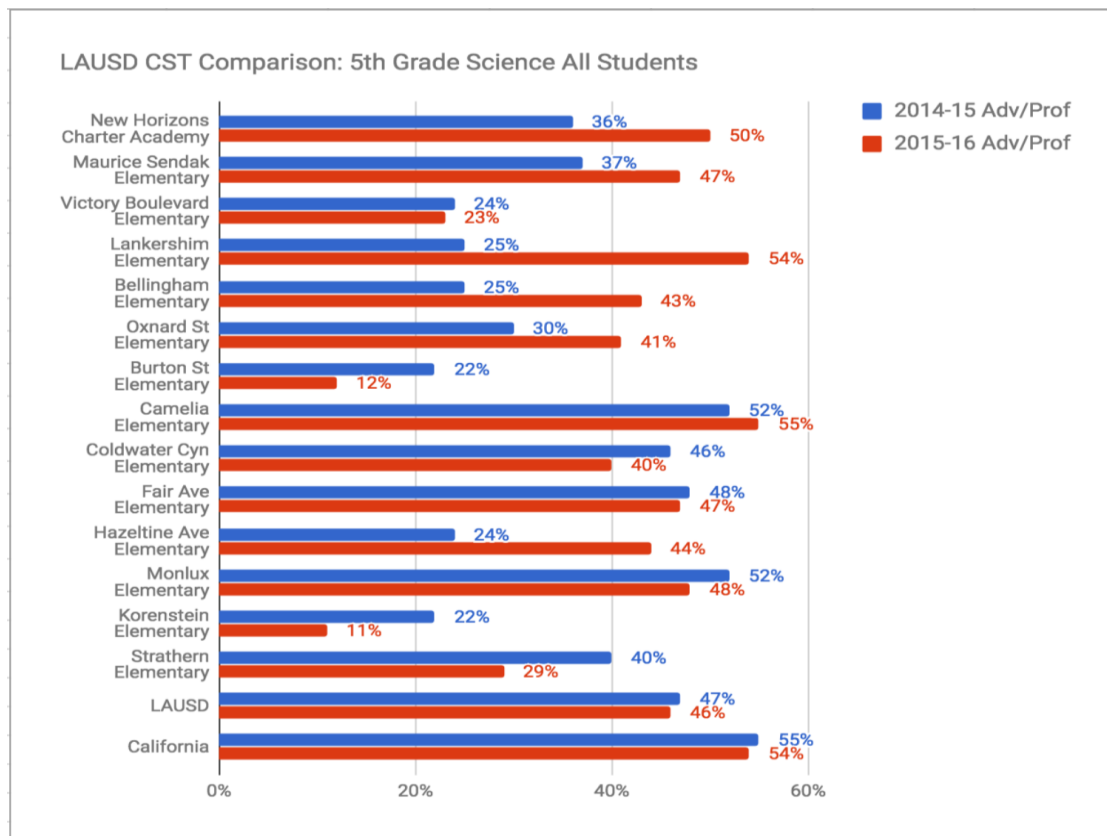
New Horizons Charter Academy increased its State Ranking from 4 to 5 based on the 18.9 point growth from 2014-15 to 2015-16.⁸ NHCA as discussed above, will continue to implement best teaching practices and provide its students with excellent resources to meet or exceed standards. Based on NHCA's demographic information, 85% Socio-Economically Disadvantaged, 37% English Learners, 61% Hispanic, 10% African-American and 10% Special Needs, NHCA has made significant gains in academic achievement these past 4 years as a school. When comparing Similar Schools with Similar Demographics, New Horizons Charter Academy had a significant increase in the Similar Schools ranking, going from a 4 to a ranking of 8. Based on a review of resident and charter schools Similar Schools Ranking, New Horizons Charter Academy's ranking is higher than 85% of these schools. This attributed to educational program discussed throughout this petition and the significant gains in ELA and Math by all of our subgroups.

2015 Science CST Proficiency Rate

On the California Standards Tests (CST) in Science in 2015⁹ (given to 2nd-11th graders in the state), NHCA fifth graders were 50% proficient/advanced in science overall, just beneath the state's overall 5th grade rate of 54% and outperforming LAUSD and the resident school comparisons by 4 percentage points. NHCA 8th Graders in 2015/2016 were 60% proficient/advanced in Science overall, just beneath the state's overall 8th grade rate of 61% and outperforming LAUSD and the resident school comparisons by 7 percentage points. Subgroup data shows the degree to which NHCA is closing the achievement gap¹⁰:

- While statewide, 54% of 5th graders overall were proficient/advanced in science, only 41% of both Hispanic/Latino and Socio-economically students were proficient/advanced. The achievement gap is similar within LAUSD, with 46% overall and subgroup - Hispanic/Latino and SED were 39%. Conversely, at NHCA, proficiency rates for these subgroups are – not surprisingly – equivalent to the overall rate (given that these two subgroups are the predominant majority of our scholar population), all 50-53%.
- Again, across the board, 5th Grade EL and SpEd students struggle more than their English- fluent and non-disabled peers, yet NHCA's 50% proficient/advanced rates for both EL and SpEd in Science is stronger than the resident comparison schools, LAUSD and the state in all but one metric (the state's SpEd 5th grade proficiency rate was 32%).
- While statewide, 61% of 8th graders overall were proficient/advanced in science, only 49% of both Hispanic/Latino and Socio-economically students were proficient/advanced. The achievement gap is similar within LAUSD, with 46% overall and subgroup - Hispanic/Latino and SED were 48% and 47%. Conversely, at NHCA, proficiency rates for these subgroups are – not surprisingly – equivalent to the overall rate (given that these two subgroups are the predominant majority of our scholar population), all 55-60%.

¹⁰ We could only compare 8th grade scores for 2015-2016, as we did not yet have an 8th grade class for 2014-2016.



Source: <http://caaspp.cde.ca.gov/SB2015>.

English Learners, CELDT, and Re-Classification

Over the last three years, our overall percentage of students that are Reclassified Fluent-English Proficient (RFEP) has increased from 10.2% to 14.1%¹¹, while our English Learner (EL) population has decreased from 33.7% to 27.5%. Our English Only (EO) population has remained close to the same, even though our 2016-17 percentage (42.6%) is a little lower due to the 7.7% of students listed as TBD. Our EO number is right about where LA County is.

When comparing our RFEP Percentage to LAUSD and California overall, we see that the difference is shrinking every year. In 2014-15, the difference between overall percentage of LAUSD students who are RFEP and NHCA's RFEP population was 15.3%, but in 2016-17, that difference was down to 11.5%. The difference between overall percentage of California students who are RFEP and NHCA's RFEP population went from 4.8% in 2014-15 to 2.7% in 2016-17. We are happy that our RFEP population is continuing to grow at a high rate and approach both LAUSD and California in terms of overall percentage of students being reclassified.

When comparing our EL percentage to LAUSD and California overall, we see a similar trend. In 2014-15, the difference between EL percentage of LAUSD students and EL percentage of NHCA students was 8.3%, down to 2.6% in 2016-17. This trend shows that between our Initial Fluent English Proficient students and our Reclassified students, our EL population is now right on track with LAUSD overall.¹²

These increases in RFEP percentage and decrease in EL percentage can be attributed to our commitment to our intervention techniques, as well as our dedication and focus on reading and writing curriculum that students can access at home as well as at school. We continue to monitor our RFEP students to make sure they're continuing to perform at high standards on assessments like the SBAC and internal Fastbridge assessments.

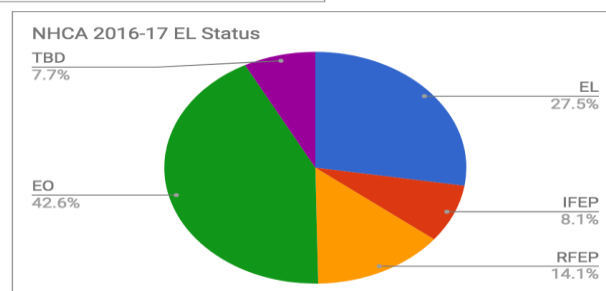
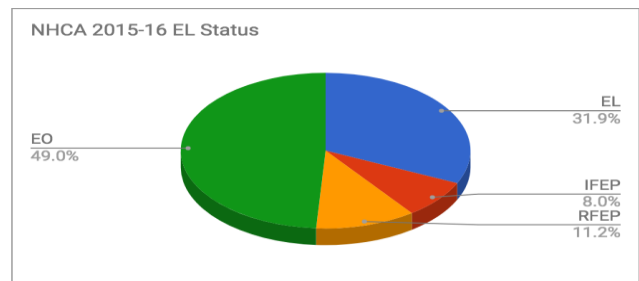
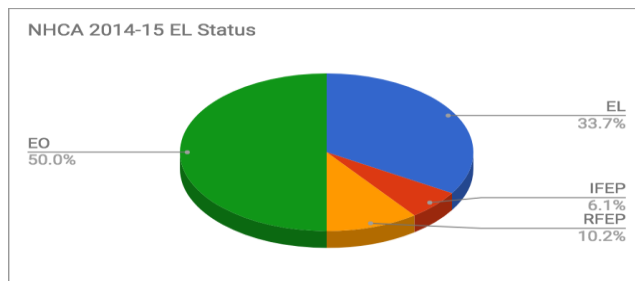
Reclassification Rates			
School Name	2014-15	2015-16	2016-17
New Horizons Charter Academy K-8	18.50%	1.50%	20%
Maurice Sendek Elementary	12.20%	6.90%	12.50%
Victory Boulevard Elementary	19.80%	9.50%	20.80%
Lankershim Elementary	16.70%	5.20%	15.50%
Bellingham Elementary	13.50%	10.70%	18.40%
Oxnard Street Elementary	4.40%	6.20%	11.20%
Burton Street Elementary	11.10%	7%	18.40%
Camellia Ave. Elementary	13.70%	4.30%	9.10%

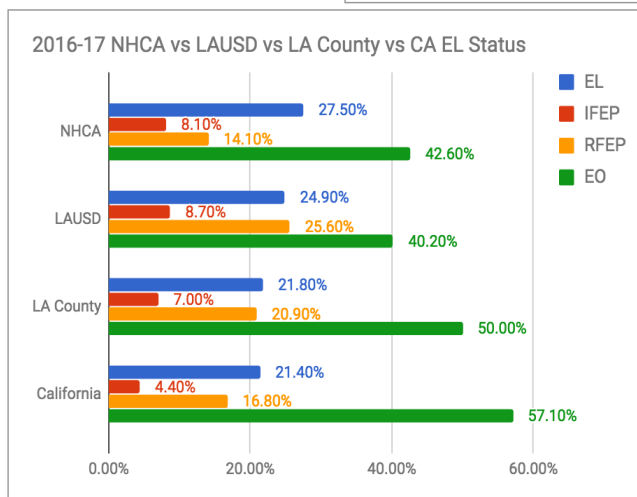
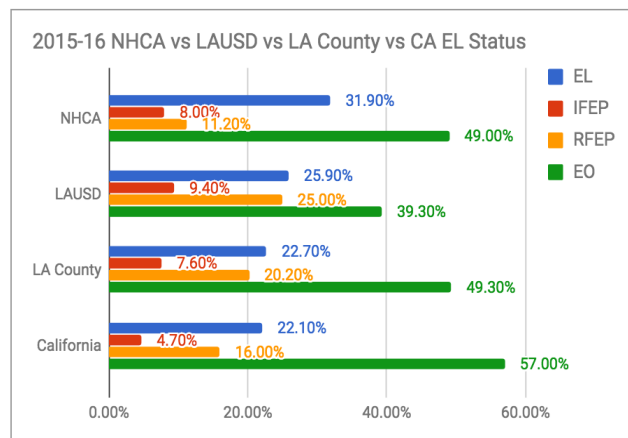
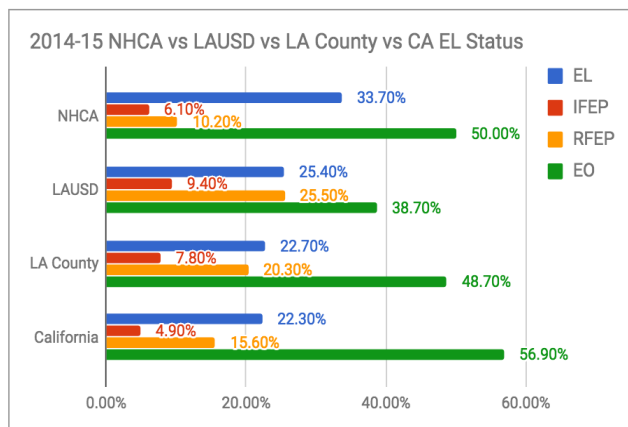
¹¹

¹²

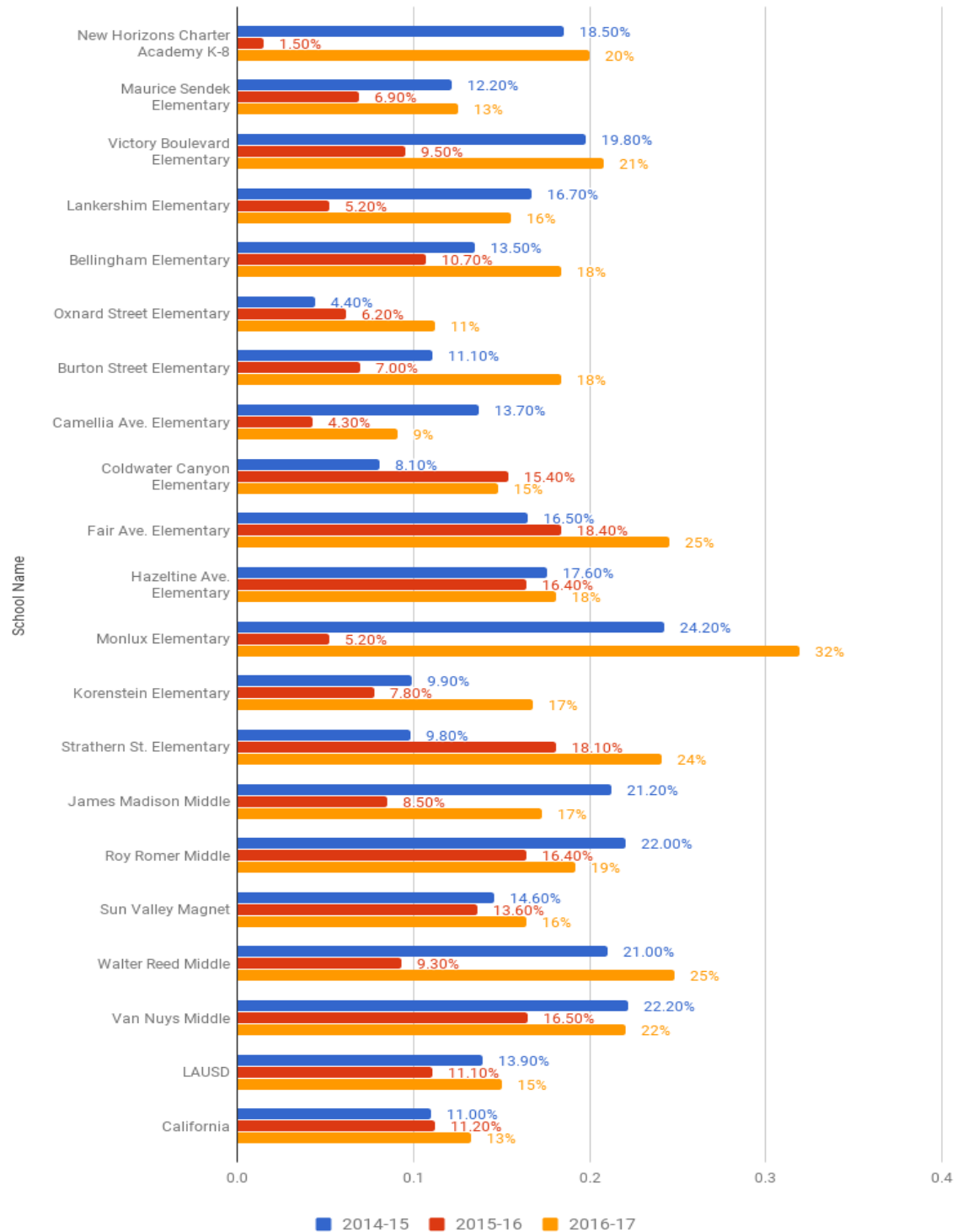
Reclassification Rates			
School Name	2014-15	2015-16	2016-17
Coldwater Canyon Elementary	8.10%	15.40%	14.80%
Fair Ave. Elementary	16.50%	18.40%	24.50%
Hazeltine Ave. Elementary	17.60%	16.40%	18.10%
Monlux Elementary	24.20%	5.20%	31.90%
Korenstein Elementary	9.90%	7.80%	16.80%
Strathem St. Elementary	9.80%	18.10%	24.10%
James Madison Middle	21.20%	8.50%	17.30%
Roy Romer Middle	22%	16.40%	19.20%
Sun Valley Middle	14.60%	13.60%	16.40%
Walter Reed Middle	21%	9.30%	24.80%
Van Nuys Middle	22.20%	16.50%	22%
LAUSD	13.90%	11.10%	15.0%
California	11.0%	11.20%	13.30%

Source <http://data1.cde.ca.gov/dataquest/>





Reclassification Rates 1415, 1516, 1617



Source <http://data1.cde.ca.gov/dataquest/>

Reclassification Rate (2016-17)				CELDT Results		
Comparison Group	NHCA	Comparison	Difference	Year	Students Taking Test	% Early Advanced or Advanced Overall
LAUSD Resident Schools (Median)	20.00%	18.65%	1.35%	2014-15	76	57%
LAUSD	20.00%	16.80%	3.20%	2015-16	90	57%
California	20.00%	13.30%	6.70%	2016-17*	110	41%

Grade Level	# of Students Increase in CELDT level between 2014-15 and 2015-16	% of Students Increase in CELDT level between 2014-15 and 2015-16
1	6	8%
2	3	4%
3	0	0%
4	5	6%
5	3	4%
6	2	3%
7	3	4%
8	3	4%
Overall Increase	25	32%
Total EL Students	78	

Grade Level	# of Students Increase in CELDT level between 2014-15 and 2015-16	% of Students Increase in CELDT level between 2014-15 and 2015-16
1	6	8%
2	3	4%
3	0	0%
4	5	6%
5	3	4%
6	2	3%
7	3	4%
8	3	4%
Overall Increase	25	32%
Total EL Students	78	

NHCA acknowledges that, like many charter schools that use Illuminate, we had problems with reporting our EL reclassification data, thus while NHCA was in fact reclassifying students at higher than LAUSD-rates, the data did not accurately reflect this.

NHCA's English Learner reclassification rate was reported as 1.5% due to a technology error. Per the Charter School's approved reclassification policy, which uses CELDT data, CAASPP scores, ELA grades, and teacher recommendations to inform when students are reclassified, the reclassification rate was in fact 14% in 2015-16.

NHCA recently realized that we have made some errors in CalPADS reporting regarding our English Learner reclassification rates, which erroneously have shown that NHCA has not reclassified ELs since the reclassified students were mistakenly coded as IFEP instead of RFEP. NHCA has identified that there were 7 students who were not appropriately captured in the state's data set showing that they were reclassified in 2016-17, as well as additional students in prior years. The school has developed a clear and concrete plan to ensure that moving forward, all students are appropriately reclassified. Previously, the school had developed a plan to successfully report reclassified students in the state's data set. This previous plan addressed most of the challenges but did not successfully address one additional reporting requirement in the school's Student Information System, which led to some students being excluded from the

state's data set. We believe that this issue has been fully addressed. While we regret this reporting error, as evidenced by the CELDT data reported, NHCA has in fact had several students achieve Early Advanced and Advanced, and these students have been reclassified. Specifically, based on internal records, in 2014/15, we reclassified 18.5% of our ELs, in 2015/16 14%, and in 2016/17 it was 20%.

Additional metrics show New Horizons Charter Academy's success in recent years:

- Average Daily Attendance was 95% in 2015-16 and 2016-17.
- The suspension rate was 3.9% in 2014-15, 4.8% (15/16) and 3.5% (16/17) and there were 0 expulsions.
- Teacher retention has been high – in 2016-17, >95% of teachers from the previous year returned.
- Student retention also is high – in 2015-16, 95% of students from grades TK-7 returned; the school also has more than 50 students on its waiting list for enrollment.
- NHCA has faced several fiscal challenges in the first five years associated the following issues: rapid program growth. However, its 2016-17 financial audit received an unqualified opinion and fiscal prospects appear stable and well managed.

LAUSD Oversight Audit Results

LAUSD's CSD has consistently provided strong ratings on its annual comprehensive and detailed site visits of NHCA. The most recent performance evaluations have yielded the following rates (on a 1-4 scale with "1"/Unsatisfactory, "2"/Developing, "3"/Proficient, and "4"/Accomplished):

Year	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
2013-14	1	No Rating	1	1
2014-15	3	No Rating	3	2
2015-16	3	No Rating	3	3
2016-17	4	3	3	4

LAUSD staff concluded that NHCA was proficient or accomplished in all areas. In the area of student achievement, organizational data, programs and operations, "...school leaders are regularly reviewing data and determine the vision for the school's curriculum, what adjustments are needed, and whether the curriculum is being delivered correctly in an effort for ongoing monitoring of the instructional program." LAUSD staff also found that "Classroom walkthroughs provided evidence of students setting goals for their individual academic achievement and students tracking performance data" (NHCA Annual Performance Based Oversight Report 2016-2017).

LAUSD has also found that NHCA has a strong governance structure and has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. NHCA has a highly developed system in place for the evaluation of school administrator(s) to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements. (NHCA Annual Performance Based Oversight Report 2016-2017).

Average Daily Attendance and Student Retention

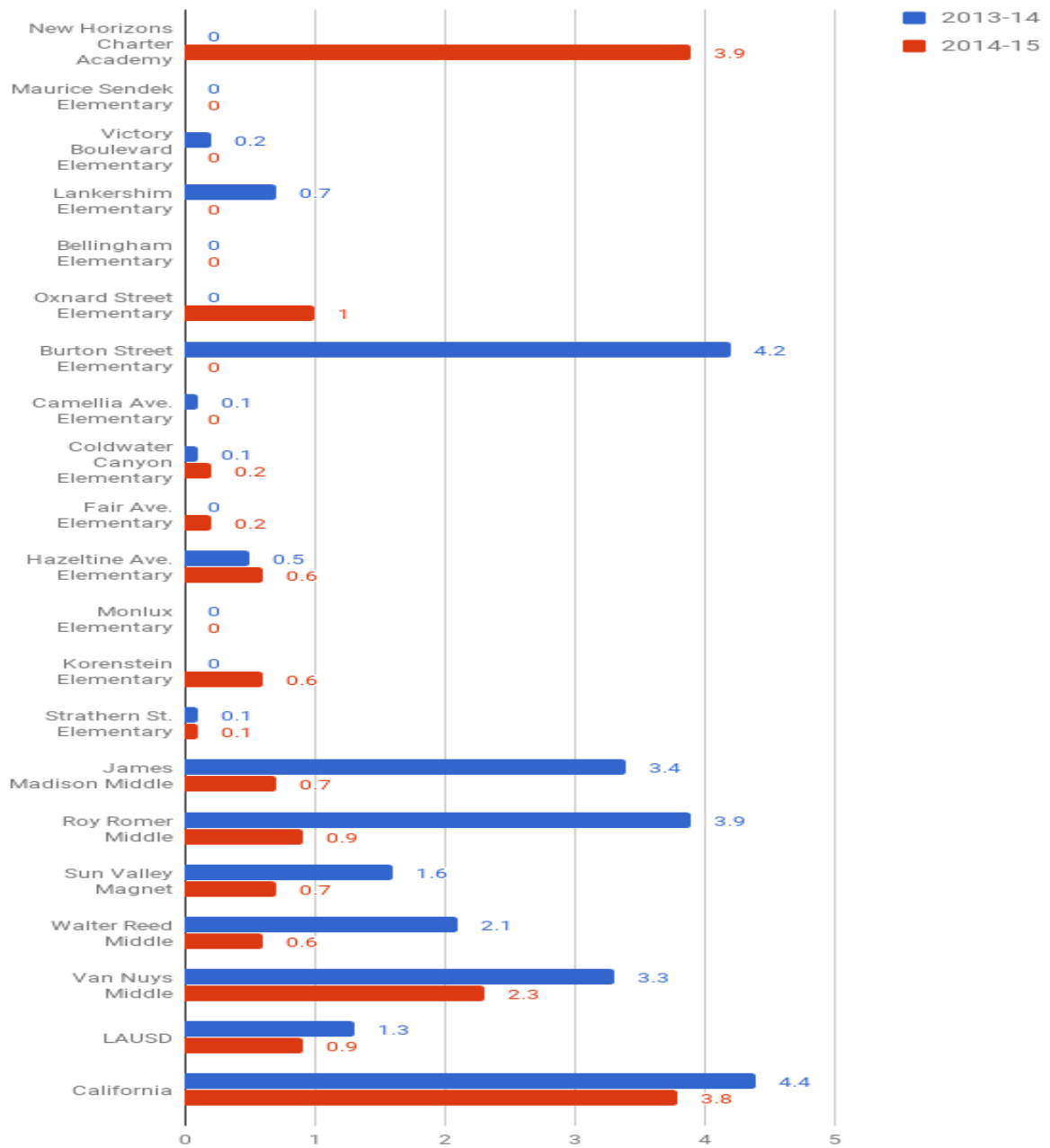
In addition to academic achievement data, NHCA has had strong Average Daily Attendance (ADA) over the last four years, averaging 95% annually. A Pupil Services Clerk tracks attendance, chronic absenteeism, truancy, suspensions, and supervision of our scholars and provides a report to the School's Assistant Principal and Director of Operations for further action, and possible referral to Student Success Team as needed. Student attrition has averaged 4% over the last four years, primarily due to students moving out of the neighborhoods. NHCA's elementary school, for example, 60% of the incoming Kindergarteners are ELs.

Suspension and Expulsion

After a first year suspension rate of 0% in 2013-14, in its second year of operations, NHCA had an increase of 100 students and saw a significant increase in behavior issues from K-7 students. NHCA implemented both the PBIS model along with developing a school-based team to implement a Restorative Justice framework focusing on positive behaviors, which has helped to reduce the suspension rate from 3.9% in our 2nd year to 4.8% in 2015-16 to 3.5% in 2016-2017. Since implementing the Restorative Justice model and other positive behavior supports, suspension rates have been consistent with resident comparison schools and LAUSD and lower than statewide averages for K-8 SPAN School. By comparison, LAUSD has had a 1% suspension rate across all grades and California has had a suspension rate of 4-5% the last two school years across all grades. NHCA has had zero expulsions over the 4 years as a school.

Expulsion Rates	NHCA	LAUSD Resident Schools - Middle	LAUSD	CA
2013-14	0%	0.16%	0%	0.10%
2014-15	0%	0%	0%	0.10%
2015-16	0%	*	*	*
2016-17	0%	*	*	*

Suspension Rates: 2013-14 to 2014-15



Internal Assessment Data: Interims and NWEA MAP Assessments

NHCA has tracked each student's growth throughout the year, as well as year over year, through use of the nationally-normed NWEA MAP benchmark assessments, FASTBridge (16/17) and through internally created interim quarterly assessments generated from NHCA's Illuminate Data and Assessment System. From 2014-2016, the NWEA MAP assessments were given to NHCA #2 scholars twice a year, in the Fall and Spring. In 2015-2016, these assessments were given to all NHCA scholars at the beginning, mid and end-of-year. Each scholar is assigned specific growth targets by NWEA based on his/her individual proficiency levels in both ELA and Math. Instructional staff also analyzes test percentiles for each grade for ELA and Math for all students and by subgroup. Our instructional staff uses these results to help differentiate instruction and provide personalized instructional supports for our scholars. As a response to this data, we focused professional development on instruction for problem solving critical thinking in multi-step problem solving, literacy, and more training and exposure to resources for Common Core.

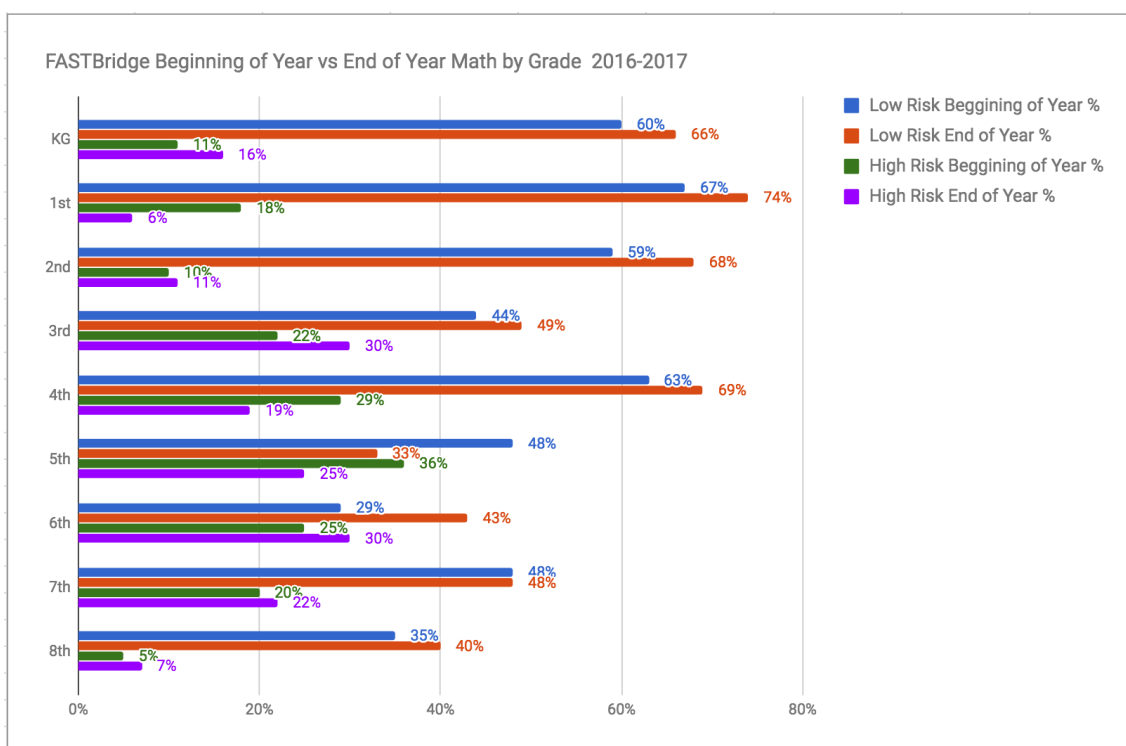
NHCA uses data analysis to inform and improve teaching and student learning. In order to ensure students meet statewide performance standards, the Executive Director/ oversees the collection and analysis of state data using Illuminate and NWEA MAP reporting resources. Students are assessed at the beginning of the school year in ELA and math. If there are gaps in performance, instructional leadership identify these gaps through this data analysis process, which takes place during school-site data meetings and professional development sessions throughout the year. The interim and MAP data analysis leads to key instructional changes. Teacher analysis of Interim Assessments and NWEA MAP data consist of three parts: 1. Teacher reflection on student performance expectations, teaching priorities, student strengths and weaknesses; 2. Detailed analysis of standards mastery through analysis of whole class mastery, small group, and individual mastery and analysis of errors and with instructional plan to address areas of concern; and details for a six week instructional plan for re-teaching. We have not included internal interim assessment data because we have found that it is currently not the most accurate measure of our student's performance. This is due to the fact that it is the first year that we have aligned our instruction and interim assessments to Common Core/Smarter Balanced assessment, but, unlike the SBAC assessment, our interim assessments are not adaptive and therefore do not reflect students' performance accurately. We have developed a curriculum team whose goal is to ensure that our curriculum is aligned and will be working to develop more accurate interims over the 2016-17 year. The nationally normed and leveled NWEA MAP test and FASTBridge assessment is a more accurate indicator of our student performance at the current time. We are actively working to ensure that our internal interim testing more accurately depicts our student achievement and student growth and is reflective of the adaptive format of the smarter balanced assessment. Based on this data, we identify areas of good instructional practice as well as areas in need of further instructional supports and professional development, outlined further in the Areas of Challenge section below.

FASTBridge DATA:

In our inaugural year of using Fastbridge testing, the results were excellent almost across the board. Fastbridge testing breaks results down into three categories, Low Risk (also called College Pathway), Some Risk, and High Risk. In our Fall testing for ELA, 56% of students overall were in Low Risk, while only 20% of students were in High Risk. In our Fall testing for Math, 50% of students were Low Risk, while 19% of students were High Risk.

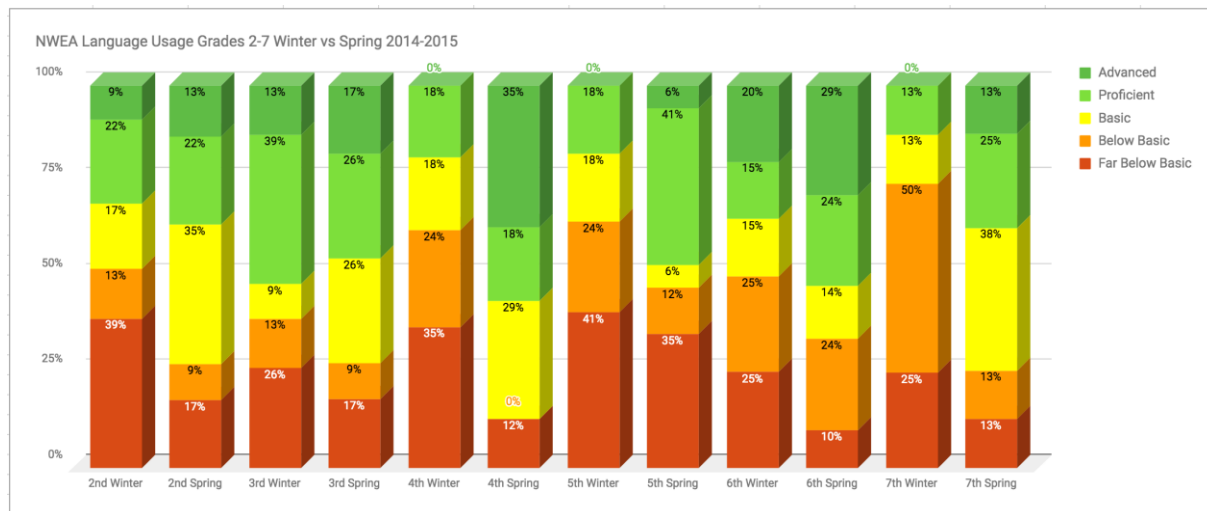
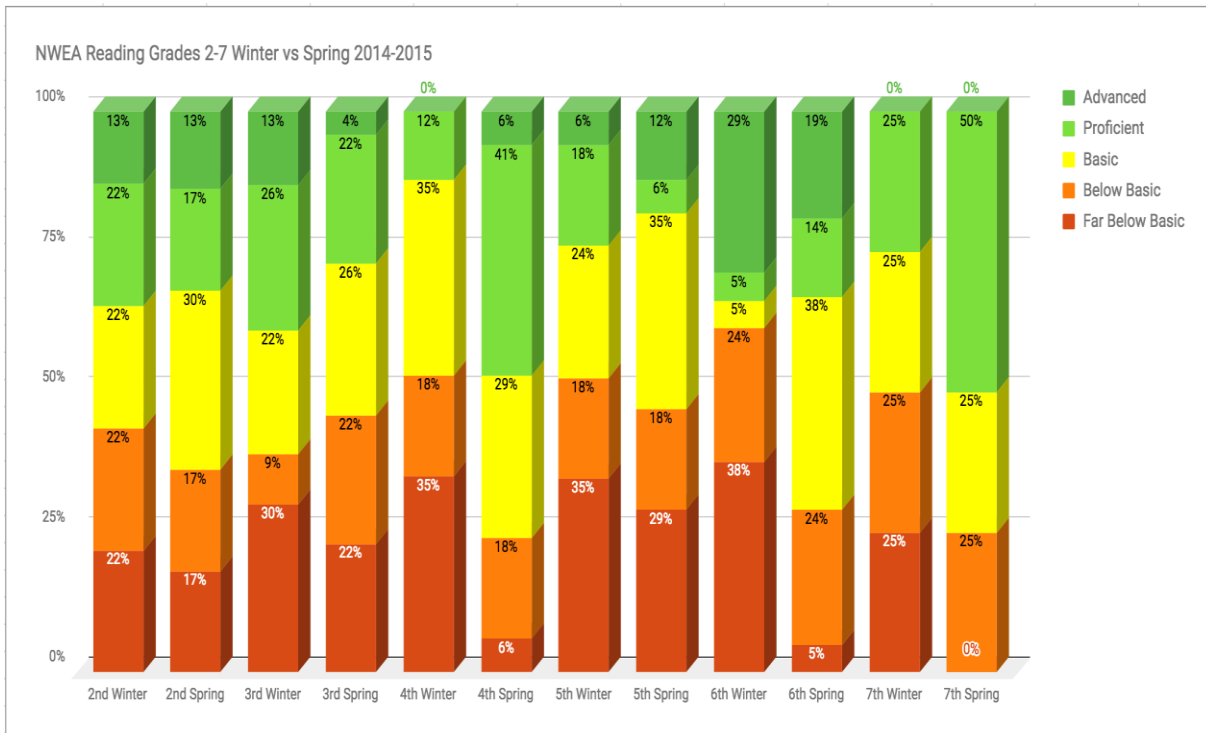
Several of our subgroups had significant gains in Math from our Fall test to our Spring test, including African-American (13% increase in Low Risk), Asian (19% increase), and SPED (16% increase). English Learners and Socio-Economically Disadvantaged kids both had 4% increase in Math scores from Fall to Spring. Our overall Math scores had improvement from Fall to Spring, as our Low Risk scores went up from 50% to 54%, while our High Risk scores stayed close (19% vs 18%).

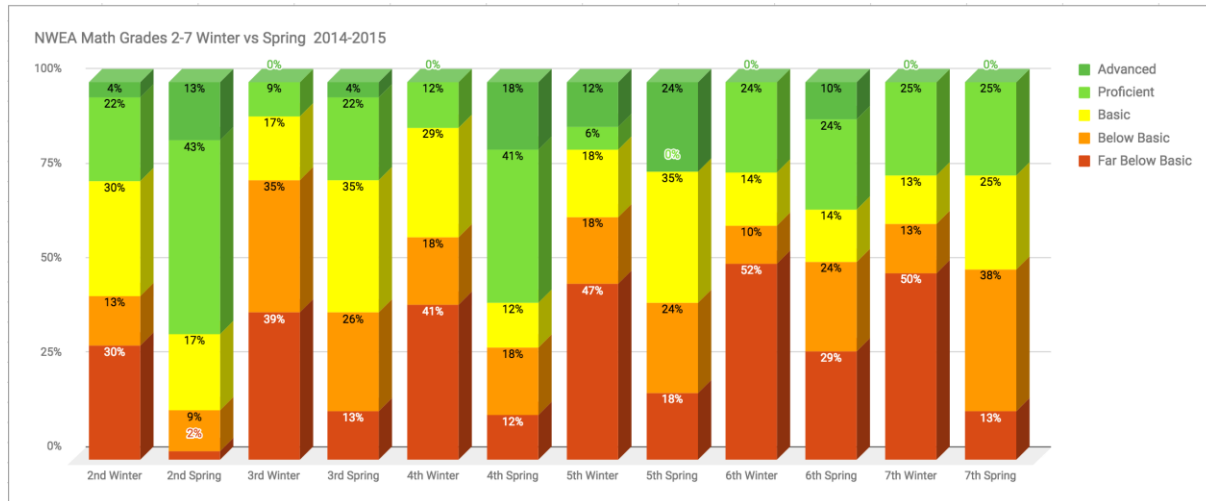
While there wasn't as much improvement in our overall ELA scores as we would have liked, several subgroup ELA scores were encouraging. In our High Risk scores, African American students improved 5% from Fall to Spring, while SPED students improved 6% from Fall to Spring.



Source Fastbridge/Illuminate/NHCA

NWEA MAP Data





Source NWEA/Illuminate/NHCA

NHCA has performed consistently in both Math and Reading on the NWEA MAP assessments. In Spring of 2014-15, NHCA achieved strong performance gains in the RIT score from Winter Testing to the Spring Testing in Reading, Language and Math

New Horizons Charter Academy Other Relevant Data

DIBELS Analysis 2015-2016 & 2016-2017

Kindergarten

An analysis of benchmark goals for struggling Kindergarten students on curriculum based reading assessments from 2015-2016, dictated the need to add additional reading instruction, as well as progress monitoring assessments to the New Horizons Charter Academy literacy program for 2016-2017. These additional resources, along with strategic intervention instruction have resulted in 66% of Kindergarten students reaching their targeted goals, a significant increase from the year before. The focus on additional Non-Sense Word Fluency has created the opportunity for students to develop their skills in the Alphabetic Principle, foundational skills that provide strong indicators for future reading success.

1st Grade

An analysis of Daily Oral Reading Fluency (DORF) demonstrated a decline of fluency scores from 73% in 2015-2016 to 57% in 2016-2017. A review of both students and fluency scores revealed that there was a large amount of student movement from one year to the next, along with poor student attendance from several students, (thirty-two students in two classrooms). Despite the large amount of student absences, significant DORF growth was achieved for both classrooms in the last quarter, growth that was extended and sustained in the following grade.

2nd Grade

An analysis of Daily Oral Reading Fluency (DORF) demonstrated sustained fluency growth from the previous grade, with 2nd grade students moving from 54% from 2015-2016 to 58% from 2016-2017. Additional gains were made by EL students moving from 42% to 50%, as well as gains by Latino students, from 57% to 64%. The DORF reading gains achieved by students can be attributed to additional fluency instruction by New Horizons Charter Academy 2nd grade teachers, as well as intervention instruction and monitoring support from the school Reading Intervention teacher.

3rd Grade

An analysis of Daily Oral Reading Fluency (DORF) demonstrated the largest school gains for fluency, moving from 29% in 2015-2016 to 62% in 2016-2017. Additional gains were made by EL students moving from 42% to 50%, as well as gains by Latino students, from 48% to 67%. The DORF reading gains achieved by 3rd grade students can be attributed to strategic fluency instruction and bi-weekly student monitoring by the New Horizons Charter Academy Reading Intervention Specialist. It should be noted that both 2nd and 3rd grade students received the largest amount of Intervention Instruction, the alignment of reading instruction, focus on quarterly DORF reading goals, as well as weekly planning with classroom teachers helped paved the way for the largest instructional gains by students in these grades.

DIBELS Chart



Source DIBELS/Illuminate/NHCA

Parent Engagement

Parent engagement and satisfaction is critical to NHCA's success. Families who support their children in school contribute to better academic performance for their children and to a stronger school climate. In 2015-16, an average of 92% of parents/families volunteered at NHCA. While it is emphasized that no family is ever "required" or "expected" to volunteer, myriad volunteer opportunities are provided both on campus and in planning events. The Charter School shall not require a parent or legal guardian of a student to perform volunteer service hours, 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.

Parents are encouraged to volunteer through information shared at Orientation Meetings prior to opening of school year, Monthly Parent In Action Meetings, School Site Council, ELAC Meetings, school website, oneCALL phone messages and Room Parent program. At school-wide opening Orientation meetings and Parent/Student Handbook as well as parents receive a written letter informing parents that they are not required or expected as a condition of admission, enrollment or continued enrollment, etc. The school website has language posted about volunteering and the required language that clearly states no requirement or expectation as condition of admission or continued enrollment or effect on school grades or students opportunities to participate in any school activity. Parents and caregivers can participate in monthly "Parent In Action Meetings" or coffee talks with Principal, quarterly Family Nights, quarterly School-Site Council and ELAC Meetings, in-classroom volunteering opportunities, and valet. In total, families contributed 970 volunteer hours this school year.

We also survey parents about their feelings and perceptions of NHCA annually. For 2016-2017, parent satisfaction survey results included a 92% overall satisfaction rate with NHCA. This has been a focus area for NHCA, and we have worked to ensure parents are satisfied with all aspects of school. In our most recent parent satisfaction survey results included 97% overall satisfaction with NHCA, 95% satisfaction with the quality of instruction, and 96% satisfaction with academic expectations and standards.

New Horizons Charter Academy Parent Satisfaction Survey (Percentage Indicating They Agree/Strongly Agree)			
Survey Question	2015-16	2016-17	Change
My child's school is headed in the right direction	95%	97%	2%
I feel inspired by NHCA's mission and values	93%	95%	2%
NHCA is realizing its mission and core values	92%	94%	2%
I am satisfied with the academic program my child is receiving	93%	96%	3%
My child's teacher knows my child and is respectful toward him/her	93%	96%	3%
My child's teacher(s) challenge him/her academically	95%	95%	0%
My child is given opportunities to demonstrate his/her learning in a number of ways	95%	98%	3%
My child's teacher has clearly communicated the learning goals s/he has for my child	91%	95%	4%
My child is learning to take responsibility for his/her actions	95%	96%	1%
My child is learning to work cooperatively with others	90%	93%	3%
If I need to talk to my child's teacher, it is easy to do so	95%	96%	1%
If I need to talk to the principal, it is easy to do so	90%	92%	2%
The culture at NHCA, unwritten social rules, allows everyone to feel included	95%	96%	1%
If I were passionate or concerned about an issue at the school, I know how I can get involved to have a voice in the issue or concern	95%	96%	1%
My child's school provides forums and opportunities for parents to understand and engage in major decisions	92%	95%	3%
My child's school is safe	98%	99%	1%
If asked, I or someone from my family would speak publically and positively on behalf of my child's school	98%	98%	0%
My child's school meets or exceeds my expectations	94%	96%	2%

Source: SurveyMonkey/NHCA

Success Of The Innovative Features Of The Educational Program

As detailed throughout this petition, NHCA's inclusive model of education has realized success for all learners, including our students with moderate and moderate-severe disabilities. Students who learn differently thrive at NHCA. Parents of children with disabilities frequently send letters thanking us for teaching rigorous academic skills to their children and not just functional skills. Our co-teaching model enables faculty to spend time individually and small groups throughout the day, with instructors constantly collaborating to meet individual, subgroup, and whole class needs. In addition, our collaborative partnership with CSUN has been mutually beneficial to both our school and the students and faculty of CSUN. We often host groups of university students onsite for observation of our program and include parents and teachers as expert panelists who describe how to respond to diverse student groups. NHCA has developed this relationship and begun hosting approximately 5 fieldwork students and several student teachers.

Demand for NHCA schools has been significant in North Hollywood area, with wait lists for NHCA. By providing a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home, NHCA have demonstrated a strong choice for families. Providing families with the choice to enroll their child(ren) at NHCA allows families opportunities to involve themselves in the educational success of their child(ren), the ability to access a strong academic program, and thus will aid in being part of the solution to increase educational attainment and opportunities in North Hollywood.

Our most innovative practices include:

- the college preparatory mission,
- our slow growth model,
- focus on core content areas of literacy, math, social studies and science,
- intentional use of live data to drive real-time instructional decisions and empower students.
- Blended learning rotational instructional design
- School to home access to all core and supplemental curriculum

Foundational Skills— Common Core and the Content Areas

Students benefit from longer literacy and math instruction in the primary years. Specific attention and longer instruction in literacy ensures students have early literacy success that supports them to higher levels of achievement. The overall literacy program is based on the five components of a balanced literacy program: phonemic awareness/phonics, fluency, vocabulary, comprehension, and writing.

College Readiness and Awareness

To ensure college graduation, we emphasize college readiness and awareness starting in kindergarten. Students along with their families visit local universities as early as kindergarten. While the work and college discussion begins in the earliest years, the entire school carries out these practices. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores - and the personal ambition - necessary to enter college preparatory middle and high schools.

Extended Day and Year

A critical teaching methodology at NHCA is to provide teachers more time to teach and support students, and to provide more time for students to learn and advance. More access to effective instructional time increases learning. As noted above, students attend NHCA for an extended school day and year. School opens at 7:55 am and dismissal is at 3:00 pm for all grade levels. The school year is 180 days. Catherine Dodd¹³ examines several studies that explore the question of whether extending learning time for students in need of support can bridge the academic gap. In one study, extending the school day for kindergartners using the same curriculum as its half-day counterparts made a significant difference in the achievement levels of the full-day participants.¹⁴ Beyond providing a longer school day, Study Hall is provided for students who do not adequately complete daily assignments and voluntarily for students who would like a quiet space to complete their work or need tutoring support.

Culturally-Relevant Learning Environment

Our culturally-relevant learning environment honors our diverse representation of students as an asset to the school community. Because of the large Latino and Armenian population, all home communications are accessible in English, Spanish and Armenian. This helps to instill in our students that their bilingual capacities are attributes and gifts, as well as assets. We recognize our students have multiple identities whether as immigrants, Americans, and/or Angelinos, and we organize the learning environment to meet these needs and honor these identities.

This lays the foundation for creating a school that personalizes the learning experience for each student, meets families' needs, and allows teachers more time to address the needs of each student. Our individualized approach to learning also best allows students with special needs or EL to progress academically within the regular education classroom. (See details below.)

Serving a population that is not traditionally college-bound, and too often does not have the core foundation to successfully complete secondary education and go on to pursue higher education, college preparation is infused into every aspect of school life. The standards-based, Common Core-aligned curriculum focuses on the core skills and content area knowledge that students

¹³ Dodd, C. (Sept-Oct 2002) *Extended-day programs: time to learn: extending learning time for students in need of support can bridge the academic gap by providing students with the time they require to master subject content. Leadership.* http://findarticles.com/p/articles/mi_m0HUL/is_1_32/ai_94872301/pg_1.

¹⁴ Hough, D. & Bryde, S. (April 1996) The effects of full-day kindergarten on student achievement and affect. Paper presented at the annual conference of the American Educational Research Association, New York, NY. (ERIC Document Reproduction Service No. ED 395 691).

need to excel in college preparatory high schools on their road to competitive colleges and universities. Students are immersed in literacy, the gateway for all future learning, and in a school language and culture that reveres and celebrates academic achievement. Students are explicitly taught the importance of attending and graduating from college. Every classroom features college and university signage and decorations. Students are addressed individually as scholars and collectively as the year they will graduate from college. Additionally, every year, students visit colleges and universities and will tour the campus and sit in on classes. By exposing students to the skills and knowledge they need to succeed in college and simultaneously stressing that every NHCA scholar can and will attend and graduate from college we expect to dramatically improve the educational outcomes for the students of North Hollywood.

Because we want our students to strive academically as well as more broadly in the world around them, we also expose them to as much of the wider world of art, music, recreation, and nature as possible. Scholars participate in an enrichment program on campus (explained in detail below), participate in scholar clubs that are run by teachers and whose content includes such topics as origami, student government, chess, and guided drawing. Many of our scholars have never experienced camping outdoors and the experience was extremely meaningful to their growth and development. In 2015-16, all NHCA scholars participated in an anti-bullying campaign, to reduce bullying among young people. Such exposure is essential to helping students see the life that is possible for them (and for their communities) through their own perseverance and commitment.

We believe that all children, regardless of background, can learn to read, write, speak and compute with the expertise needed to succeed and access an outstanding college education. The equal opportunity that a strong public education can provide, even to our most disadvantaged children, is at the core of our American dream. NHCA Academy is well-prepared to address the multiple challenges students bring with them to school and to help each and every student be well prepared for success in secondary school, post-secondary school and meaningful careers. In assessing the surrounding schools' demographic and performance data, students may bring challenges in the areas of language learning as they are progressing through English language development and learning gaps as some students are performing below grade level.

Extreme poverty, housing and food instability, violence and more are all common daily challenges faced in our student population.¹⁵ NHCA offers our students, and their families, an opportunity to realize a better future for themselves. NHCA promotes diversity. 72% of our scholars are non-white, 90% qualify as Socio-Disadvantaged, 37% are current EL (with another 20% reclassified fluent-English proficient (RFEP)), and 10% are students with special needs. Across New Horizons Charter Academy, an average of 40% of our scholars' parents do not have a high school diploma, and only 14% have a college degree.

¹⁵ (<http://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?src=CF> (U.S. Census Bureau, 2009-2013 5-Year American Community Survey)).

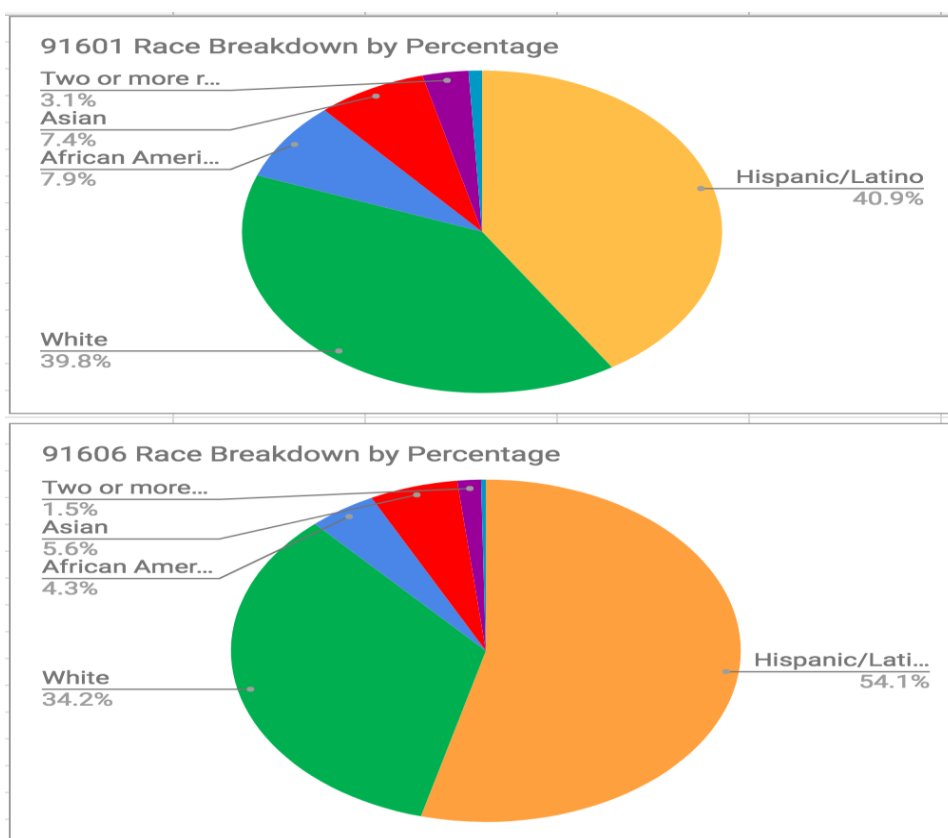
2016-17 New Horizons Charter Academy Demographic Data	
	NHCA Grades K-8
Enrollment	298
2016-17 % of Students who are	
Socioeconomically Disadvantaged	85%
English Learners	28%
RFEP	20%
Special Education	9%
Hispanic/Latino	64%
White	24%
African-American	8%
Asian	4%
Two or more Races	0%
Parent Education Levels	
No HS Degree	7%
HS No College	29%
Some College	19%
College/Grad School	18%
Declined to State/Unknown	26%

Source: Illuminate SIS and <http://data1.cde.ca.gov/dataquest/>

NHCA ensures that all families in our community learn about our schools and have an equal opportunity to attend, as described in our charter petitions.¹⁶ Board members, the leadership, operational staff, teachers, and parents have walked door to door to ensure enrollment goals were met. Mailing lists are used to invite prospective families to both our Lankershim Campus and Fair Ave. Co-Location campus. School leaders organize open houses, and school staff partner with local agencies to inform the community about NHCA. In addition, existing families assist in the recruitment of new students. Our admissions and enrollment policies and procedures are consistent with California law, LAUSD policies and federal requirements, including the Charter Schools Program Non-Regulatory Guidance. As required in California, NHCA does not consider a student's race/ethnicity, disability, gender, or other protected characteristics in the enrollment process. (Cal Ed. Code § 47605(d)(1) and §220; CA Prop. 209.) NHCA receives far more applications for enrollment than spaces available, thus admission is determined by a lottery. Currently enrolled students, siblings of admitted students, and children of teachers and staff (up to a cap of 10% of enrollment) are exempt from the lottery. California law requires that preference be given for in-district residents. NHCA has and will conduct its lotteries in compliance with all applicable laws and guidance, including the terms of this grant.

¹⁶ It is important to note that in California, charter schools do not receive funding for transportation of students. (LAO Report, 2016). While the CA Education Code requires that all charters make enrollment available to any resident of California, the reality for NHCA is that the overwhelming majority of our scholars come from within walking distance of our schools.

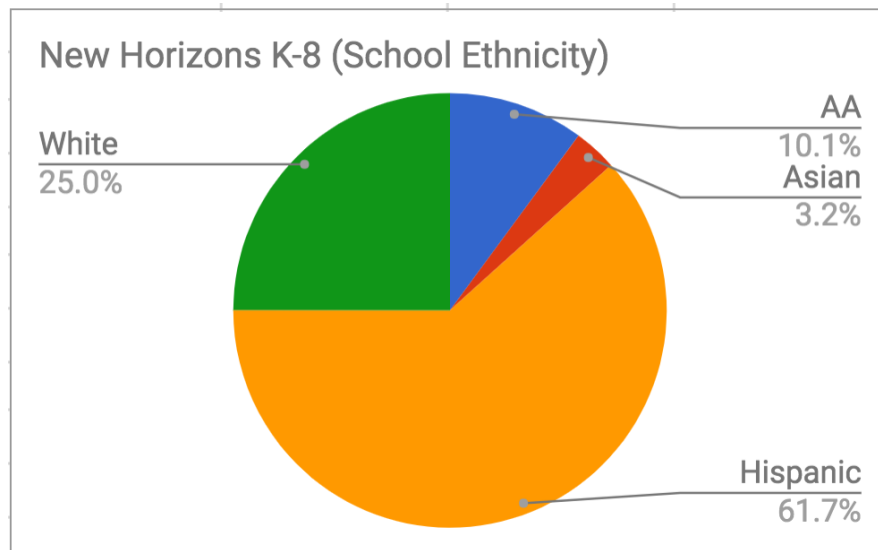
Citywide, Los Angeles is obviously quite diverse, with a population that is 48.48% Hispanic/Latino, 9.16% Black/African American, 11.19% Asian/Pacific Islander, 28.66% Caucasian and 2.01% Two+ Races. (Source: healthycity.org/Census2010.) Our specific target community, while similarly diverse, has a slightly higher Hispanic/Latinos (61% v. 48% citywide) and a slightly lower percentage of Caucasians (24% v. 28% citywide). Our target area also has significantly higher families above the poverty line (90% v. 16.5% citywide) and much lower levels of educational attainment.



Source: factfinder2.census.gov (2010)

The general population demographic breakdown of the NHCA region in 91606 demonstrates the following:

- 34.2% are Caucasian
- 54.1% are Hispanic/Latino
- 5.6% are Asian
- 4.3% are African-American
- 1.8% are other



As illustrated above, NHCA is very proud that our school is authentically integrated and reflective of the surrounding community, with even higher representations of Hispanic, Black and mixed-race students. The enrollment of NHCA charter school is more ethnically balanced than the demographics of most resident schools in the 91601 and 91602 zip code. Recent research has increasingly demonstrated compelling reasons to offer schools that are truly integrated racially and socio-economically – and, we believe, inclusive of students with disabilities and learning differences -- as is too rarely case in urban Los Angeles. The UCLA Civil Rights Project has documented that in California in 2009-10, “91 percent of Latino students were in schools that had 50 percent to 100 percent minority enrollments – and 52 percent were in schools with 90 percent to 100 percent minority enrollments. ‘There is a real clear connection between segregation – which in California almost always means double segregation by race and ethnicity as well by social class – and the probability that you will achieve certain levels of education attainment.’”¹⁷

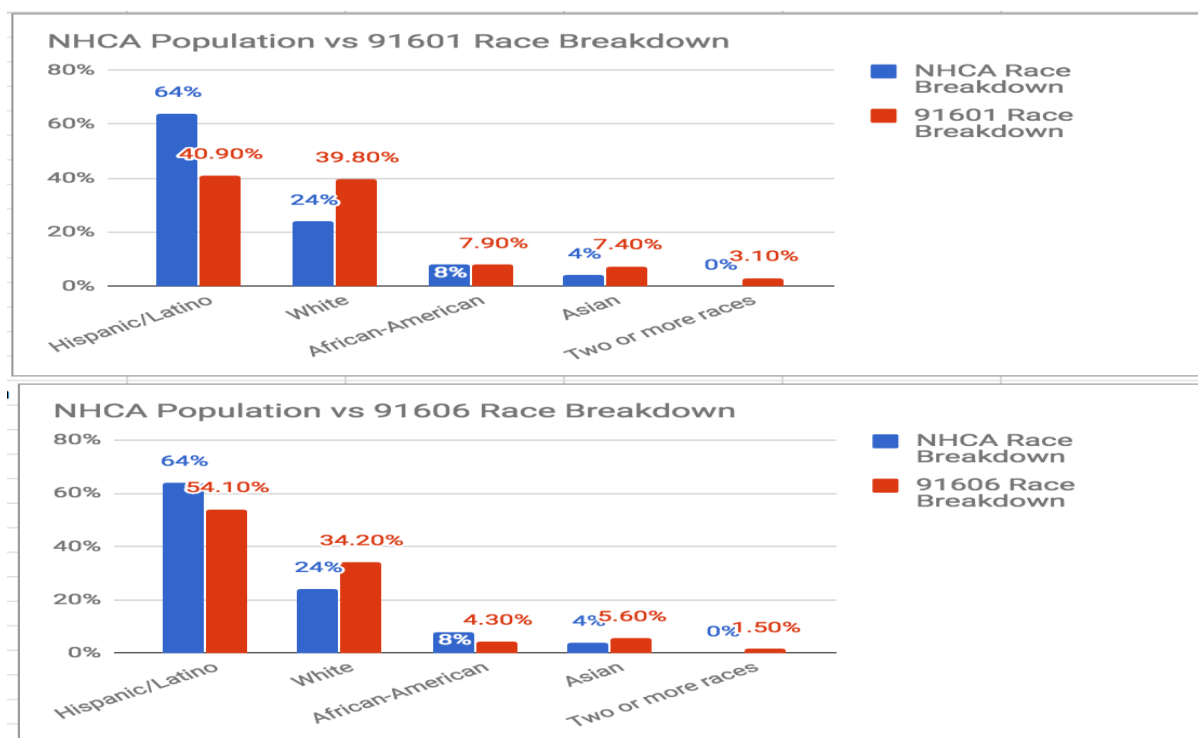
Research demonstrates significant benefits for minority/impoverished students attending integrated schools, including reduced dropout rates, higher college-going and completion, and improved academic outcomes.¹⁸ Furthermore, studies have shown that whites attending racially integrated schools experience a variety of benefits, such as cross-racial understanding, reduction of racial prejudice, enhanced confidence about living and working in multiracial settings, and an

¹⁷ Freedberg, L. “In Shadow of March on Washington, Schools Increasingly Segregated in California,” EdSource: Aug. 28, 2013 (quoting Richard Rothstein of the Economic Policy Institute.) [http://New Horizons Charter Academy.edsource.org/today/2013/in-shadow-of-march-on-washington-school-segregation-deepens-in-california/37947#.UiJKizYsmxs](http://NewHorizonsCharterAcademy.edsource.org/today/2013/in-shadow-of-march-on-washington-school-segregation-deepens-in-california/37947#.UiJKizYsmxs). See also Orfield, G., Siegel-Hawley, G., Kucsera, J. (2011). *Divided we fail: Segregation and inequality in the southland's schools*. Los Angeles: The Civil Rights Project.

¹⁸ Rothstein, R. “For Public Schools, Segregation Then, Segregation Since: Education and the Unfinished March,” Economic Policy Institute: Aug. 27, 2013 [http://New Horizons Charter Academy.epi.org/publication/unfinished-march-public-school-segregation/](http://NewHorizonsCharterAcademy.epi.org/publication/unfinished-march-public-school-segregation/). (citing Guryan 2004; Johnson 2011; Weiner, Lutz, and Ludwig 2010.)

increase of critical thinking. Numerous studies indicate that school desegregation or resegregation has little or no measurable impact on the test scores of white students. White students growing up in the West are already a minority in their age group, and experience in multiracial settings will increasingly become valuable in this region as they age.¹⁹

Race/Ethnicity of NHCA TK-8 Enrollment v. Zip Code 91601/91606



NHCA aims to serve all families as a true neighborhood school. Following in the model of other highly successful diverse/integrated public charter schools throughout California and beyond, we aim to create a centralized hub in our community where families with young children of all races, ethnicities, disabilities/learning differences, home languages, income levels and parent education levels can come together to help build a neighborhood school that is reflective of the community in which we live.

¹⁹ Kucsera, J. and Flaxman, G. "THE WESTERN STATES: Profound Diversity but Severe Segregation for Latino Students," Sept. 2012, UCLA Civil Rights Project, <http://civilrightsproject.ucla.edu/research/k-12-education/integration-and-diversity/mlk-national/the-western-states-profound-diversity-but-severe-segregation-for-latino-students/kucsera-MLK-West-2012.pdf> (citing See Orfield, G., Frankenburg, E., & Garcés, L. M. (2007). Statement of American Sociologists of Research on School Desegregation to the U.S. Supreme Court in *Parents v. Seattle School District* and *Meredith v. Jefferson County*. *The Urban Review*, 40(1), 96-136).

CALPADS demographic data of NHCA, indicated that the demographics of NHCA and the demographics of Resident Schools are significantly different. Our data indicates the following:

- a. 27.5% of students are English Learners at NHCA, whereas the Resident Schools Median is 44.5% English Learners.
- b. 63.4% of students are Latino at NHCA, whereas the Resident Schools Median is 87.3%.
- c. 23.8% of students are White at NHCA, whereas the Resident Schools Median is 5.2%.

	91601 by %	91606 by %	NHCA by %	Resident Schools by %
Hispanic	41%	54%	64%	87%
White	40%	34%	24%	5%
African American	8%	4%	8%	3%
Asian	7%	6%	4%	2%
EL	N/A	N/A	28%	45%

Our subgroup breakdown by percentage compares closely with the two primary zip codes that we serve. While our Hispanic population is 23% less than the Hispanic population of our Resident Schools, it is only 16.5% higher than the median of our primary zip code Hispanic populations. Our White population is in line with the zip codes we serve. Our White population is 13% less than the median of our zip codes, while the median of our zip codes is 32% higher than our Resident Schools White population.

Our African-American and Asian populations are right in line with the neighborhood we serve, with our African-American population being identical to the 91601zip code (compared to a 5% difference between 91601 and our Resident Schools), and our Asian population being closer to the median of our zip codes than our Resident Schools.

Furthermore, our lower EL numbers can be attributed to the balance of White, African American, and Asian students in our population. While our Resident Schools have a much higher percentage of Hispanic population, our school-wide population is more balanced between our other three race categories.

Success Of The School's Educational Program In Meeting The Specific Needs Of Its Student Population

Again, as demonstrated throughout this petition, students with disabilities, along with students who are gifted and typically developing, are achieving. Schoolwide DIBELS data, portfolio assessments, curriculum based assessments, and individual student trials all evidence student growth and development, even for students with more significant, multiple disabilities. Our inclusive model benefits far more than our students with special needs however, as all of our students are thriving in our personalized, differentiated approach to learning that is authentically child-centered.

Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

New Horizons Charter Academy is committed to being a team of continual learners, constantly striving to provide the best educational experience for our students, day in and day out. A number of areas that we are focused on developing in the coming years include:

- **SECURE PERMANENT FACILITIES TO STREAMLINE OPERATIONS AND FACILITATE COMMUNITY BUILDING:** Prior to opening, NHCA faced the common challenge of locating and securing facilities for the school. NHCA experienced tremendous difficulty in identifying facilities options that were both a) affordable and b) located in near proximity to our many families within the North Hollywood community. NHCA is actively engaged in a search for a permanent facility to house all of our students TK to 8th. New Horizons Charter Academy is looking for either one (1) large campus to house the entire school, or two (2) smaller campuses to house the elementary school grades (TK-5) and middle school grades (6-8) separately. Our goal would be one (1) campus but the availability of real estate will determine what is feasible. Currently, NHCA is located on two (2) separate campuses – one (1) for the elementary school grades (TK-4) on a private site and one (1) for the grades 5th through 8th on a co-location campus. This split creates operational challenges for the school that are expensive and complicated to remediate due to required duplication and coordination of duties across multiple campuses. In addition, being located on two different campuses makes it time consuming to build community across all grade levels. In order for NHCA to run with the maximum efficiency and effectiveness, securing one (1) or two (2) long-term facilities solutions will be a critical ingredient.

As an example, NHCA was pleased to be able to launch into the secondary program beginning in the 2014-15 school year. As with any new school, there were a few operational kinks to work out in the first year of this program, including how to appropriately coordinate some aspects of operations across both of the NHCA sites. We are confident that in 2016-17 and beyond, the operations of the secondary program will be seamlessly integrated into the elementary program.

- **FURTHER PROFESSIONAL DEVELOPMENT AND CURRICULAR**

RESOURCES: A core part of NHCA’s mission is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other cultures. We are proud that nearly all of our 2014-15 and 2015-16 CAASPP subgroups meeting or exceeding grade level expectations exceed other LAUSD resident schools, the state of California and the District performance overall. For example, the data shown above demonstrates that NHCA students outperformed LAUSD resident schools in 2014-15 for all statistically significant subgroups, and this is also true for 2015-16 data with the exception of students with special needs in ELA and math. In addition, all NHCA student subgroups either matched or outperformed state subgroups in 2014-15 and 2015-16 and accomplished this for all student subgroups except African American students in ELA and math and students with special needs. We also recognize the need for continued efforts to ensure that all students reach grade-level expectations. We are engaged in a variety of school-based and regional instructional initiatives that we are confident will continue to ensure that teachers have the skill and support needed to meet these goals and demonstrate growth for all subgroups of students. In addition, we are implementing a number of targeted intervention efforts – before and during school – to help ensure that the needs of all students are met in a timely manner.

We survey teachers at the end of the school year and received feedback that expectations and trainings around student behavior were inconsistent. Based on this feedback, we have extended the professional development for all teachers focusing on the culture rubric and behavior expectations for staff and students. This year, all returning staff and staff new to NHCA will receive a full four weeks of professional development to ensure that before the school year begins, all instructional staff will have clarity around how to use the FASTBridge.

- **CULTIVATING NEW AND MORE FORMALIZED LEADERSHIP**

OPPORTUNITIES FOR STAFF: At NHCA, we have high standards of performance for ourselves. While we credit these high expectations with our high levels of academic performance in our first years, we are rarely satisfied and continually focused on what we need to do in order to achieve our mission and educational model to even greater degrees. Within our growing school, we have learned that in addition to attracting and retaining staff who are invested in our model and willing to work hard on behalf of it, we have needed to develop a more systemized and formal approach to engage staff in leadership and decision-making roles that are connected to the development of our larger program outside of any one single classroom. To do this, we have focused on creating new leadership roles for staff over the past several years and plan to continue to do so. For example, we have developed a grade level leadership program for teachers in grades TK-8. These teachers help lead professional development for grade-level colleagues and also help lead the development of project-based units, and scope and sequence progressions in ELA and math, technology, Google Classroom and Illuminate Data and Assessment system. These leadership roles will focus on various areas of

improvement, including both school-level and regional initiatives.

- **SUBGROUP PERFORMANCE GAPS ON CAASPP ASSESSMENTS:** NHCA is proud that virtually all subgroups in the school see a greater percentage meeting or exceeding grade level expectations compared to LAUSD resident schools, LAUSD overall and the state of California. As described above, NHCA students outperformed LAUSD resident schools in 2014-15 for all statistically significant subgroups, and this is also true for 2015-16 data with the exception of African American and economically disadvantaged students in math. In addition, all NHCA student subgroups either matched or outperformed state subgroups in 2014-15 and accomplished this for all student subgroups except White students in math and students with special needs in math and ELA in 2015-16. However, gaps between subgroups exist, especially for Hispanic/Latino students, socio- economically disadvantaged students, and students with disabilities. The school community is focused on closing these gaps through a number of strategies, including: continued focus on building teacher capacity to differentiate instruction to meet the needs of all students; customized professional development tracks and coaching support for all teachers to address each teacher's specific needs; and continued intervention programs to ensure that the needs of students below grade level are addressed. Create student "passport" – a detailed data profile on all students and utilize our Illuminate data system for flagging chronically underperforming students. Passports will include recommended interventions and support for those students.

NHCA has engaged in carefully planned growth and continuously strengthened all aspects of operations through comprehensive and ongoing self-reflection.

Suspension/Expulsion Rates

In our inaugural school-year 2013-2014, NHCA suspension rate was 0%, however our enrollment increased from 121 to 192 and added an additional grade from K-6 to K-7. Our suspension rate for 2014-2015 increased to 3.9%, which required attention to ensure that scholars were participating in their schooling meaningfully. This higher suspension rate is attributed to a few different elements. First, many of our 5th through 7th grade scholars in 2014-2015 were new to NHCA and were not yet familiar with the culture and discipline structures of the school. Secondly, many of our Founding staff came from an elementary background where discipline and culture looked differently and were learning how to apply the NHCA culture to older scholars. Finally, this percentage was in part due to the challenge of transitioning to middle school from elementary school. This is a common challenge for scholars entering their first year of middle school.

Our team strategized about how to reduce this percentage. The strategy included adopting a uniform behavior rubric with positive behavior supports, training all teachers and staff on this rubric, and adopting a new database to track all student behavior and provide incentives for

positive behavior. The uniform behavior rubric is based on research that strong student achievement is linked to clear expectations for behavior and positive behavior supports in the classroom.

New Horizons Charter Academy utilized NWEA MAP testing in year 2 for internal data tracking and progress monitoring. NHCA had many issues with the functionality of the testing process with NWEA MAP. All teachers across New Horizons Charter Academy now use the FASTBridge system to track behaviors that create successful learners and citizens. FASTBridge is integrated with our Illuminate Student Information System and provides extensive disaggregated data once we administer the assessments. Teachers have detailed access to FASTBridge data for analysis and providing them with another measure of student academic performance. FASTBridge offers teachers a system for entering and collecting the detailed data they need to truly understand each child's behavior and empowers the teacher to make informed decisions to promote student success. FASTBridge also allows teachers to involve students in their learning and growth and serves a visual reminder of behavioral choices. Finally, it provides an avenue for parent engagement – teachers can communicate with parents about scholar behavior on a regular basis and help support sustained positive behaviors. The FASTBridge assessment system also promotes accountability and consistency across the network for all teachers and coaches to ensure that everyone is following 'The NHCA Way' and encouraging scholars to go above and beyond.

We have also implemented a Restorative Justice framework on which all instructional staff are trained. The Restorative Justice Framework included training in Dynamic Mindfulness for teachers and for scholars, which is a practice to support development of emotional control, stress management and response to trauma. As a response to Dynamic Mindfulness work, students can show lower levels of perceived stress, greater levels of self-control and emotional awareness. All of this will contribute to their ability to meaningfully engage in their school day.

Finally, in 2015-2016, we hired two part-time counselors, who have been indispensable in supporting scholars behaviorally and socio-emotionally. The counselor has also begun cultivating additional in and out of school support services to ensure that scholars receive all necessary positive behavior supports. Our suspension rates decreased to .5% in 2016-2017.

There was a slight increase in 2014-2015 suspension rates at 3.9%. We attribute the increase primarily to leadership and staffing challenges that we faced this school year. We experienced a transition of school leadership mid-year that impacted culture throughout the school. The staff transition disruption to the behavior supports in place for students. The new teaching staff who were brought on board at this time received basic training in implementing our NHCA culture rubric or using our FASTBridge system which meant that our NHCA culture rubric and FASTBridge database expectations were inconsistently applied.

Second, although we started the year implementing the Dynamic Mindfulness process as part of our Restorative Justice Framework, the new teachers were not fully trained in how to integrate these practices into their daily routines. Implementing Dynamic Mindfulness consistently would

have helped to support scholar behaviors and develop their socio- emotional learning.

We believe that the positive behavior supports that we instituted in the 2014-15 school year were strong, but they need to be consistently applied to be successful. The team focused on how to bring more consistency to our behavior systems, we have systems for student behavior supports and can ensure the consistent application, administration character building tracking programs, effective communication between families regarding scholar discipline, and provide significant classroom management and culture coaching for classroom teachers. With a focus on culture and student behavior and implementing systems consistently, this will drive positive supports for scholars.

Mid-year last school year, we brought on two part-time school-based counselors. Middle school can be a challenging time for students, as they are developing a sense of identity and autonomy, have a high sensitivity to peer pressure, and a reliance on friends to provide guidance and support. Our counselor set the foundation for strong, consistent mental health supports for students and meeting with students individually. However, this was just the beginning and scholars needed time to build trust with our counselors. This year, she will be growing her programs, to include group supports for young women and young men. She will be part of the middle school leadership team and thus will be able to check in consistently with instructional staff. She will also lead regular parent workshops that will help parents and guardians provide emotional support and behavioral support to their scholars at home.

Finally, we have instituted new accountability procedures to proactively identify inconsistencies in the application of culture and behavior systems. First, the Assistant Principals will provide the Executive Director/Principal with culture reports through our FASTBridge database that will indicate the types of student behaviors that teachers are seeing and will help identify students who are experiencing behavior challenges and need supports. The report will also identify students who are exhibiting model behaviors and those scholars will be celebrated, as well. Second, the Executive Director/Principal and Assistant Principals will be reviewing culture and behavior data dashboards with grade-level leads in bi-weekly meetings. These dashboards will include metrics around teacher FASTBridge usage, number of possible behavior challenges, and number of behavior strengths. This will help us to direct our resources and supports consistently and in a focused way to help our scholars.

We believe that with the additional supports we have put into place, we will be able to ensure consistent behavior support so that all of our scholars can maximize their educational experience and develop the skills they need to get to and through college.

LTEL strategies

As noted above, our performance on CAASPPs for EL and SpEd subgroups has room for growth. Currently, 10% of our students have been identified as having special education needs and 32% are English Learners. Based on our demographics and performance data over time, NHCA is increasing services and supports for EL and SpEd scholars, and, in particular, SpEd scholars who are also EL, in many cases now "Long-Term EL" (LTEL) by virtue of not being re-designated after five years of ELD instruction (this includes years these students were in school prior to joining NHCA).

We have increased teacher professional development on language acquisition for LTELs and other older EL students. Based on NHCA's high EL/R-FEP population, we have hired a part-time ELL specialist that will coach LTEL/SpEd students. The ELL Specialist will help improve the English proficiency and academic achievement of ELs by providing high-quality, research-based professional development to classroom teachers, principals, administrators, and other school or community-based organization personnel. This professional development will enhance support in expanding and/or enhancing existing language and content instruction to better service the special education population. The goals of this program include:

- Improve instruction for SPED/ELs within our charter organizations by providing small group instruction and/or coaching of teachers.
- Provide targeted professional development to both sites.
- Create a revised SPED RFEP criteria sample plan for both sites for them to adopt and implement.
- Assist with analysis of SPED/EL data.
- Professional Development in the area of specific and compliant EL PLOPs and measurable EL goals will be provided to both sites.

The SPED/EL Specialist will work with each site to support their students towards progress as an RFEP. The collaborative group of charter schools applying for this program grant will review the EL Specialists effectiveness on a yearly basis by reviewing timely completions of "requests for support," evaluations from all professional developments provided, analyzing SPED/EL and LTEL data, and reviewing a random selection of EL PLOPs. The proposed EL specialist will be an expert in English Language Development and will have at least a certification in ELD. They will have teaching experience and hold a teaching credential.

As a small school with limited resources, providing comprehensive special education services to the extent we would like has been a fiscal challenge for NHCA. The range of special needs we serve include speech/language impairment, specific learning disability, hard of hearing, and children on the autism spectrum. In our first two years of operations, we relied heavily on outside consultants (speech therapy and resource) to provide services to our students. We attempted to build in-house capacity to provide these services. In 2015-16 we hired a Case Manager of Special Education Services, who was highly qualified to oversee the SPED department and to direct the SpEd team which included our Resource Teacher, Speech Therapist, Nurse, Occupational Therapist, Adapted PE instructor, Behaviorist and Special Education aide all provide integral support, training and collaboration with our classroom

teachers, in addition to push in and pull out services for the students with special needs.

While this team has proven effective in supporting the range of special needs we serve include speech/language impairment, specific learning disability, hard of hearing, and children on the autism spectrum, we still experienced a lack of growth in our special education student performance. This revealed that we needed to better support our SpEd instructional staff through improved coordination and administrative support. In 2015-2016, the Case Manager of Special Education worked closely with our Assistant Principal in charge of Special Education and implemented a system to support the SpED team administratively across the school and coordinate services to meet the range of special needs of our scholars. We believe that through the successful provision of targeted and individualized therapies and structured supports, students who have significant behavioral issues, challenges with social skills due to autism and related disorders, hyperactivity, and students exhibiting profound self-esteem issues will blossom in our program and will be positioned to demonstrate gains in academic achievement and in behaviors and self- confidence.

Beyond the supports outlined above, we have also made changes to the structure of our school day and the data analysis process to address some of the specific challenges of our English Learners and special education students.

First, there is additional time built into the schedule for independent reading each day. During these times teachers will be able to pull small groups for direct reading intervention and support. This year, we began using a differentiated reading program (IStation) to build their reading and language skills at their individual level. IStation also builds phonetic skills with students who need that. We have a silent reading block of the day in which scholars read books at their level to promote individual growth. Based on the need, this school year we will have guided reading groups to target reading and language skills in a more meaningful way.

Second, we have added the daily clubs to the schedule to provide students with special needs and English learners with more opportunities to showcase their strengths and to practice the skills they need to be successful in school. The implementation of our clubs program allows students to self-select an area they are interested in and grow in that area. Our intention is that students will find a club they are passionate about and be more engaged during the school day knowing a club is there at the end of the day.

We are also working to ensure that all teachers support EL and special education students with visual aids including PowerPoint with written direction, images, and visual prompts. We provide sentence frames in writing to help them learn to communicate academically and thoroughly. All teachers anchor charts on a regular basis so students can refer back to what they've learned when needed. We push for using complete sentences when speaking and model this for students or prompt them regularly.

We have structured the curriculum and instructional program to meet the needs of English Learners with respect to language development. English Learners students respond well to a plan of instruction in which each aspect of the language builds on another, with plenty of opportunities for practice. The goal is for EL students to gain fluency in English as quickly as possible in a non-threatening setting. We provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. NHCA teachers and leadership communicate to parents in Spanish as needed—but use English instruction for the content areas in the classroom. In addition, Spanish is now taught at NHCA as an enrichment course. This curriculum and program is designed to ensure acquisition and fluency of English.

New Horizons Charter Academy seeks teachers who are qualified and supported to meet the needs of EL students. We hire teachers that are CLAD/BLAD certified, and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. New Horizons Charter Academy has also, in addition to the changes to professional development that were outlined in our original submission, we also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of EL students. Additionally, Parents are notified regarding their child's English Language Development along with CELDT scores every progress report or every trimester and/or as often as needed.

Finally, we have developed a curriculum team made up of teachers at NHCA. The New Horizons Charter Academy Curriculum Team is a group of master teachers eager to reflect upon, adjust, and strengthen our current scope and sequence. They seek to build a strong Common Core aligned curriculum to ensure college readiness for all NHCA Academy scholars. They have also reviewed and edited our formative internal interim assessments, which will help identify scholar needs as soon as possible to be able to focus support and interventions. Though these subgroups have demonstrated slight growth in proficiency and are outperforming the comparison schools, we recognize that we have significant work to do to close the achievement gap for students with disabilities. NHCA will continue to work in this area including the expansion of our support and resources for Special Education and for English Learners.

Moving forward, as we continue to implement Common Core curriculum (which is directly aligned with what NHCA has been doing the past four years), we will ensure that our students who are struggling, including those with moderate to severe disabilities, receive the individualized support and attention they need to meet grade level standards and excel.

STUDENT POPULATION TO BE SERVED

Target Student Population

NHCA is designed to serve students in grades K-8 who would be at risk of achieving below basic proficiency in state examinations. Our school will attract children of parents who seek an alternative to their current educational choices; who desire an innovative instructional program (provide technology enrichment across content areas to scaffold and challenge the students to utilize and innovate to compete globally), which includes a multidisciplinary, technology-embedded extended school-day approach to learning; and who share the vision of the Charter School. The North Hollywood area is intended to be the principal source of students attending the Charter School. Students will be challenged to utilize technology in their daily instruction to increase their expertise to incorporate it and manipulate it when doing power point reports that will require learning how to develop various formatting documents, importing images and video hyperlinks, using the features of the smart boards to enhance their presentations that can be accessed through wireless internet service. Students will be able to access Wall Street data in the analysis of math projects as they relate to local economies and relevant social issues. Core content is more interactive using technology tools in exploring science topics such as global warming and its impact on humans, animals, and ecological implications. Technology utilizations will foster the development of global skills that relate to the critical analysis of informational text, visual text, and evaluating the resources they will use from different perspectives. Once students become familiar on how to use the technology tools available to them, teachers may tap into resources that can help students while challenging them on expanding their expertise and utilization of technology as a learning tool.

Our school will be a community-centered school with a small population of students in order to offer students and parents a more personalized approach to joining our school community. There is ample research which supports the small school approach to successfully involving parents in the overall education of their children, thus we anticipate our success will be the direct result of consistently using data analysis results to monitor student learning, providing intensive academic support to Tier 3 students, and working more closely with parents, legal guardians, LAUSD, and community members to ensure the success of all our students.

The Charter School has established an elementary and middle charter school to provide a choice for families in the North Hollywood area where many of the elementary schools are consistently performing at low levels. The Charter School will enroll approximately 20-35 students per grade per year, from kindergarten through 8th grade, with an end goal of educating approximately 300 students annually in grades K-8.

New Horizons Charter Academy	# of	% of	Baseline #
Ethnicity/LEP/SWD/SED	Students	Students	of Students
Latino	177	59%	300
Armenian	42	14%	300
African American	27	9%	300
White	36	12%	300
Asian/Filipino/East Indian	18	6%	300
SWD	30	10%	300
EL	123	41%	300
Socio-Economically Disadvantaged	270	90%	300
			Per Analysis
	Budgeted ADA @ 95%		285

Demographic Table below indicates the students we serve and demographics of comparison schools our students would have attended based on home address. Additionally listed are some Charter Schools as a comparison of NHCA demographics compared to schools in the general area.

Demographic Data 15-16							
	SED	EL	SPED	AA	Asian	Hispanic	White
NHCA K-8	86%	32%	8.0%	10.0%	3.2%	61.0%	24.7%
Sendak ES	94%	57%	13%	2.90%	2.50%	87.60%	4.60%
Victory Blvd ES	92%	49%	16%	3.10%	2.30%	84.70%	9.30%
Lankershim ES	86%	37%	13%	5.90%	3.80%	81.60%	4.40%
Bellingham ES	93%	54%	14%	2.40%	1.60%	90.80%	3.80%
Oxnard St ES	90%	48%	13%	1.30%	1.10%	89.60%	5.80%
Burton St ES	98%	9%	8%	4.20%	0.00%	95.30%	0.30%
Camellia Ave ES	90%	47%	10%	1.30%	1.20%	94.00%	2.60%
Coldwater Canyon ES	94%	56%	13%	2.70%	1.70%	85.00%	8.50%
Fair Ave ES	92%	41%	11%	0.80%	1.20%	91.30%	5.00%
Hazeltine Ave ES	93%	48%	10%	2.50%	1.30%	85.20%	8.20%
Monlux ES	78%	30%	13%	3.20%	3.20%	34.50%	55.60%
Korenstein ES	95%	56%	11%	3.20%	0.70%	89.50%	3.60%
Strathern St. ES	92%	36%	9%	0.70%	1.00%	87.30%	8.10%
James Madison Middle	91%	21%	13%	2.10%	2.60%	71.50%	21.10%
Roy Romer Middle	93%	25%	14%	2.30%	1.10%	91.80%	3.50%
Sun Valley Magnet	91%	26%	16%	2.00%	1.20%	92.70%	2.70%
Walter Reed Middle	54%	9%	10%	6.40%	10.90%	46.90%	31.20%
Van Nuys Middle	85%	23%	13%	3.00%	2.70%	82.50%	7.90%
CHARTER SCHOOLS							
CHIME K-8	15%	12%	17%	4.20%	4.80%	21.90%	61.10%
Celerity-Dyad	98%	62%	9%	1.40%	0.10%	98.40%	0.00%
Fenton STEM	89%	18%	11%	2.10%	1.40%	84.10%	10.30%
Fenton Avenue Charter	86%	28%	13%	3.90%	0.70%	93.30%	0.90%
Citizens of World #2	50%	23%	12%	3.00%	13.70%	36.50%	35.70%
Valley Charter ES	29%	9%	10%	0.40%	1.90%	35.60%	49.60%
Ivy Academia K-8	59%	12%	11%	8.90%	6.60%	53.60%	18.80%
Celerity-Palmati	97%	55%	9%	2.30%	1.60%	90.40%	3.00%
Ararat	79%	54%	7%	0.60%	0.00%	11.20%	88.20%
Vaughn Next Century	98%	28%	7%	0.50%	0.40%	98.60%	0.50%
Sherman Oaks ES	26%	9%	10%	7.70%	5.00%	19.00%	60.00%
PUC Community Charter ES	80%	39%	7%	0.40%	0.00%	93.60%	1.20%

Source: NHCA Illuminate SIS and <http://data1.cde.ca.gov/dataquest/>



New Horizons Charter Academy serves Transitional-Kindergarten through eighth grade students and draws a population from all areas within Los Angeles Unified School District (LAUSD), with a particular focus on students residing primarily in North Hollywood area (area zip codes of 91601 and 91606), as well as, Valley Village and Van Nuys.

Community demographics include a mix of immigrant, US born citizens, and undocumented residents. According the U.S. Census Bureau's 2011- 2015 5-Year American Community Survey:

- In zip code 91606, 46.5% of residents are foreign- born and 22.4% of the population are not U.S. citizens (either native born or naturalized); in 91601, 35.6% are foreign-born. In 91601, 50.7% of residents speak a language other than English at home; while in 91606, 72.3% of residents speak a language other than English at home. 21.6% of families in 91606 live below the poverty line, while 21.5% of families in 91601 live below the poverty line. 81% of occupants in 91601 are renters.
- Of all residents, 54.1% of 91606 residents and 40.9% of 91601 residents are Latino with the remainder predominantly White.
- 35.8-52.8% of residents over 25 in these two zip codes have not exceeded a high school diplomas

New Horizons Charter Academy serves the socioeconomically, racially and culturally diverse population of students representing the neighborhood of North Hollywood. These neighborhoods are based in the following zip codes: 91601, 91605, and 91606. New Horizons Charter Academy serves students in grades TK-8.

New Horizons Charter Academy provides families a public Charter School option with a diverse student body that offers a unique opportunity for their children to prepare for global citizenship. With so many challenges facing our society – poverty, violence, protests and more – our students will face significant obstacles when they graduate from college. Our graduates will need to not only to navigate these obstacles but also to make them better for future generations. In this way, our students will become global citizens who are able to change the world.

The data below highlight the diversity of the NHCA target community based on several demographic characteristics:

- 14.5% of households in 91606 have income less than \$15,000
- 16.3% of households in 91606 have income between \$15,000 and \$24,999
- 27.0% of households in 91606 have income between \$25,000 and \$49,999
- 27.1% of households in 91606 have income between \$50,000 and \$99,999
- 12.8% of households in 91606 have income between \$100,000 and \$199,999
- 2.4% of households in 91606 have income greater than \$200,000

The data above shows the socioeconomic diversity of the school’s targeted geography. Approximately 43% of households are earning below \$40,000 annually, an amount that is approximately comparable to Free and Reduced Price lunch qualifying income levels, which is significantly less than NHCA’s Free and Reduced Price lunch population of 85%.

New Horizons Charter Academy	2014-15	2015-16	2016-17
Percentage of students qualifying for free or reduced price lunch	80%	86%	85%

Source: <http://data1.cde.ca.gov/dataquest/>

New Horizons Charter Academy anticipates the following enrollment over the new charter term:

ENROLLMENT PLAN

Grade	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
TK- K	33	33	33	33	33
1	33	33	33	33	33
2	33	33	33	33	33
3	33	33	33	33	33
4	33	33	33	33	33
5	33	33	33	33	33
6	34	34	34	34	34
7	34	34	34	34	34
8	34	34	34	34	34
Totals	300	300	300	300	300

GOALS AND PHILOSOPHY

Our Vision

At NHCA we believe every student is gifted, and we will provide all of our students with a rigorous and comprehensive, multi-disciplinary standards-based instructional program in all content areas; we value each one of our school community members and we will build on the cultural and linguistic backgrounds each individual brings with him/her. NHCA's educational focus will be to provide all of our students with academic equity and solid foundations in science education, technology, and oral and written academic English skills so they become college prepared and career ready.

We, like “Most scholars believe that instruction in academic English — done early, consistently, and simultaneously across content areas — can make a difference in English learners’ ability to understand the core curriculum.”²⁰

We endeavor to achieve our vision to increase students’ academic achievement by implementing research-based, standards-based instruction with an embedded technological support component throughout the curriculum, and developing NHCA as a community-centered school where we value partnering with our students’ families and/or legal guardians, community members, and LAUSD personnel; our partnership with California State University Los Angeles’ staff will provide systematic professional collaboration to support and strengthen our staff’s professional skills that will help make a difference and improve the quality of the education and services we will provide our students. Our collaboration will enable us to nurture the educational, social, and emotional needs of our student community.

Our Mission

New Horizons Charter Academy is committed to providing our students with a comprehensive education that will utilize state of the art technology, including but not limited to, SMART boards, flat screen computers, and iPads to support K-8 academic instruction that will nurture and prepare students so they develop 21st century skills from the onset. NHCA is highly committed to providing our students with a wide range of the educational strategies, programs, and tools that will motivate, meaningfully engage, systematically support, and continuously challenge them as individuals to develop critical thinking, collaborative, creative, mathematical, technology, and social skills so they become college-prepared and career-ready.

²⁰ *Academic Language and ELLs, U.S. Department of Education* <http://New Horizons Charter Academy.readingrockets.org/article/28880/>

To achieve our mission to educate our students to be 21st century global learners, NHCA aims to incorporate the following key elements to ensure their academic success:

- Offer a multidisciplinary academic instructional program using state-of-the-art technology in every classroom implementing the California State Standards; the Common Core State Standards have been fully implemented in 2014-15 to guide our instruction to prepare students to develop 21st century global skills; Our commitment is supported by the research of Nicole Pinkard, founder of Digital Youth Network, who asserts that “A nice side effect is that these skills are now helping some students get into highly competitive selective enrollment schools. Their media portfolios are their calling cards and students utilize the Google Classroom platform to create these media portfolios.”
- Provide students with a multi-disciplinary curriculum which will address individual students’ needs by incorporating the following sound academic practices:
 - a. multiple intelligences as contemplated in Intelligence Reframed: Multiple Intelligences for the 21st Century, Gardner (1999), Backward Planning instructional approaches in Understanding by Design, 2nd Ed., Wiggins & McTighe (2005);
 - b. applying effective strategies (i.e., providing students with prompt and immediate academic feedback) recommended in Classroom Instruction that Works, Marzano, Pickering & Pollock (2001);
 - c. implementing Zwiers & Crawford’s (2011) five skills that focus and deepen academic conversations since “...these are the skills that empower students to communicate well...in whole class discussions, small groups, workplace meetings, social gatherings, and family interactions,” as developed and articulated in Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings, (p. 2);
 - d. also, to increase critical thinking skills and English oral participation in core subjects utilizing questioning strategies for inferential and elaborative probing to promote comprehension as articulated in The Art and Science of Teaching, Marzano (2007);
 - e. assisting struggling students with innovative strategies from Teaching the Brain to Read: Strategies for Improving Fluency, Vocabulary, and Comprehension Willis (2008); and
 - f. another helpful resource we will tap into is Marzano Research Laboratory (online) to avail ourselves of additional formative tools such as Proficiency Scales to monitor students’ language arts progress (<http://marzanoresearch.com>).
 - g. Embed technology into our daily interdisciplinary instructional program to differentiate, complement, and enrich our academic instructional support to all our students. By showing the lesson on the computer using Microsoft PowerPoint or a web browser, the teacher can bring in supplemental

research and material to embellish the lesson. The teacher may use an educational video to emphasize points and deepen the learning experience for the students.

- Embrace our students' parents, family, and legal guardians to be integral members of our school where they can participate as their time permits to share their talents, culture, language, and expertise with our student body. Interested parents will have on-going opportunities to become involved in our school, and our staff will nurture their involvement by supporting and collaborating with them to plan presentations to present during school hours to compliment particular lessons or units of study; we aim to increase parental involvement and familial pride in our parents' lives so that they know they are valued members of our school community. Our school's approach to increasing parental involvement is supported by extensive academic research: Banks, and McGee Banks (2012) relate successful strategies that have been used to increase parental participation, especially for parents and families of Culturally and Linguistically Diverse (CLD) students; specifically, they refer to attracting parental participation in schools that follow a community centered approach in which the school is the center of all activities, and a full service model where the school is the place where parents and families find a wide range of services and support for the varied needs of their households and children. When families were integrated and welcomed into the school culture, their participation increased dramatically as evidenced by parental representation in school councils and learning activities.

New Horizons Charter Academy Goals

School-wide Goals:

1. To establish a community of 21st century learners where each one of our members feels invited and welcomed to a school culture where they feel safe, supported, motivated, and challenged to achieve and thrive academically, socially, and emotionally. At NHCA we aim to increase standardized test scores annually by at least 10 percentile points above LAUSD's schools average.
2. Design an effective and systematic academic intervention program to provide intensive support for each student performing below the 25th percentile in Language Arts that they advance to the next performance level of achievement.
3. To enable students to become self-motivated, competent, and lifelong learners.
4. Incorporate daily in-class reading (Drop Everything And Read, "DEAR") for 20 minutes and engage for 10 minutes in critical analysis using writing journals to interact in understanding various genres literary elements.

Teacher Goals:

1. Increase standardized test scores over the term of the charter above District's average
2. Design an effective and systematic academic intervention program to provide intensive support for each student performing below the 25th percentile so that our students advance to the next level of academic achievement.
3. Support every student to develop the academic competencies of a 21st century educated global learner to succeed in high school and college.
4. Improve students' writing competencies through the use of technology across content areas as they pursue grade-level benchmarks, delve into self-selected research projects, and develop confidence in their oral presentation skills of written/multimedia projects.
5. Implement ongoing opportunities to conduct educational research, collaborate with peers, develop and implement effective instructional practices to address data-driven student needs.

Administrative Goals:

1. Provide our teachers with the Professional Development and support needed to continue the implementation of Common Core State Standards.
2. Increase parental and legal guardians' participation and involvement in our school through planned activities and encouraged volunteering of 3-4 hours per month (for families who cannot donate time to participate in the classroom, other family members can volunteer).

Educational Program

NHCA's educational program has been influenced, among other theorists and educational research, by the educational/theoretical foundations of Vygotsky's Zone of Proximal Development (1978), Freire's Critical Pedagogy (1962), Piaget's Cognitive Theory of Child Development (1970), Gardner's Multiple Intelligences Theory which helps to identify the specific talents children exhibit (1999), Goleman's Emotional Intelligences (1995), Wiggins & McTighe's Understanding by Design (Backwards Instructional Planning) (2005), Marzano's questioning that promotes comprehension in the Art and Science of Teaching (2007), to provide pedagogical support to offer our students a sound, effective, and differentiated approach to addressing their academic, linguistic, intellectual, cultural, social and emotional needs.

New Horizons Charter Academy has adopted LAUSD's EL Master Plan to support ELs. Our instructional design to support, monitor, and differentiate the academic, social, and linguistic needs of our ELs integrates research-based approaches recommended by the California Department of Education (2010): Improving education for English Learners, and will follow the English Learners Master Plan and teaching modules to guide, instruct, and monitor our ELs' academic progress. We will be guided by Dweck's research on promoting long term success by providing students with meaningful work so that "...teachers praise the learning process rather than students' ability, convey the joy of tackling challenging learning tasks, and highlight

progress and effort” Educational Leadership/September

2010, p. 20. The research by Ehri, Dreyer, Flugman & Gross (2007) offered instructional understanding about three effective approaches to support struggling ELs and other students experiencing learning difficulties: 1) most successful readers improve from reading at 98% or higher accuracy(correct words read by high readers who make about 2% of reading errors and correctly read a passage with 98% success rate), 2) struggling students who received small group reading support from the teacher, rather than a paraprofessional, accelerated their reading abilities, and 3) “Self-selected reading activity seems to be about twice as powerful at generating reading development as teacher-selected reading,” Allington, p. 43 in Educational Leadership/March 2011. [New Horizons Charter Academy.lausd.net/gate](http://NewHorizonsCharterAcademy.lausd.net/gate), The Thinker, and *New Horizons Charter Academy.cde.ca.gov/sp/gt/gt/* will provide support and guidance to address the identification and instructional needs of our Gifted and Talented Education population. Hyerle’s (2004) school-based research on using Thinking Maps as effective visual tools to make instruction comprehensible are integrated in the instruction of all content areas at NHCA. Nicole Pinkard, John Seely Brown, and Hall Davidson’s research and expertise will serve to enlighten our staff’s effective integration of digital technology in daily academic instruction.

Specifically, at New Horizons Charter Academy all members of our community are responsible for the school-wide implementation of our mission, vision, and goals, as follows:

- The New Horizons Charter Academy community and partners will maintain the highest level of integrity in fiscal management while seeking all available resources and using them effectively to support the instructional program.
- The New Horizons Charter Academy community will work cooperatively and collaboratively to create a child-centered environment that is safe, free of violence, drugs and harassment, in which all partners are empowered by their own sense of ownership and responsibility to the charter school.
- The students, parents and employees of New Horizons Charter Academy will collaboratively establish and model the highest standards for student achievement, positive self-esteem, pro- social values, and respect for cultural diversity.
- The employees of New Horizons Charter Academy will demonstrate their belief in the value of lifelong learning and model the appropriate and desired behaviors and attitudes expected of students.
- The staff will motivate students of New Horizons Charter Academy to actively seek learning opportunities by working cooperatively, thinking critically, and striving to master rigorous academic standards attainable through self-monitoring individual academic goals.

Educated Person in the 21st Century

The goal of NHCA is to provide an environment in which children will develop into confident, self-motivated, competent, effective communicators, productive, and life-long learners. Vested with these skills, these children will become responsible young adults. Students will possess the habits, skills, and confidence necessary to succeed in school and beyond, as contributing citizens of the 21st century.

We define college and career readiness in broad ways to ensure that students are fully prepared for the set of challenges they will face after graduating from high school. Our definition includes academic preparation (for example: content acquisition from various subjects as well as critical thinking and problem solving skills), as well as the various skills needed for success in our complex society (for example: taking initiative, oral communication skills, curiosity and others). By including both academic skills and other competencies in our definition of an educated person in the 21st century, NHCA will successfully prepare students for success and persistence in college and careers.

In crafting our understanding of what it means to educate students for the 21st century and its implication for our academic program, we have drawn on Wagner's definition of what it means to be college, career, and citizenship-ready and the "Seven Survival Skills" that he identified:

1. Critical Thinking & Problem Solving
2. Collaboration Across Networks & Leading by Influence
3. Agility & Adaptability
4. Initiative & Entrepreneurialism
5. Effective Oral & Written Communication
6. Accessing & Analyzing Information
7. Curiosity & Imagination

At NHCA, our students will become knowledgeable technology users. Our state-of-the-art technology tools (for example SMART Boards, flat screen computers and iPads) will support our students to integrate and optimize its use across content areas to nurture and challenge 21st century learners, and thus it aligns with the research which supports the role of technology in education.

Specifically, NHCA's Educational philosophies about what it means to be a 21st century learner are guided by the research from Hall Davidson (Discovery Education) who believes that children need to use media and "...make the content their own by interaction with it and mashing it so that it becomes something new and personal for that child." In a 21st century classroom, students' instruction is infused with technology, and John Seely Brown (Chairman of the Deloitte Center for the Edge) states that "...educators need to provide students with freedom to be curious and ask questions, and give them the standards and feedback they need to grow as learners." Nicole

Pinkard (founder of Digital Youth Network) argues that as children become adept in using technology, “They need to use it as a tool to actually create new content and new ideas.”

The integration of technology in our 21st century classrooms will be an undeniable tool in enriching and supporting NHCA’s multi-disciplinary education program for all our students, which will benefit from the insightful and reflective work of Mandy Durrence who posits that in a 21st century classroom teachers develop authentic learning opportunities that are relevant to the lives of the students and their communities. Teachers model how to communicate ideas effectively, collaborate using digital media, support students to think critically to evaluate whether a source of information is credible, and teachers model how to get digital information safely and responsibly (What Does a 21st Century Learner Look Like?, May 5, 2011); research in this area recommends that teachers need to help students embrace change, learn how to collaborate with peers, use multiple problem-solving approaches, and foster innovation of ideas. Our school believes that an educated person in the 21st Century should possess the academic and life skills listed below. The Charter School will provide the support students need so that they attain these skills by the time they have completed the NHCA education program.

In addition to the above, an education person in the 21st Century will need the following skills:

Academic Skills

- Students will read for comprehension and critical understanding at or above grade level.
- Students will be mathematically literate, able to compute, to solve real world problems, and to successfully apply conceptual understanding of key ideas in mathematics to novel challenges at or above grade level expectations.
- Students will be inquisitive and self-motivated life-long learners.
- Students will communicate through effective listening, speaking, and writing as evidenced in their ability to be persuasive and support their individual viewpoints, orally and in written form.
- Students will possess creative, logical, and critical thinking skills. Students will develop the intellectual reasoning skills needed to analyze, synthesize, evaluate, and apply their understanding in the areas of art, science, history, and technology.
- Students will comprehend and use technology as a tool for learning and communication and will apply those skills in real-life, community-centered projects.
- Students will have confidence in adapting to new situations and be receptive to learning.
- Students will analyze new information and synthesize what they know to construct new knowledge, and also will be able to explain the process of how they arrived to a new understanding.
- Students will find, select, evaluate, organize, and use information from various sources and disciplines of thought. They will be able to collaborate and discuss how to make logical connections among them.

Life Skills

- Students accept responsibility for personal decisions and actions.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Students learn concentration, perseverance, and independent working skills by setting personal goals and self-assessment.
- Students learn about the connection between their everyday food choices and the health of the community, the environment, and themselves.
- Students involve themselves in exploring health and nutrition research to become informed consumers, and will influence others through pro and con poster projects using various media.
- Students keep logs of healthy choices they make at home and school, and parental/legal guardians' input is encouraged.
- Students develop an appreciation for the richness of shared knowledge that flows from the culturally diverse environment of California.
- Students are inspired to have empathy and courtesy for others.
- Students work both cooperatively and independently.

How Learning Best Occurs

At NHCA we believe that learning best occurs when students, regardless of race, culture, language, ethnicity, or gender orientation are helped to identify their academic/intellectual strengths that will serve as the baseline by which to establish learning goals to monitor their educational achievement. Learning best occurs in a climate conducive to emotional safety and personal relevance. In such an environment, teachers serve as mentors, demonstrating enthusiasm for the subjects they teach, and guiding students to discover a passion for learning. Learning best occurs when students construct their own understandings, under the guidance of a teacher who offers varying levels of support, as needed, and with the involvement of their families in the education. So we present the following two building blocks of our theory of learning, with a description of our third building block, family involvement:

- **Constructivism:** a theory of learning and knowing
- **Full Inclusion:** an instructional model that presents a process in which the responsibility is released from the teacher to the student

Constructivism

Constructivism, a psychological theory, was initially based on the research of Jean Piaget and Lev Vygotsky and continues to develop in the work of Jerome Bruner, Howard Gardner, and others. The constructivist approach to learning is further validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002. “To meet your students where they are, first you have to find them”). In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999). This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

At its most basic level, the constructivist theory of learning means that new knowledge must be constructed from existing knowledge. New knowledge is incorporated into one’s existing framework unless that framework is challenged. Brooks and Brooks emphasize in *The Case for Constructivist Classrooms* (1999) that “...[w]e construct our own understandings of the world in which we live” (p. 4). Those constructions can be misconceptions, incorrect, or incomplete, unless something challenges that construction, forcing the learner to reexamine their understanding. At NHCA, our instructional framework will “allow learners to explore and generate many possibilities, both affirming and contradictory.” (Fosnot 2005, p. 34)

New developments in the science of learning also emphasize the importance of helping people take control of their own learning. Since understanding is viewed as important, people must learn to recognize when they understand and when they need more information. What strategies might they use to assess whether they understand someone else’s meaning? What kinds of evidence do they need in order to believe particular claims? How can they build their own theories of phenomena and test them effectively?

To be clear, constructivism is a theory of learning and knowing, not a theory of teaching (Fosnot, 2005).

A common misconception regarding “constructivist” theories of knowing (that existing knowledge is used to build new knowledge) is that teachers should never tell students anything directly, but instead should always allow them to construct knowledge for themselves. This perspective confuses a theory of pedagogy (teaching) with a theory of knowing. Constructivists assume that all knowledge is constructed from previous knowledge, irrespective of how one is taught – even listening to a lecture involves active attempts to construct new knowledge. (Bransford et al, 1999, p. 11)

How People Learn includes the following two findings concerning children’s development and

learning:

Children are problem solvers and, through curiosity, generate questions and problems. Children attempt to solve problems presented to them, and they also seek novel challenges. They persist because success and understanding are motivating in their own right. Children's natural capabilities require assistance for learning. Children's early capacities are dependent on catalysts and mediation. Adults play a critical role in promoting children's curiosity and persistence by directing children's attention, structuring their experiences, supporting their learning attempts, and regulating the complexity and difficulty of levels of information for them.

New Horizons Charter Academy teachers select instructional techniques as needed based on identified student needs on an on-going basis, guided by constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction, project-based learning, or mathematical problem solving. In the following pages, we present the idea of developing and using a rich repertoire of instructional strategies. While certain methodologies, such as project-based learning and balanced literacy, are implemented in many classrooms across the school, teachers are not limited to using those techniques. Instead, they are encouraged to develop additional techniques, to draw on, as needed, to support students' constructions of understanding.

NHCA's faculty has time each school day and throughout the week to collaboratively plan deep learning projects for students, organized around central questions and themes which encourage students to "uncover" the curriculum, taking the time required to construct meaning, all the while keeping in mind the necessity to adapt instruction for individual needs. As with an integrated curriculum, the idea of going deep provides a model for life-long learning habits. Studying in depth reinforces our goal of helping the students know what it means to be a reflective learner, of what it takes to truly understand something. Taking the necessary time that one needs to take to understand in depth is to be expected and honored. Slowing down enough to be thoughtful workers, careful thinkers, deliberative in action and behavior is a curricular goal, as well as a hallmark of an educated perspective.

Constructivism calls for learning experiences to be adjusted, beginning with each learner's level of understanding and guiding students in building on prior knowledge. Our classroom structures are designed to allow for this differentiated instruction. Our low teacher-to-student ratio in the elementary grades allows for flexible grouping during the school day. Furthermore, our use of the workshop model and project-based learning provide for substantial independent work time in which teachers can meet with small groups and conference with individual students. By ensuring that students are given a variety of different means of learning the material and the opportunity to construct their own understanding, we ensure that all students achieve standards mastery in meaningful ways. Deep understanding of the skills and knowledge presented in the Common Core State Standards will lead to strong performance in a variety of new situations, including state standardized tests. However, the converse is not true. The capacity to perform well on a standardized test does not ensure the capacity to apply that knowledge in novel or real-world situations.

At NHCA, constructivism is integrated across courses and content in integrated project-based learning. One of the deepest and most valuable forms of understanding comes when students can make connections between different subject matters or disciplines. To foster such thinking, teachers work together to provide their students with an interdisciplinary angle or perspective on a range of important topics and themes. These involve such activities as asking and refining questions, debating ideas, making predictions, designing experiments, collecting and analyzing data, and creating artifacts. Moreover, students are engaged by being provided authentic, real-world application. Projects are thus constructed around problems and situations that can be found in the modern workplace. These activities promote a deeper grasp and thoughtful application of important knowledge.

Students' interests and previous knowledge are valued as teachers prompt students to engage in projects that require them to investigate, explore, test, refine, reflect and more. Using backwards planning, NHCA's teachers acknowledge the central role of the learner and structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills contained in the CCSS. Connections across topics and to the "real world" play a central role in helping motivate and engage students in their learning. Teachers ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning. Assessment are embedded throughout the learning as students engage in dialogue and debate with one another and their teacher, ask questions and go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

Classroom practices designed to challenge students in transforming their current thinking and student success on tests are [not] inherently contradictory. However, there is much evidence (from NAEP [National Assessment of Educational Progress] and TIMSS [Third International Mathematics and Science Study], to name but two sources) that classroom practices specifically designed to prepare students for tests do not foster new learning that is applied to new settings (Brooks & Brooks, 1999, p. viii).

While we do not believe that test-preparatory instruction (or "classroom practices specifically designed to prepare students for tests" as stated in the quote above) is likely to lead to the ability to apply that learning in an alternate setting, we do recognize the important role that standardized tests play in monitoring instruction.

Furthermore, numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations using standardized tests, including such schools as University of Houston Charter School in Texas. This school and countless others have long demonstrated that when children from socio-economically disadvantaged neighborhoods, including recent immigrants and English learners, are given the opportunity to attend a school like NHCA, their test scores and self-confidence soar. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

Inclusive Learning Community

NHCA is structured to create and support an inclusive learning community. Classes use a co-teaching model and all students benefit from instruction that is thoroughly planned by general and special education teachers in partnership. Honoring diversity has several practical ramifications for teachers at the New Horizons Charter Academy. Teachers must be ever vigilant that adaptations, modifications, and instructional supports are addressed across all areas of the rigorous curriculum that they teach. They need to understand how development interacts with an evolving understanding of content, making sure that they include a developmental range in their instruction. They need to be able to relate instruction to each student's areas of strength and need. They need to be able to meet the linguistic and cognitive needs of students whose first language is different than their own, ensuring equity of access to the curriculum. NHCA provides extensive professional development each year for both new and returning teachers on instruction and curriculum topics. Professional development focuses on Universal Design for Learning, Positive Behavior, and Specially Designed Academic Instruction in English, Culturally Responsive Curriculum, and Co-teaching Strategies to meet the needs of all learners.

NHCA is structured to create and support an inclusive learning community. Classes use a co-teaching model and all students benefit from instruction that is thoroughly planned by general and special education teachers in partnership. Co-teaching across grade levels includes active instruction delivered jointly along with joint planning and assessment. To further embed success, consistent planning and foster deep learning, grade level plans are developed and implemented with oversight by the Principals and other lead instructors so that different classes in the same grade level access common plans and the instructional expertise of all teachers.

Each class of 18-24 students (TK-3) includes approximately 1 to 2 children with identified mild to moderate disabilities, that require more intensive support, and 17 children without identified disabilities. NHCA has all-inclusive classrooms at each level (K-8). In the 4th-8th grade classrooms, each class of 23-29 students includes approximately 1 to 2 students with identified mild to moderate disabilities, and 22 students without identified disabilities.

NHCA special education teacher is responsible for instruction in the general classroom environment, using a co-teaching model with general education teachers. Research has demonstrated that co-teaching is a critical piece to the puzzle of inclusive classrooms, with strong evidence demonstrating improved outcomes for a wide range of students (Solis, Vaughn, Swanson, & McCulley, 2012.) Other specialists, such as a Speech Therapist and Occupational Therapist, are assigned as appropriate to the students' needs, and deliver direct, consultative and collaborative services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so that classroom staff can implement interventions throughout the instructional program.

Additional support staff is needed due to the diverse special needs of the population of students. The transdisciplinary team includes a Speech and Language pathologist, an Occupational Therapist, an Adapted Physical Education teacher, to meet the needs of the students with disabilities. Finally, as a training and demonstration site, the school utilizes art, drama, and

music teachers to develop an enriched and stimulating curriculum for all students. In the 6th – 8th grades, NHCA draws on the expertise of the general and special educators for its enrichment courses in the areas of drama, art, music, technology and other enrichments.

In NHCA classrooms, students may quickly meet certain IEP goals since they are in an environment that is accessible and meaningful. These IEP goals, developed with family expertise, are connected to activities that clearly function as part of the student's life. While the standards-based general education curriculum frames much of what we want students to learn, we believe that a language-rich, visually-rich and tactilely-rich environment enables all students to creatively participate in the learning process. In addition, multiple intelligences must be considered and valued as students demonstrate what they know and how they best learn. For example, the following are examples of the modification principles used to guide our staff:

- All classroom and school activities are made accessible through adaptations and modifications for learning, participation, and consideration of communication, sensory, physical and behavioral needs;
- General and special educators collaborate in cooperative teams to maximize learning and participation for students with a wide variety of strengths and abilities;
- Multi-disciplinary teams engage in a continuing process to infuse therapies and services into natural contexts during meaningful routines and activities;
- On-going collaboration removes any barriers through creative program design and continuous development of material, structures and strategies for the success of each individual student;
- Individual ability levels are considered and adaptations and modifications are made to ensure that each student is sufficiently challenged while still experiencing meaningful learning without confusion.

Students who do not have IEPs are given an Individual Instruction Plan, created and updated each semester with the students' Advisor. Students set goals both for the semester, year and longer-term as part of their student portfolio process. Each student TK-8 develops and maintains a student portfolio of goals and work throughout the year and across their years at New Horizons Charter Academy. This reflective process is guided by their classroom teacher or in middle school their homeroom teacher. Each year students also review their learning portfolio with their parents at annual portfolio conferences.

Family Involvement That Promotes Student Learning

Learning best occurs when students' families are involved in their education. Family education and participation are essential components of student success. The ideas and skills a family brings to the school and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students' success throughout their lives. According to *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual*

Synthesis, 2002, a federally- funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations.
- Improvement in student attitude and behavior.
- Improved parent and child communication; positive parent/teacher interaction.
- Increased community support for schools.
- Increased rate of homework completion.
- Higher test scores and grades.
- Fewer referrals and placements in special education.
- Higher promotion and 8th Grade graduation rates.
- Higher enrollment rates in post-secondary education.

In addition to several orientation sessions for new families, NHCA conducts several parent-teacher- student class meetings annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from the teacher(s) about their child's learning. To encourage the full participation of non- English speaking parents, NHCA makes regular and full use of interpreters and highly value second language abilities when hiring teachers and other staff.

School leaders, in collaboration with teachers and parent volunteers, develop an annual schedule of workshops that will take place on the school site and welcome all parents in the community. These workshops are led by teachers, administrators, parents, and community members and focus on culturally sensitive, hands- on learning experiences to help parents develop skills to support their children.

All families are encouraged to participate as active volunteers in the school's operations and activities. Parents are encouraged to volunteer through information shared at Orientation Meetings prior to opening of school year, Monthly Parent In Action Meetings, School Site Council, ELAC Meetings, school website, oneCALL phone messages and Room Parent program. At school-wide opening Orientation meetings and Parent/Student Handbook as well as parents receive a written letter informing parents that they are not required or expected as a condition of admission, enrollment or continued enrollment, etc. The school website has language posted about volunteering and the required language that clearly states no requirement or expectation as condition of admission or continued enrollment or effect on school grades or students opportunities to participate in any school activity. Parent participation at NHCA has been very high. Parent volunteerism is key to the success of any school, and is an important part of our school philosophy and vision. NHCA is very committed to equitably engaging all families and finding a multitude of ways in which a NHCA family can plug into life at school. NHCA firmly believes that parent volunteers not only strengthen our school, but have an invaluable positive impact on students as well. Participating in volunteer opportunities provides NHCA parents a chance to connect with other members of our community.

Parents volunteer throughout the school day, including volunteering in the classroom or school office. Other volunteer opportunities include planning student/school community events, fundraising activities, outreach to prospective new families, and much more. Skill levels required to participate in school activities will similarly be variable. In this way, parents, grandparents, and other family members provide valuable services to help the school but more importantly, families become more involved and connected to the school and their child's learning while also being empowered to effectively shape school programs and operations.

These policies make it clear that volunteering is not required at NHCA as described in the Family Handbook, which is distributed annually to all families. Additional volunteering policies are described in the school's Volunteer Handbook.

Charlotte Danielson (2007) posits that of the four domains of teaching (Domain 1: Planning and Preparation; Domain 2: The Classroom Environment; Domain 3: Instruction; Domain 4: Professional Responsibilities), Domain 2, the classroom environment can guide us to build a school culture of learners. Danielson promotes that students most fondly remember those teachers who provided a caring and safe, nurturing environment in which teachers shared high academic expectations for the students while being supportive and compassionate to achieve their intellectual potential.

Also, learning best occurs in a classroom environment where teachers offer academic and emotional support to students to begin instruction at their current level of understanding by building on what the student knows and is able to do so that appropriate resources will have a positive impact on students' learning. Teachers have a wide repertoire of strategies such as the following: breaking down longer assignments and text into small chunks, pre-teaching and re-teaching, using advanced organizers and Thinking Maps to provide access to the core, scaffolding and differentiating through various groupings and one-on-one, coupled with intensive, effective, standards-based instructional support that includes monitoring and prompt and effective feedback toward meeting individual student goals that will help take the students to their next level of understanding and academic achievement. Learning best occurs in classrooms where students are encouraged to take chances and take on challenges because they know that they have the emotional and academic support they need to develop their academic potential. Learning best occurs where students have access to explore, use, integrate, and expand their knowledge using state-of-the-art technology. At NHCA, students will be offered great learning opportunities to realize their academic potential. NHCA strongly believes that it will make a difference in improving students' educational goals.

As educators, the New Horizons Charter Academy faculty will strive to maintain a challenging and secure environment in which children attain and demonstrate the confidence and ability required to master the challenging academic content of the California Content and Common Core State Standards and become proficient in meeting English language grade level benchmarks.

The goals of the New Horizons Charter Academy will enable all students to become self-motivated by utilizing the rich technology resources, establishing learning goals and, pursuing individual interests. Students will get involved in school leadership opportunities to develop leadership skills, or compete in various activities such as spelling bees, science projects, media projects, speaking debates, story writing, etc. We will nurture our students to become competent lifelong learners through the following: the delivery of a rigorous standards-based instructional program that will offer students multiple ways of learning via direct instruction, explorations and research, class and self-selected projects, various groupings, guest speakers/presenters; mentoring, and rich learning resources needed to be self-motivated and successful global learners.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to student need, as opposed to instruction being driven by school or teacher needs. New Horizons Charter Academy believes that all children can succeed and achieve state standards mastery, regardless of their background or circumstances when they enter our school. The challenge for us, as educators, is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, and with a strong focus on data and ongoing multi- faceted assessments to inform instruction, we are confident that all of our sub- groups and individual students will succeed.

THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

New Horizons Charter Academy pursues the following school wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the 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

New Horizons Charter Academy will ensure basic services are met by providing all students' access to fully credentialed teachers, instructional materials that align with Common Core state standards and California state standards, and ensure school facilities are maintained in good repair, conducive to learning, and do not pose a safety or health risk to students.

Related State Priorities:

☒ X 1 ☐ 4 ☐ X 7
☐ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

☐ :
☐ :

Specific Annual Actions to Achieve Goal

- Hire only teachers holding a bachelor's degree, credentials in core subjects and have subject matter competency.
- Offer various incentives, such as flexible professional development opportunities throughout the school year, and provide coaching for staff to help with the maximization of performance.
- Create a positive work environment where teachers have the ability to contribute and voice their opinions to continue the growth and development of the school and its curriculum.
- Select and distribute standards-aligned instructional materials at the beginning of the school year and on an ongoing basis, as appropriate.
- Annual review of teacher credentials. (CALPADS Report)
- Ensure risk management site inspections of campus by property and liability carrier.
- Complete annual and monthly facility inspections to screen for safety hazards. Train custodial staff in use of site evaluation tool and hold follow-up meetings to ensure compliance.
- Maintain custodial staff for daily and nightly cleaning of site. Maintain video monitoring and security system to ensure safety and protection of site
- Maintain school-wide emergency intercom and messaging system
- Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns.
- Correct all areas identified in need of repair or replacement.
- Ongoing maintenance and repair logs, with monthly review by Director of Operations and Custodian.
- Safety inspection (monthly) of fire and earthquake infrastructure, systems and procedures.

Expected Annual Measurable Outcomes

Outcome #1: The school will ensure students are taught by well qualified teachers.

Metric/Method for Measuring: Annual review of credentials and teaching assignments and School Accountability Report Card (SARC)

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

Outcome #2: The school will retain highly qualified teachers.

Metric/Method for Measuring: Annual review of teacher retention rates

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	85%	88%	90%	90%	90%	90%

Outcome #3: The school will provide students with sufficient access to standards-aligned instructional materials necessary to participate fully in the educational program.

Metric/Method for Measuring: Annual review of instructional program and SARC Report

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

Outcome #4: The school will maintain adequate facilities. The number of instances where facilities NOT in "good repair" will be zero.

Metric/Method for Measuring: SARC Report

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	90% item compliant or Good Standing Incidents: <1	90% item compliant or Good Standing Incidents: 0	90% item compliant or Good Standing Incidents: 0	90% item compliant or Good Standing Incidents: 0	90% item compliant or Good Standing Incidents: 0	90% item compliant or Good Standing Incidents: 0

GOAL #2

To ensure student proficiency in all courses. To ensure our students are college/career ready. To ensure students meet or exceed standard on CAASPP-ELA/Literacy and Mathematics assessments.

Strengthen student achievement through implementation of Common Core State Standards (CCSS) and various assessments, as reflected in the percentage of students meeting or exceeding FASTBridge's national norm in ELA and math.

Related State Priorities:

☐ X 1 ☐ X 4 ☐ 7
☐ X 2 ☐ 5 ☐ X 8
☐ 3 ☐ 6

Local Priorities:

☐:
☐

Specific Annual Actions to Achieve Goal

- Administer NHCA required FASTBridge assessments.
- Ensure there are adequate Special Education resources and personnel to provide required services to students with IEPs.
- Provide professional development opportunities for teachers to deepen their knowledge of the common core state standards.
- Continue to strengthen the ability to meet the needs of all learners through differentiation, small group instruction and/or intervention/enrichment.
- Monitor English Learner (EL) adequate progress through assessments (i.e., English language development assessment tools, progress monitoring tools, CELDT) utilized during the school year, to modify instructional practice to meet the needs of EL students. Target students who require intervention and students in need of enrichment.
- 100% of teachers will receive intensive training Common Core training with an emphasis on differentiated instructional techniques and serving English Learners.
- NHCA hired an ELD specialist to coach and provide comprehensive training on ELD curriculum. ELD specialist will provide analysis and develop EL Passports for all EL and R-FEP students for teachers to access and follow specific techniques to support our EL students.
- Appropriately track Annual Measurable Achievement Objectives 1 data to ensure English Learner students make adequate progress.
- Provide supports necessary to increase the reclassification rates of English Learners by providing supports for English Learners, Standard English Learners, and struggling readers, inclusive of reclassified fluent English proficient students (RFEPs).

Expected Annual Measurable Outcomes

Outcome #1: The school will administer all required FASTBridge assessments during all 2 administration periods to all classes.

Metric/Method for Measuring: Percentage of classes taking each FASTBridge administration; operational monitoring of testing administration

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

Outcome #2: The school will increase the percentage of students who have met or exceeded FASTBridge's national norm in math and Reading.

Metric/Method for Measuring: Percentage of students meeting or exceeding FASTBridge's national norm (50th percentile) in math and Reading.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	Math 65% Reading 68%	+2% from baseline	+4% from baseline	+6% from baseline	+8% from baseline	+10% from baseline

English Learners	Math 39% Reading 38%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Socioecon. Disadv./Low Income Students	Math 51% Reading 54%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Foster Youth	N/A	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Students with Disabilities	Math 34% Reading 38%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
African American Students	Math 46% Reading 61%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
American Indian/Alaskan Native Students	N/A	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline

Asian Students	Math 80% Reading 70%	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
Filipino Students	N/A	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
Latino Students	Math 35% Reading 41%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Native Hawaiian/Pacific Islander Students	N/A	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
Students of Two or More Races	Math 72% Reading 83%	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
White Students	Math 78% Reading 80%	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline

Outcome #3: The school will increase the percentage of students who have met or exceeded FASTBridge's growth projections.
Metric/Method for Measuring: Percentage of all students meeting or exceeding FASTBridge's growth projections.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	Math 53% Reading 56%	+2% from baseline	+4% from baseline	+6% from baseline	+8% from baseline	+10% from baseline
English Learners	Math 46% Reading 49%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Socioecon. Disadv./Low Income Students	Math 51% Reading 51%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Foster Youth	N/A	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Students with Disabilities	Math 48% Reading 37%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
African American Students	Math 74% Reading 58%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
American Indian/Alaskan Native Students	N/A	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Asian Students	Math 58% Reading 62%	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
Filipino Students	N/A	+1.5% from baseline	+4% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
Latino Students	Math 39% Reading 39%	+2.5% from baseline	+5% from baseline	+7.5% from baseline	+10% from baseline	+12.5% from baseline
Native Hawaiian/Pacific Islander Students	N/A	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline

Students of Two or More Races	Math 61% Reading 62%	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
White Students	Math 53% Reading 62%	+1.5% from baseline	+3% from baseline	+4.5% from baseline	+6% from baseline	+7.5% from baseline
Outcome #4: The school will provide extra support in the form of tutoring, small groups, and 1:1 assistance for all students identifies as performing below standards. Metric/Method for Measuring: Monitoring of various school assessments and support plans.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%

Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaskan Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	100%	100%	100%	100%	100%	100%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	100%	100%	100%	100%	100%	100%
White Students	100%	100%	100%	100%	100%	100%

Outcome #5: The school will provide services stipulated in student IEPs.

Metric/Method for Measuring: Percentage of IEP compliance.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Students with Disabilities	100%	100%	100%	100%	100%	100%

Outcome #6: The school will monitor English Learner adequate progress through assessment and appropriately track Annual Measurable Achievement Objectives 1 data

Metric/Method for Measuring: Percentage of English Learner progress assessed.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	100%	100%	100%	100%	100%	100%

Outcome #7: The school will increase reclassification rates of English Learners. % of students who increased a level on CELDT or RFEP'd

Metric/Method for Measuring: Three-year average reclassification rate. California Dashboard.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	19%	+2%	+5%	+8%	+8%	+10%

EL Indicator	Yellow on CA Dashboard (2016-17)	Move to green or blue status on CA	Maintain green or blue status on CA	Maintain green or blue status on CA	Maintain green or blue status on CA	Maintain green or blue status on CA
--------------	--	---	--	--	--	--

		Dashboard	Dashboard	Dashboard	Dashboard	Dashboard
--	--	-----------	-----------	-----------	-----------	-----------

Outcome #8: The school will increase the Average Distance from Level 3 of students on ELA/Literacy on CAASPP assessments (Grades 3-8) Metric/Method for Measuring: Academic Indicator (Average Distance from Level 3 on CAASPP- ELA/Literacy assessments (Grades 3-8)						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	13.0 points below level 3	10.0 points below level 3	9.0 points below level 3	8.0 points below level 3	7.0 points below level 3	7.0 points below level 3
English Learners	60.0 points below level 3	45.0 points below level 3	45.0 points below level 3	40.0 points below level 3	40.0 points below level 3	40.0 points below level 3
Socioecon. Disadv./Low Income Students	17.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	No data due to small sample size	70.0 points below level 3	70.0 points below level 3	60.0 points below level 3	60.0 points below level 3	60.0 points below level 3
African American Students	No data due to small sample size	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3
American Indian/Alaskan Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	No data due to small sample size	10.0 points below level 3	10.0 points below level 3	10.0 points below level 3	10.0 points below level 3	10.0 points below level 3
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	14.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	13.0 points below level 3	10.0 points below level 3	10.0 points below level 3	10.0 points below level 3	10.0 points below level 3	10.0 points below level 3
White Students	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3	15.0 points below level 3
Outcome #9: The school will increase the Average Distance from Level 3 of students on Math on CAASPP assessments (Grades 3-8) Metric/Method for Measuring: Academic Indicator (Average Distance from Level 3 on CAASPP- Math assessments (Grades 3-8)						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	55.0 points below level 3	45.0 points below level 3	30.0 points below level 3	20.0 points below level 3	20.0 points below level 3	20.0 points below level 3
English Learners	82.0 points below level 3	75.0 points below level 3	65.0 points below level 3	55.0 points below level 3	45.0 points below level 3	40.0 points below level 3
Socioecon. Disadv./Low Income Students	57.0 points below level 3	45.0 points below level 3	55.0 points below level 3	22.0 points below level 3	20.0 points below level 3	20.0 points below level 3
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A

<i>Students with Disabilities</i>	<i>No data due to small sample size</i>	<i>85.0 points below level 3</i>	<i>80.0 points below level 3</i>	<i>75.0 points below level 3</i>	<i>70.0 points below level 3</i>	<i>65.0 points below level 3</i>
<i>African American Students</i>	<i>No data due to small sample size</i>	<i>35.0 points below level 3</i>	<i>30.0 points below level 3</i>	<i>25.0 points below level 3</i>	<i>20.0 points below level 3</i>	<i>15.0 points below level 3</i>
<i>American Indian/Alaskan Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>No data due to small sample size</i>	<i>10.0 points below level 3</i>	<i>10.0 points below level 3</i>	<i>10.0 points below level 3</i>	<i>10.0 points below level 3</i>	<i>10.0 points below level 3</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>54.0 points below level 3</i>	<i>50.0 points below level 3</i>	<i>45.0 points below level 3</i>	<i>30.0 points below level 3</i>	<i>25.0 points below level 3</i>	<i>25.0 points below level 3</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Races</i>	<i>25.0 points below level 3</i>	<i>20.0 points below level 3</i>	<i>20.0 points below level 3</i>	<i>20.0 points below level 3</i>	<i>15.0 points below level 3</i>	<i>15.0 points below level 3</i>
<i>White Students</i>	<i>25.0 points below level 3</i>	<i>20.0 points below level 3</i>	<i>20.0 points below level 3</i>	<i>15.0 points below level 3</i>	<i>15.0 points below level 3</i>	<i>15.0 points below level 3</i>
Outcome #10: Academic Indicator ELA: Medium to high status with a maintained or increased change on CA Dashboard for all students and subgroups. Metric/Method for Measuring: Academic Indicator – California Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>
<i>English Learners</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>No data due to small sample size</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>African American Students</i>	<i>No data due to small sample size</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>American Indian/Alaskan Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>No data due to small sample size</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>

<i>Students of Two or More Races</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>White Students</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
Outcome #11: Academic Indicator Math: Medium to high status with a maintained or increased change on CA Dashboard for all students and subgroups. Metric/Method for Measuring: Academic Indicator – California Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>	<i>Medium to high status with a maintained or increased change.</i>
<i>English Learners</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Socioecon. Disadv./Low Income Students</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Foster Youth</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students with Disabilities</i>	<i>No data due to small sample size</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>African American Students</i>	<i>No data due to small sample size</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>American Indian/Alaskan Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i>No data due to small sample size</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Races</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>White Students</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>

GOAL #3						
<p>Encourage parent involvement and participation to ensure stakeholders are engaged in the decision-making process and the educational programs of students. Encourage parental participation in programs and attendance monitoring. Improve all lines of communication between teachers, administration and parents to promote and foster a feeling of community and accessibility. Increase parent access to digital platforms to increase awareness of student progress and developing parents as partners in the quest to increase overall reading and math engagement amongst student body. Increase parent participation in ESL and Spanish/Armenian workshops.</p>					<p>Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6</p>	
					<p>Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :</p>	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> • Provide opportunities to educate and engage parents through school events, meetings, volunteer opportunities, and surveys. • Engage staff and larger community in work related to define diversity and equity as it relates to our school mission and its impact on programs, initiatives and school-wide events and communication. • NHCA will formally communicate with parents about student progress on ongoing basis (every 5 weeks) through 5-week Progress Reports and Quarterly Report cards and provide relative feedback between school and home. • Provide opportunities for parents to volunteer throughout the school year. • Create Parent Education and Engagement Committee to develop quarterly parent education and outreach • Encourage parents to attend structured parent involvement meetings led by Parents In Action (PIA) committee. • Develop Room Parent Program to ensure a strong liaison between classroom teachers and parents and Executive Director/Principal • New Horizons Charter Academy School Site Council (SSC) and English Learner Advisory Committee (ELAC) will engage parents in providing input on school decision-making and volunteer efforts. 						
Expected Annual Measurable Outcomes						
<p>Outcome #1: The school will increase the percentage of families who feel welcome on campus, climate of support for learning, knowledge and fairness of discipline and school safety.</p> <p>Metric/Method for Measuring: Percentage of parents who indicate they rate the school high about the campus, climate, discipline and school safety on the NHCA Parent Survey.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	87%	88%	90%	90%	90%	90%
<p>Outcome #2: The school will maintain or increase the percentage of families who report their child is challenged academically.</p> <p>Metric/Method for Measuring: Percentage of parents who participate in the NHCA Parent Survey will report they feel the school challenges their child academically.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline
<p>Outcome #3: The school will increase parent volunteer hours contributed to the school.</p> <p>Metric/Method for Measuring: Average number of hours volunteered per child throughout the school year.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	8 hrs	8 hrs	8 hrs	8 hrs	9 hrs	9 hrs
<p>Outcome #4: The school will increase the percentage of families who feel sense of belonging/connectedness.</p> <p>Metric/Method for Measuring: Percentage of parents who indicate they feel a sense of belonging.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	96%	97%	97%	97%	97%	97%
English Learners	98%	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline

<i>Socioecon. Disadv./Low Income Students</i>	95%	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline
<i>Foster Youth</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Students with Disabilities</i>	100%	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline	Maintain baseline
<i>African American Students</i>	92%	+ 3% of baseline	95%	95%	95%	95%
<i>American Indian/Alaskan Native Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian Students</i>	No data due to small sample size	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline
<i>Filipino Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Latino Students</i>	98%	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline
<i>Native Hawaiian/Pacific Islander Students</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Students of Two or More Races</i>	98%	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline
<i>White Students</i>	98%	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline	+/- 1% of baseline

GOAL #4

New Horizons Charter Academy will minimize the use of suspension or expulsion school-wide (including all statistically significant subgroups).

Low Pupil Suspension Rates: Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.

Low absenteeism: 95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism
<5% chronic absenteeism.

Students will continue receive a positive and engaging learning experience, which will allow NHCA to graduate 100% of all students from Middle School to High School to maintain at Drop-out Rate of 0%.

Related State Priorities:

☐x1 ☐4 ☐7
☐2 ☐5 ☐8
☐x3 ☐6

Local Priorities:

☐:
☐

Specific Annual Actions to Achieve Goal

- Notify parents of their child's attendance and provide positive reinforcement and supports to encourage a high rate of attendance.
- Continue to provide student expectations designed to promote positive behaviors, and utilize a system for acknowledging and encouraging appropriate behaviors. Staff and school administration will have a clear understanding of how behaviors will be managed in the classroom, develop a plan to apply consistent consequences, and create a system for collecting and reviewing data to determine the success or required modification of the approach. Full implementation of Cloud9 Social-emotional Program and SWPBIS outcomes and Responsive Classroom approach to teaching. Professional Development for teachers on SWPBIS strategies.
- NHCA will comply with the principles of LAUSD Discipline Foundation Policy, including the District's emphasis on utilizing Restorative Justice as an alternative to other means of discipline. The school will provide training and support for advisory and other non-scholastic support for students.
- Attendance Manager will monitor student attendance and communicate with families and provide monthly analysis of attendance and behavior reports via Illuminate SIS for Administrative review.
- In-house informal counseling support for behavior and attendance issues.
- Administer, analyze, and respond to results of annual student and staff SEL surveys from FASTBridge.
- Implement an attendance improvement process supported by office support staff that will monitor truancy and chronic absenteeism using a new student information system, Illuminate. Teachers and school administrators will also intervene through various parts of the process. Improved Parent outreach and communications via oneCALL system, ClassDojo and NHCA mobile app.
- Ensure NHCA has no Middle School dropouts by putting the following actions into place: utilizing our Illuminate Data System to identify

individual students at high risk of school failure and/or dropping out. NHCA will assign adult advocates (advisory teachers, in-house counselor, Assistant Principal, Intervention Specialist, RSP teacher) to students at high risk of dropping out. Provide academic support, after-school tutoring, Saturday School, intervention support, psycho-social counseling and enrichment to improve academic performance.

Expected Annual Measurable Outcomes

Outcome #1: The school will increase average daily attendance.
Metric/Method for Measuring: Average daily attendance rate.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	95%	95%	95%	96%	96%	96%

Outcome #2: The school will ensure that there are few suspensions and expulsions for all subgroups.
Metric/Method for Measuring: Suspension and expulsion rates for each subgroup.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	<5% suspension 0% expulsion Suspension and Expulsion rates will be the same or lower than nearby comparison schools serving similar grades.	Suspension and Expulsion rates will be the same or lower than nearby comparison schools serving similar grades. Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline 0% expulsion	Suspension and Expulsion rates will be the same or lower than nearby comparison schools serving similar grades. Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline 0% expulsion	Suspension and Expulsion rates will be the same or lower than nearby comparison schools serving similar grades. Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline 0% expulsion	Suspension and Expulsion rates will be the same or lower than nearby comparison schools serving similar grades. Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline 0% expulsion	Suspension and Expulsion rates will be the same or lower than nearby comparison schools serving similar grades. Pupil suspension rates remain <1.0% (Low or Very Low) and either maintained or decline 0% expulsion
English Learners	<5% suspension 0% expulsion	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above
Socioecon. Disadv./Low Income Students	<5% suspension 0% expulsion	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	<5% suspension 0% expulsion	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above

<i>African American Students</i>	<i><5% suspension 0% expulsion</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>American Indian/Alaskan Native Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Asian Students</i>	<i><5% suspension 0% expulsion</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Filipino Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Latino Students</i>	<i><5% suspension 0% expulsion</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>Native Hawaiian/Pacific Islander Students</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>	<i>N/A</i>
<i>Students of Two or More Races</i>	<i><5% suspension 0% expulsion</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
<i>White Students</i>	<i><5% suspension 0% expulsion</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>	<i>Same goal as above</i>
Outcome #3: The school will maintain low chronic absenteeism. Metric/Method for Measuring: School-wide chronic absenteeism rate.						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	8%	<5%	<5%	<5%	<5%	<5%
Outcome #4: New Horizons Charter Academy will graduate 100% of students from Middle School to High School schoolwide, (including all statistically significant subgroups). Metric/Method for Measuring: Illuminate SIS system						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<i>All Students (Schoolwide)</i>	NHCA schoolwide (including all statistically significant subgroups) middle school graduation rate will be 100%	NHCA schoolwide (including all statistically significant subgroups) middle school graduation rate will be 100%	NHCA schoolwide (including all statistically significant subgroups) middle school graduation rate will be 100%	NHCA schoolwide (including all statistically significant subgroups) middle school graduation rate will be 100%	NHCA schoolwide (including all statistically significant subgroups) middle school graduation rate will be 100%	NHCA schoolwide (including all statistically significant subgroups) middle school graduation rate will be 100%

GOAL #5						
All students access a broad course program of study described in EC sections 51210 and 51220(a)-(i) including technology, music and art. All students, (including all statistically significant subgroups) will have access to standards-aligned (including CA CCSS and the academic content and performance standards) materials and additional materials as outlined in the charter petition. The broad course of studies will be taught by teachers who have CLAD certification. Programs and services are developed and provided to unduplicated pupils and to individuals with exceptional needs.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> Universal Access is available and provided to all students, inclusive of all subgroups and all grades. Differentiated instruction and accommodations are provided with the General Education frameworks and course levels (Core Content). Provide students with one-on-one Chromebooks and Ipads to access digital content and promote Project-Based Learning collaboration. Provide students with infrastructure within facility that allows for high-speed access to complete digital platform and resources that require heavy bandwidth use. Provide students with CCSS aligned curriculum that has both textbooks and digital platform for additional resources to allow for Rtl and enrichment for all student needs. Provide students and parents training on Illuminate SIS and Data and Assessment System accessed via Student and Parent Portal. Modification of ELD program and LTEL Reclassification Plan to ensure alignment with CELDT/ELPAC and ELA/ELD standards. Teachers will participate in ongoing professional development led by Executive Director/Principal and outside consultants (as needed) on implementation of CCSS and new state assessments schoolwide and for all subgroups. 						
Expected Annual Measurable Outcomes						
Outcome #1: All students, particularly the most vulnerable (special needs and ELL) need a broad and rich course of study that exposes them to the arts and to relevant real-world experience. Metric/Method for Measuring: CAASPP Results, Curriculum Scope and Sequence, School Site Visits						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100% of students will have access to the program outline in the charter.	100% of students will have access to the program outline in the charter.	100% of students will have access to the program outline in the charter.	100% of students will have access to the program outline in the charter.	100% of students will have access to the program outline in the charter.	100% of students will have access to the program outline in the charter.
Outcome #2: The school will provide students with adequate technology of one-on-one ratio laptops, student/parent Portal Access to Illuminate, digital licenses for access to all ELA, Math, Science and Social Science digital platforms and supplemental resources for English Language Arts, Math and Social Science. Metric/Method for Measuring: Schoolwide Technology Plan, Site/Classroom Visits						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent and Lifelong Learners

Research and learning theory have informed our program framework as the New Horizons Charter Academy's mission and vision provide a map for how learning best occurs and how to achieve the goals of an educated person in the new millennium. NHCA's program goals include focusing on the needs of students for academic and life success realized through success in middle and high school and eventual college graduation. Our program goals are realized through providing a safe and structured environment where we are able to support students to meet academic standards articulated through California content standards proficiency, develop strong character values, and academic stamina in order to meet student's own personal goals. We believe that this combination of high expectations with measurable goals, research-informed mission and vision, safe and structured environment, multidisciplinary approach, strong professional development, and increased family involvement will enable students to become and remain self-motivated, competent, and lifelong learners.

Teachers will collaborate to articulate and develop school-wide theme projects or units in which there is connecting of core subjects to the study of a relevant subject that facilitates the integration of more than one core content area. Teachers do not need to implement blue-print models of the same unit, but know that they can connect with what other classes and grades are investigating. Teachers at the charter school may discuss and collaborate on having time to celebrate their findings/ projects/learning. A museum-style set up in the auditorium could be another way for students to display their academic work to celebrate learning and invite the school community to visit and view their projects-may work very well because of many working parents. There is ample academic research that supports this multidisciplinary approach because the human mind learns best when presented with opportunities to learn using more than one intelligence and using rich materials.

As we grow our school community, we will extend a range of services available for parents, legal guardians, and extended family, such as CPI training for special needs parents, nutrition classes, cooking, English classes for parents, to follow the model of a school centered community. Our growth and our interactions will be guided by multicultural research that supports and increases family involvement.

New Horizons Charter Academy will provide professional development on a continuous basis to analyze the various Common Core State Standards' Modules similar to how LAUSD has approached its Professional Development for teachers and school administrators. We will foster collaboration amongst our staff, and will establish ongoing communication with personnel from LAUSD to support the full implementation of the California State Content Standards and the Common Core State Standards at the Charter School.

In addition to using best practices from successful charter schools and a strong research base, New Horizons Charter Academy program goals are informed by federal and state accountability standards (e.g., No Child Left Behind Act of 2001), with a focus on accountability, CCSS-based

curriculum, and high expectations with measurable goals. We strive for strong academic outcomes for all students. New Horizons Charter Academy has specific beliefs based on best practices and research that inform our educational philosophy and how we intend to meet the rigorous standards we hold for the school and our students.

Specifically:

1. *We hold high academic and behavioral expectations for every student.*
2. *We engage and grow competent and experienced school leadership and staff.*
3. *We offer a rigorous academic program with intentional student supports.*
4. *We provide clear standards, research-proven curriculum, and frequent assessments.*
5. *We are a mission-driven school community.*

1. New Horizons Charter Academy holds high academic and behavioral expectations for every student.

New Horizons Charter Academy continues to develop and maintain a school culture that is achievement oriented and is built on strong and universal values. The school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest are explicitly taught and assist students to rise to the high academic and behavioral expectations we hold for them. Teachers actively model and teach the values of the school throughout the day of instruction as well as during the weekly community circle.

Academic Expectations

It is critical teachers communicate to students that they can learn to be smart and that effort is celebrated and rewarded in the classroom. A vast majority of characteristics that we have so often ascribed to "intelligence" are skills that can be taught and learned. Each and every adult at New Horizons Charter Academy believes that all students are college-bound by holding students to high academic expectations at every grade level.

Teaching to mastery is critical. Classes are structured to optimize learning, with common routines for all daily practices that minimize distraction and disruption from learning time, and with multiple formal and informal checks for understanding. Since all students are expected to meet or exceed grade level standards, if a student does not meet passing scores on assessments, our Student Success Team ensures that multiple supports are put in place to work with him or her until a student has mastered the material. (See Student Success Team details below.) New Horizons Charter Academy formally recognizes and celebrate students who evidence the academic and behavioral excellence that lie at the core of the school's values and educational program.

Teachers assign appropriate levels of homework at each grade level, and students are held to high expectations through its completion every night in order to practice skills taught explicitly during the school day. Because we believe this daily reinforcement of skills and content taught during the school day is critical to students' academic growth, we have structured supports within the day to aid its completion.

Behavioral Expectations

We seek to create confident, self-assured learners. We believe that confidence and self-assurance will come from our delivery of a structured learning environment that engages students in learning. We will be able to create and maintain this environment as evidenced through high student participation, and students challenging themselves to grow, to learn, to have fun, and to engage respectfully in their work with one another.

New Horizons Charter Academy has high standards for student conduct and communicates those with clarity and consistency. New Horizons Charter Academy has established a positive, caring atmosphere where students feel safe and successful while being held to high standards of behavior at all times. A strong school culture is the foundation of student discipline, utilizing student engagement strategies. Behavioral expectations are consistent from classroom to classroom.

All students are expected to wear uniforms and New Horizons Charter Academy provides these uniforms free of charge. New Horizons Charter Academy will provide to each new student one each of the following elements of the uniform:

- Short-Sleeve, navy blue Polo w/New Horizons Charter Academy/ New Horizons Charter Academy logo (K-5th)
- Short-Sleeve, burgundy Polo w/New Horizons Charter Academy/New Horizons Charter Academy logo (6th-8th Grade)
- Tan chino pants or skirt
- Navy blue / burgundy cardigan sweater w/New Horizons Charter Academy/New Horizons Charter Academy logo
- Grey crewneck t-shirt w/New Horizons Charter Academy/ NHCA logo for Physical Education
- Black exercise shorts w/New Horizons Charter Academy/ NHCA logo for Physical Education

School Uniforms

All students must come to school in the New Horizons Charter Academy uniform every day. If a student arrives at school out of uniform, parents/guardians will be called and asked to bring in a uniform and/or a temporary one will be supplied to the scholar while their own arrives at the school. We have a required school uniform for several very important reasons.

Uniforms Unite us as a Community

When you look at a group of students in the New Horizons Charter Academy uniform, it is a powerful visual statement of our community. Students make a commitment when they put on the New Horizons Charter Academy uniform; they are agreeing to live up to the school's high expectations.

Uniforms Reduce Distractions and Clothing Competition

Often students spend more time discussing and evaluating what others are wearing or not wearing than they spend focusing on learning. Wearing uniforms eliminates this distraction.

Uniforms Make us all Equal

Whether families have high incomes or low incomes, the students come to school looking the same. This allows our students to avoid concerns about the clothes they are wearing to school each day.

Uniforms Look Professional

Students look neat when they arrive to school with shirts tucked into their pants. The students come mentally prepared for school and “dressed for work.”

Scholar is in the uniform EVERY day and ready to learn. This means students must have their uniform shirts tucked into their pants, wearing the appropriate shoes, shirt and sweater. Detailed uniform guidelines will be presented to families and students during parent orientation.

Students may not change out of the New Horizons Charter Academy uniform at any point during the school day, including the Afterschool Program.

Students may wear jeans in place of their uniform pants and/or skirts with their college t-shirts every Friday; unless otherwise stated by school staff. Each classroom chooses which college they want to connect with and learn about. During monthly assemblies student recognize their college they have adopted.

We also have students practice common courtesies (please, thank you, and proper greetings), use good table manners at breakfast and lunch, and learn how to converse respectfully with their peers and with adults. In all classrooms, students sit at their desks, listen and visually track the speaker. All the school’s high expectations are explicitly taught, constantly modeled, and appropriately reinforced to our students, and poor behavior choices are addressed quickly, effectively, and in developmentally appropriate ways.

The school day is structured and transparent so that students understand how to adhere to school routines. When necessary to redirect and correct student behavior, teachers are trained in common student discipline techniques. Teachers manage minor disruptions in their classrooms and teach the common routines and behaviors necessary for our students to be successful.

The entire school community is guided by a clear Code of Conduct. Implementation of the Code of Conduct is designed to ensure students engage in positive interactions with teachers and with one another throughout the school day. It also provides the necessary tools to guide students’ internal decision making in order to assist them in choices that lead them to success in college and life. The school’s Code of Conduct is based on preventing misbehavior with the appropriate incentives for following our Code of Conduct. Students are recognized at NHCA school-wide assemblies for their positive contributions and demonstrated commitment to learning and

growing, thus modeling for all students what is expected and celebrated at New Horizons Charter Academy. Students earn privileges for positive behaviors, which can translate into a variety of fun opportunities while those who engage in negative behaviors and violate the school's Code of Conduct earn consequences such as loss of choices (loss of recess time for instance) for students. The character education curriculum goal is to have students internalize and utilize the school's core values of respect, curiosity, optimism, gratitude, perseverance, self-control, social intelligence and drive.

2. New Horizons Charter Academy engages and grows competent and experienced school leadership and staff.

For a school to be successful, effective leadership must be present. New Horizons Charter Academy has a management structure with an experienced Executive Director/Principal. The most successful charter schools have learned that there must be dedicated and senior staff responsible for both the organizational and the academic success of the school. A school must have academic results to be counted as successful, and a school must maintain financial health and conduct long-term strategic planning to project its success into the future.

Leadership Team

The **Executive Director/Principal**, reporting to the Board of Directors, is responsible for leadership and management of all aspects of the school's strategic development and operations, execution of the mission and all external and functions, including Board relations, regulatory reporting, financial operations, and fundraising. The Executive Director/Principal actively recruits the high-quality educators and candidates for our school and organization. and is responsible for developing and revising the employee handbook, tracking credentials for all teachers, ensuring TB, live scan screenings are conducted, performance management, participating in job fairs, conducting exit interviews, and tracking/monitoring attrition/retention rates, and other HR responsibilities. Successful managerial experience and proven practice with our student population is integral to this position.

New Horizons Charter Academy has two Assistant Principals, one at each site (private and co-location), which support structure for both of our schools in New Horizons Charter Academy that includes:

Assistant Principal: in collaboration with the Executive Director/Principal - develops the Common Core aligned curriculum for our schools, in collaboration with grade-level teachers, develops school-wide assessments K-8, provides professional development to our teachers on the Common Core State Standards and any adopted curriculum, develops the lesson plan template to ensure high quality instruction that is assessment-based and student-centered, and manages day-to-day operations on site.

Director of Operations: oversees the school operations that are non- instructional, such as school nutrition, school safety and facility management. In collaboration with HR/Office Manager, the Director of Operations will oversee the development and revising of the employee handbook, tracking credentials for all teachers, ensuring TB, live scan screenings are conducted, performance management, participating in job fairs, conducting exit interviews, and tracking/monitoring attrition/retention rates, and other HR responsibilities

Special Education Case Manager (this position is outsourced): in collaboration with Assistant Principal in charge of Special Education Program - manages the Special Education Program at all schools, and is responsible for the coordination of services, completing all compliance reports, coordinate IEP's and complete LAUSD SPED checklist. NHCA hires its Special Education staff including Para-professionals, and consultants, and has fiduciary responsibility for meeting all IDEA requirements. Our Director of Special Education also provides Professional Development to our classroom teacher on methods to identify students with special needs, and how to support SPED students through a co-teaching, push-in model. A push-in model holds teachers accountable for student learning, supports the student with a co-teacher, and de-stigmatizes the student because instruction takes place in a mainstream classroom, supported by a specialist to ensure the student's IEP needs are being addressed.

Staff

Teachers at New Horizons Charter Academy are recruited and retained by the Executive Director/Principal because they are effective, professional, and dedicated educators. Teachers must be experts in literacy development, particularly with the needs of our target population. To develop and ensure teacher effectiveness, teachers are observed daily by the Executive Director/Principal and Assistant Principals as well as instructional coaches who are current teachers. Teachers are provided informal feedback once a week and formal feedback/evaluation at least two times a year. Teachers participate in one week of mandatory training prior to the opening of the school with additional professional development required as part of the teacher salary throughout the year based on the needs of the students/staff and directed by school leadership observations. Prior to the school year starting, teachers practice the school-wide routines that underpin the daily work of learning, solidify their ability to implement the school's Code of Conduct in clear and consistent ways, plan curriculum, write assessments, and analyze state standards and standardized tests to ensure curriculum alignment.

Teachers participate in performance-based compensation determined by student academic progress and school leadership evaluations. Teachers are given planning time to collaborate and are observed regularly by school leadership. Instruction and its improvement drive the school culture, and learning and its measurable results drive instruction.

3. New Horizons Charter Academy offers a rigorous academic program with intentional student supports.

Students need access to continuous and rigorous academic programming. New Horizons Charter Academy ensures a foundation of skills and a rigorous academic program sets students on the path for academic success.

Foundational Skills—Core Content Areas

Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science. Students benefit from longer literacy and math instruction. Specific attention and longer instruction in literacy ensures students have literacy success that supports them to higher levels of achievement.

College Readiness and Awareness

To ensure college graduation, a student's educational career needs to begin with college readiness. There is a culture of exposure to college as students along with their families visit local universities. In addition, all courses and instruction are planned and implemented for students to gain the foundational skills, transcripts, and test scores - and the personal ambition - necessary to enter college preparatory high schools.

Extended Instructional Opportunities

More access to effective instructional time increases learning. Students attending New Horizons Charter Academy have opportunities to attend Saturday School, which is held twice a month after end of 1st Quarter from 9am to 1pm. Each teacher holds ~~after-school~~ tutoring for our RtI identified students twice a week from 3:00pm to 3:30pm.

Culturally-Relevant Learning Environment

Our culturally-relevant learning environment honors our diverse representation of students as an asset to the school community. Because of the large Latino and Armenian population, all home communications is accessible in English, Spanish and Armenian. In addition, Spanish and Armenian can be taught as an enrichment elective course. This helps to instill in our students that their bilingual capacities are attributes and gifts, as well as assets. We recognize our students have multiple identities whether as immigrants, Americans, and/or Angelinos, and we organize the learning environment to meet these needs and honor these identities.

4. New Horizons Charter Academy provide clear standards, research-proven curriculum, and frequent assessments.

Clear standards ensure learning is focused on the specific skills and content knowledge that students need to master in a logical and sequential manner and allow for effective planning of instruction and assessments. School curricula is fully aligned with California Department of Education Content Standards (including Common Core and, as they are implemented, NextGen Science Standards) and aligned with the Frameworks in each subject. The Executive Director/Principal guides and supports all classroom teachers as they organize and plan all daily lessons using the CCSS and Frameworks. All assessments and instruction are designed for mastery of the standards.

Research-Proven Curriculum

New Horizons Charter Academy utilizes curricula with a proven track record and research base. Using state adopted curricula that are CCSS-based ensures students have access to standards-aligned, research-proven instruction. All curricula and educational strategies have been selected because there is a research base that supports their effectiveness.

Frequent Assessments

Teachers plan and deliver instruction informed through frequent assessment where school leadership and teachers analyze assessments and plan instruction for students to master the individual standards embedded within them. NWEA MAPs / FASTBridge benchmark assessments (beginning and end-of-year), along with daily, weekly, and trimester-based systems are put in place to monitor the effectiveness of instruction and student learning. Teacher-created and curriculum-generated assessments are used to inform the weekly lesson plans. On a more formal basis, Interim Assessments are administered frequently (three times a year) to inform instruction and the scope and sequence of instruction is modified based on the student performance data on in Interim Assessments. For instance, if Interim Assessments data demonstrates that our students have not mastered a specific content standard, we will modify our lesson plans, re-teach and assess the content standards once again until we reach mastery. We expect students at New Horizons Charter Academy to perform competitively on state and nationally-normed assessments. We expect to reach the ambitious and measurable goals outlined in the school's accountability plan (see LCAP goals and objectives, below, and element 2/3 for further detail). For this to be possible, a thoughtful, sequential series of frequent assessments will continuously inform leadership and staff as to the efficacy of the instructional program and student supports, and guide all decisions in a time-effective and proactive manner for every student.

FASTBridge Assessments

The FASTBridge assessments are benchmark tests offered to students two times a year. Adaptive Math and Adaptive Reading is a fully automated, computer adaptive measure of broad math and reading skills. It is individualized for each student. These assessments adapt and individualize to the skills of each student. The tests cover both ELA and math and are designed to mimic the SBAC exams with the exception that there is no task-based assessment. Results on the FASTBridge test have been used to predict student results on the where students are with regards to ELA and Math and will be used to predict results on the SBAC as more data is gathered.

The results of the tests are used at NHCA to form intervention groups composed of students who are struggling to meet the standards--bubble students on the cusp of proficiency. These bubble students then receive additional help in pull-out sessions in the afternoon as provided by qualified intervention teachers.

The results of the FASTBridge test are also used by classroom teachers to differentiate instruction for struggling students in the classroom. Teachers are able to use the cluster analysis features of FASTBridge to determine which areas students are struggling in. Students who are struggling in a specific area are grouped together to receive push-in intervention in the morning under the direction of the classroom teacher. Teachers also use the growth monitoring feature of the FASTBridge test to see which students are progressing or not. Students who are not meeting growth targets are also slated for morning or afternoon intervention. FASTBridge also provides the Learning Continuum, which helps teachers better identify what students are ready to learn next, based on their current performance level.

5. New Horizons Charter Academy is a mission-driven school community.

We must be united towards our mission if we are to succeed. We have designed a strategic plan to involve all members of the school community in the pursuit of our mission, and to continuously channel our collective energies towards our unrelenting goal of academic achievement and college readiness for every child. Within our achievement-oriented school community, we engage all community stakeholders in the development of school's core values— respect, curiosity, optimism, gratitude, perseverance, self-control, social intelligence and drive.

Board of Directors

The Board of Directors is a group of dynamic, passionate, mission-driven professionals committed to the success of every student at New Horizons Charter Academy. The Board of Directors brings expertise, time, and commitment to excellence in governing the management of the charter schools and is prepared to govern New Horizons Charter Academy by enacting policies that promote the school's ambitious academic goals.

Leaders

School leaders serve all stakeholders so NHCA can implement the school's mission. School leaders support the work of teachers to ensure the staff is able to successfully deliver the rigorous academic program, monitor, and adjust the program to meet the individual needs of the students. The leaders are experienced and trained to meet the ambitious goals set forth in the mission, and the school staffing plan allows them to ultimately follow the students past graduation to ensure we fulfill our mission.

Teachers

Teachers are hired because of their unwavering belief that students can learn and achieve at high levels and their demonstrated capacity that they can deliver on this belief. Teachers are committed to the planning and delivery of standards-based lessons daily, and as providing daily, individualized academic support as needed. All students are supported in meeting rigorous standards with one-on-one tutoring provided by teachers during designated enrichment time-and during Saturday school (as needed).

Parents

A parent engaged in a child's education directly supports a child's academic success. To support parental engagement, New Horizons Charter Academy provides family orientations, parent workshops, and frequent communications between school and home.

Prior to entering the school, parents are invited to attend an informational session. After the school lottery which is held only in the case that enrollment interest exceeds the school's capacity, families are invited to attend an orientation meeting in which the Executive Director/Principal explains the school mission, philosophy, code of conduct and opportunities for family participation (not a requirement for continued enrollment); Spanish and Armenian translation is provided at these sessions. Parent's participation in the pre-lottery and post-lottery information sessions has no impact on their child's Eligibility for enrollment in the school. Before the first day of school, New Horizons Charter Academy leadership and staff ensure families are knowledgeable about the school and understand their commitment to their child's education by having families acknowledge and review excerpts from student/parent handbook regarding the parent engagement guidelines.

Parents are invited to attend Family Workshops provided and facilitated by the Executive Director/Principal along with teachers. These workshops include Spanish and Armenian translation for non-English speaking parents. The workshops are held at times conducive to various family schedules. Workshop topics include the transition from elementary to middle school, preparation for college preparatory high schools, and college informational sessions. Families also have an opportunity to inspire the workshop topics. In helping our students reach a high level of rigor, we ensure we are meeting the needs of our families whether they speak a language other than English or have limited educational backgrounds.

Parent In Action meetings feature coffee with the Principal and occur in the morning once a month with parents, school leadership and/or teachers, communicating curriculum, homework supports, and strategies to help each child succeed. *Coffee with the Principal* are a time for parents and the school to communicate and build relationships all in support of the school's ambitious and critical mission. The Executive Director/Principal facilitates in English, Spanish and Armenian (and/or other languages as needed).

Students

With supports, students embrace the strong school community environment and demonstrate the school mission through their academic performance, internalization of the school's core values and involvement in the community. Our students manifest the academic behavioral and leadership goals of the school. As students are driven to push themselves through goal setting, from the first day of school, students set academic and personal goals. Teachers communicate with students on a daily, weekly, and on a trimester basis regarding goals. In addition, parent-teacher-student conferences are a time that unifies all three constituencies and motivate the student and build the strong relationships needed to ensure students meet the high expectation placed on them and set by them.

Community

Building strong ties with the local community is critical. New Horizons Charter Academy has partnered with individuals and organizations in the North Hollywood community through outreach efforts to business, policy makers, community leaders, and key stakeholders that are dedicated to helping students obtain academic success.

We foster a supportive environment inside the classroom and throughout the school and community for the purpose of student pride in themselves, their school, their family, their heritage and their community. We continue to reach out to a wide range of organizations and enlist participation of several community organizations.

Instructional Design

1. Curricular and Instructional Design of the Educational Program: Key Educational Theories and Research

The curriculum for New Horizons Charter Academy addresses all grade-level appropriate California Common Core State Standards and *managed in a core setting*. The following subsections present New Horizons Charter Academy's approach to curriculum and instruction. We begin with affirmations that our curriculum is aligned with national and state standards, followed by our processes for curriculum planning, a description of our curricular materials, and guidelines for selecting additional curricular materials in the future.

Scope and Sequence Aligned with National and State Standards

New Horizons Charter Academy aligns all curriculum planning with the CCSS and the NGSS. English Language Arts and Mathematics curricula are aligned to the CCSS in ELA and

Mathematics. Science (and to the degree it is relevant in other content areas), align with the Next Generation Science Standards. Social Studies and other content areas focus primarily on the California State Standards with references to the Common Core State Standards.

“Backwards Design” of Curriculum

New Horizons Charter Academy teachers plan units of study collaboratively with an emphasis on mastering the CA State Standards using the ‘backwards design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 1998). This strategy advises teachers to “begin with the question: What would we accept as evidence that students have attained the desired understandings and proficiencies – *before* proceeding to plan teaching and learning experiences.” There are three steps to this process:

1. **Identify Desired Results:** Beginning with the CCSS, teachers will determine a tiered hierarchical set of learning expectations:
 - a. Enduring understandings: How will students internalize the standards such that they are linked to an authentically meaningful big picture understanding of the material?
 - b. Information and skills worthy of familiarity: What prior knowledge do my students need to make meaning of this new information? What foundational knowledge and skills do students need to master this material?

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic, or process (1) represents a ‘big idea’ having enduring value beyond the classroom, (2) resides at the heart of the discipline, and (3) is tied directly to state standards and standardized testing.

2. **Aligning Assessments to the Desired Results:** Recognizing that teachers are shaping their standards- based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers assess throughout the unit of study using a variety of methods including both formative and summative assessments. Methods include quizzes or tests aligned with the style students encounter on standardized assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks, and projects. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance. Teachers create student “passport” – a detailed data profile on all students and utilize our Illuminate data system for flagging chronically underperforming students. Passports will include recommended interventions and support for those students.

- 3. Differentiating Instruction to Meet the Needs of All Learners:** Now that the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

As teachers implement their lesson plans, they continuously assess their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups. Our instructional program is driven by student data gathered by the teachers in order to make informed decisions about assessment, curriculum, pedagogy, and student services. Teachers continuously look at student work and questions in order to inform, structure, and refine their instructional practice. Based on concepts of “action research,” teachers are trained to take an analytical approach to teaching and learning. Teachers act as researchers in their classrooms to test hypotheses, gather data, and draw conclusions about their instructional practices. Teachers are then expected to base their pedagogical decision-making on collective research and to share best practices regularly both within their grades and across grades. In addition, teachers are able to draw upon the extensive planning and materials developed by teachers in their collaborative grade-level teams. In effect, our teachers form a true community of learners as they take a more reflective and analytical approach to their instruction.

Student Portfolios can play an important role in this process. Once data is gathered through formal assessments, teachers dig deeper into collections of students’ work to inform their understanding of each child’s strengths and challenges with the material. When learning is documented, children can also revisit and interpret their learning experiences and reflect on how to develop these experiences further. Teachers are able to interpret and reflect retrospectively on each student’s individual progress and also use this documentation toward the creation of future contexts for learning. Teachers learn about their own roles in learning groups (e.g., when to intervene and when to stand back) and factors that contribute to making a learning group effective. Documentation of learning groups provides insight into what students are working on and how teachers might help them move forward in their work. Finally, reviewing documentation influences curriculum in terms of the amount of time a group spends on a topic and the level of student involvement in shaping an activity or unit.

These teaching methodologies place significant responsibility on our faculty, and NHCA will utilize several strategies for addressing these demands. First, in hiring teachers, we recruit and assess for capacity and interest in creating curriculum. (For some teachers, this is a much-desired prospect; for others, an additional burden. We must ensure that we hire teachers who are

motivated by the opportunity and capable of fulfilling it.) Second, all teachers participate in guided professional development during the Summer Institute and frequent portions of the on-going professional development blocks.

Furthermore, New Horizons Charter Academy fosters a strong sense of teacher autonomy and collaboration, while creating a school-wide mindset for school improvement – a professional problem-solving ethos. Reflection and self-assessment among the faculty instills a commitment to continuous improvement. This process is empowering for those who participate, as teachers, for instance, no longer uncritically accept theories, innovations, and programs at face value. Above all, this emphasis on teachers’ growth and development coming through an analysis and learning about student results promotes student achievement. NHCA ensures that all members of our faculty receive appropriate training, support, time, and resources to develop their skills and engage fully in our processes.

Innovative Components of the Instructional Program

As detailed throughout this petition, our most innovative elements, based largely on successful “best practices” at schools across the country founded by Building Excellent Schools fellows, include:

- College preparatory curriculum;
- Slow growth model of growing one grade level each year based on the model of the highest achieving urban charter schools serving a similar population;
- Laser focus on the core content areas of literacy, mathematics, science, social studies, and character education/ethics;
- Intentional use of data to drive instructional decisions.

Intervention and Enrichment Programs

See sections below re: Ethics, Advisory/Life Skills, Music, PE, Technology and other enrichment programs, intervention and supports for students in need.

Curriculum Resources and Materials

New Horizons Charter Academy currently uses the following materials aligned with the California State Content and Performance Standards, including CCSS, to deliver the curriculum. In years ahead, resource selection may change upon a thorough review of curriculum options. All curricular and instructional materials will be aligned to state content and performance standards, including CCSS.

Comprehensive Course List

Curriculum and Instructional Design

The following chart illustrates NHCA's planned curriculum program:

Grade	Subject	Program	California Content and Common Core State Standards
K	English Language Arts	Wonders	CCSS K ELA Standards
K	English Language Development	Wonders ELD Component; English Learner	CCSS K Grade ELD Standards
K	Math	enVision Math	CCSS K Math Standards
K	Science	InspireScience	NGSS K Science Standards
K	Social Science	Reflections	CA K Social Science
K	Physical Education	NHCA	CA/CCSS K Physical Education
K	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS K VAPA
1	English Language Arts	Wonders	CCSS 1st Grade ELA Standards
1	English Language Development	Wonders ELD Component; English Learner	CCSS 1 st Grade ELD Standards
1	Math	enVision Math	CCSS 1 st Grade Math Standards
1	Science	InspireScience	NGSS 1 st Grade Science Standards
1	Social Studies	Onlinelearning exchange	CA/CCSS 1 st Grade Social Studies
1	Physical Education	NHCA	CA/CCSS 1 st Grade Physical Education Standards
1	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 1 st Grade VAPA
2	English Language Arts	Treasures	CCSS 2 nd Grade ELA Standards
2	English Language Development	Wonders ELD	CCSS 2 nd Grade ELD

Grade	Subject	Program	California Content and Common Core State Standards
		Component; English Learner Master Plan	
2	Math	enVision Math	CCSS 2 nd Grade Math Standards
2	Science	InspireScience	NGSS 2 nd Grade Science Standards
2	Social Studies	Onlinelearning exchange	CA/CCSS 2 nd Grade Social
2	Physical Education	NHCA	CA/CCSS 2 nd Grade Physical Education
2	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 2 nd Grade VAPA
3	English Language Arts	Wonders	CCSS 1st Grade ELA Standards
3	English Language Development	Wonders ELD Component; English Learner	CCSS 3 rd Grade ELD Standards
3	Math	enVison Math	CCSS 3 rd Grade Math Standards
3	Science	InspireScience	NGSS 3 rd Grade Science Standards
3	Social Studies	Onlinelearning exchange	CA/CCSS 3 rd Grade Social
3	Physical Education	NHCA	CA/CCSS 3 rd Grade Physical Education
3	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 3 rd Grade VAPA
4	English Language Arts	Wonders	CCSS 4th Grade ELA Standards
4	English Language Development	Wonders ELD Component; English Learner	CCSS 4 th Grade ELD Standards
4	Math	enVision Math	CCSS 4 th Grade Math Standards
4	Science	InspireScience	NGSS 4 th Grade Science Standards

Grade	Subject	Program	California Content and Common Core State Standards
4	Social Studies	Onlinelearning exchange	CA/CCSS 4 th Grade Social
4	Physical Education	NHCA	CA/CCSS 4 th Grade Physical Education
4	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 4 th Grade VAPA
5	English Language Arts	Wonders	CCSS 5th Grade ELA Standards

Grade	Subject	Program	California Content and Common Core State Standards
5	English Language Development	Wonders ELD Component; English Learner	CCSS 5 th Grade ELD Standards
5	Math	enVision Math	CCSS 5 th Grade Math Standards
5	Science	InspireScience	NGSS 5 th Grade Science Standards
5	Social Studies	Onlinelearning exchange	CA/CCSS 5 th Grade Social
5	Physical Education	NHCA	CA/CCSS 5 th Grade Physical Education
5	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 5 th Grade VAPA
6	English Language Arts	Wonders	CCSS 6th Grade ELA Standards
6	English Language Development	Wonders ELD Component; English Learner	CCSS 6 th Grade ELD Standards
6	Math	enVision Math	CCSS 6 th Grade Math Standards
6	Science	Discovery Education	NGSS 6 th Grade Science Standards

Grade	Subject	Program	California Content and Common Core State Standards
6	Social Studies	Discovery Education Pearson	CA/CCSS 6 th Grade Social
6	Physical Education	NHCA	CA/CCSS 6 th Grade Physical Education
6	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 6 th Grade VAPA
7	English Language Arts	MyPerspectives	CCSS 7th Grade ELA Standards
7	English Language Development	MyPerspectives-ELD Component; English Learner	CCSS 7 th Grade ELD Standards
7	Math	Pearson-Digits RevK12	CCSS 7 th Grade Math Standards
7	Science	Discovery Education	NGSS 7 th Grade Science Standards
7	Social Studies	Discovery Education Pearson	CA/CCSS 7 th Grade Social
7	Physical Education	NHCA	CA/CCSS 7 th Grade Physical Education

Grade	Subject	Program	California Content and Common Core State Standards
7	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 7 th Grade VAPA
8	English Language Arts	MyPerspectives	CA/CCSS 8th Grade ELA Standards
8	English Language Development	MyPerspectives-ELD Component; English Learner	CA/CCSS 8 th Grade ELD Standards
8	Math	Pearson Digits RevK12	CA/CCSS 8 th Grade
8	Science	Discovery Education	CA/CCSS 8 th Grade

Grade	Subject	Program	California Content and Common Core State Standards
8	Social Studies	Discovery Education Pearson US	CA/CCSS 8 th Grade Social
8	Physical Education	NHCA-Teacher Developed	CA/CCSS 8 th Grade Physical Education
8	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 8 th Grade VAPA

As mandated by the California Department of Education through the Local Control Funding Formula legislation, New Horizons Charter Academy offers a broad course of study that includes core subject areas (i.e. English, Math, Social Studies, and Science) in addition to visual and performing arts, health, PE, and life skills programs. These programs are described in more detail below.

NHCA respects teachers, to empower them to be the most effective educators possible. Therefore, purchased curricular materials are a basis upon which teachers build. During the blocks of time when subject- specific lessons occur, teachers draw upon the resources described below and other resources they deem appropriate for their students. In this way, teachers can utilize the “Backward Design” (Wiggins, McTighe, 2005) methodology of devising lesson plans, learning outcomes and assessments in broad strokes in advance. However, for instruction to be truly effective, lesson plans need to be constantly revised to accommodate new assessment information (Data Informed Instruction), and lessons need to be customized to suit the learning needs of individual students (Differentiated Instruction). In order to implement both Data Informed and Differentiated Instruction, teachers receive professional development experiences and administrative guidance in designing purposeful assessments, making objective observations, and adjusting instruction and curriculum to best serve student needs.

We have chosen the following curricular programs, with the following curricular progression and skills that are aligned to CCSS and state standards, to form the core basis of our instruction:

Elementary School Grades

LITERACY

As the CA ELA/ELD framework outlines, "All teachers with EL students in their classrooms will use the CA ELD standards to determine how to support their students in achieving the CCSS for ELA/Literacy and the content standards specific to each discipline." We employ an asset-based lens (i.e., looking at strengths) towards multilingualism that linguistically and culturally diverse students bring to school. We support students in maintaining their primary language, as it serves as both an asset and a connection to their homes and communities while continuing to develop their skills in English as an additional language. NHCA uses a high-quality curriculum to provide standards-based instruction in all areas of literacy. The following curricular materials are used to teach reading and writing:

- Wonders, TK-6 (McGraw-Hill): The Continuum of Literacy and Learning is fully aligned with the CCSS. However, it is much more detailed than these state and national standards and, as such, it presents a means to make the standards more specific as a basis for instructional objectives. There are seven continua which focus on each area of Language Arts:
 - Interactive Read Aloud and Literature Discussion
 - Shared and Performance Reading
 - Writing About Reading
 - Writing
 - Oral, Visual, and Technological Communication
 - Phonics, Spelling, and Word Study
 - Guided Reading

Each component of Wonders curriculum lists specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. The seven continually provide grade level expectations and are designed for planning group instruction. IStation guide "addresses broad goals but presents finely detailed and specific statements of behaviors and understandings that literate students should demonstrate (and that the teacher should teach) at each grade level and at each level of a gradient of text difficulty (A to Z)."

Wonders provides the framework for teaching expectations. In other parts of Element 1, we provide additional information on the instructional techniques that are used to teach the objectives outlined in Wonders and specifically selected based on assessment of student performance.

The primary resources to teach these objectives and to allow for student practice come from our book libraries. NHCA has book libraries comprised of leveled texts and literature. Our leveled reading library is composed of collections from Wonders Leveled Books, in addition to balanced literacy publishers such as RAZ-Kids and Scholastic.

In kindergarten and grade 1, teachers rely primarily on leveled readers and large-scale print from big books and charts. Students in grades 2-5, in addition to the leveled readers, participate in literature units. In all cases, the units are based on Common Core State Standards and draw extensively on the types of text, (e.g. expository, historical fiction, realistic fiction) as required by Common Core and California State Standards.

Students read, listen to, analyze and enjoy a wide variety of texts. The texts vary with the unit of study, and teachers access those texts from school bookroom, classroom libraries and online resources. Over the course of the year, this rich selection includes a wide variety of both fiction and non-fiction genres including literature, newspaper articles, and multiple forms of poetry. What remains consistent is that more complex texts are utilized for read aloud and shared reading in which the teacher provides more support so that students can engage with more difficult texts. Students read grade-appropriate texts in literature circles and independent reading.

- Writing By Design (TK-8): The detailed curricular plans for each grade (TK-8) serve as the primary resource for establishing and supporting a writing curriculum and utilize the technique of writing workshop. These curricular materials, developed with many of the same methodologies used by Lucy Calkins and her colleagues at the Teachers College Reading and Writing Project, provide the basis for writing instruction within the language arts program. In writing workshop, students become powerful writers. They learn to observe the world within and around them, write drafts, revise, edit, and present polished and well-crafted pieces of writing. For our purposes, we focus on the writing strand and its College and Career Readiness Anchor Standards. The College and Career Reading Anchor Standards are identical across grades and are translated into grade-specific standards that present grade-appropriate end-of-year expectations. The plan outlined in the Writing By Design Program indicates which month-long unit(s) address each one of these grade-specific standards.

The overarching goal for TK-8 English Language Arts instruction is to ensure that students are able to develop and utilize improved communication skills, vocabularies, and writing abilities in an authentic manner. Using the ELA/ELD Framework as a guide, teachers organize instruction around the five key themes:

- Meaning Making
- Language Development
- Effective Expression
- Content Knowledge
- Foundational Skills

These crosscutting themes signify the interrelated nature of the strands of both sets of standards and present them in an integrated context. Emphasis is placed on building and strengthening a balance of all of the English Language Arts skill sets, all aligned to the CCSS, in listening, speaking, reading, researching, and writing, and instruction. The ELA curriculum is designed to provide a broad range of instruction in reading, literature, writing, listening and speaking, and language conventions.

These also emphasize the writing process necessary for clear and effective academic writing, as students work in various genres from narratives to research papers. Students become familiar with the elements and techniques of literature, including plot, setting, character, narrator and voice, theme, irony, foreshadowing, and symbolism. They learn to become literary critics of poetry, drama, short stories, and novels. These efforts are supported by grammar and vocabulary practice. Use of inquiry and the discovery process encourages students to fully challenge and engage their diverse learning styles. This experience-centered approach mirrors the learning required at the college level and in real life.

In 5th through 8th grade, the CCSS ELA standards are fully implemented. Teachers engage in vertical articulation, following the instruction and integration of high leverage strands through the implementation in the ELA and other core classrooms. All teachers have made the shift to emphasizing close reading and informational text, which is articulated at different levels of rigor (in accordance to the specific grade level standards) in each grade level. The language arts program utilizes state adopted textbooks and teacher-created curriculum using a variety of resources to enhance student learning. Supplemental materials include leveled libraries and guided reading (based on IStation Guided Reading), daily test preparation, Grammar, Mechanics, and Usage, and Thinking Maps. Teachers also use trade books, primary historical documents, and non-fiction texts, i.e. Time Magazine for Kids and The Los Angeles Times.

In 5th grade, students are exposed to complex texts and given explicit instruction on close reading strategies for reading these pieces of text fluently, with comprehension and deep levels of analysis. In lesson plans, ELA teachers identify the pieces of complex text in each lesson, the strategies used to ensure all students access this text and gain knowledge from the practice of reading, methods of questioning needed to elicit high levels of comprehension, sentence frames for writing and thinking, and writing products that will reveal mastery of the objective.

In grades 6 and 7, the level of complexity in text selections increases. Students are able to grapple with different texts and analyze the development of arguments throughout each text, comparing and contrasting the writer's argument, and analyzing the validity of evidence presented. As the CCSS strands increase in rigor from grade 5-7, the teachers appropriately plan to strategically pace and scaffold lesson plans to ensure all scholars can successfully achieve at the rigor of the particular grade level.

Students in grades 7 and 8 begin reading high school-level books, diagramming complex sentences, and reading various prose and poetry (novels, plays, sonnets, poetry, speeches). Students read classical texts from a wide-range of authors in fiction, non-fiction, and poetry. All students are expected to complete their eighth grade year above grade level in reading proficiency. Students also develop their literacy skills through the reading, analysis and production of Shakespeare.

In grade 8, students are able to independently apply the reading strategies gained in grades 5-7, including close reading of complex texts, the use of academic discourse with less use of pre-determined sentence frames, analyze their writing products against a rubric and self-assess both their current levels of mastery and plan to increase mastery, and integrate informational text

from science and social studies into ELA writing assignments that align with the CCSS ELA standards and integrate the Literacy anchor standards.

In addition, in 5th through 8th grade, the CCSS listening and speaking standards are implemented. Verbal and written fluency in academic discourse is explicitly taught and practiced intensively in grades 5 and 6, and students enhance the level of these skills in grades 7 and 8. Written and verbal fluency is taught in the literacy (reading and writing block) and uses resources from Writing By Design and Guided Reading strategies.

Finally, there is a focus on literacy in all subjects for all grades. Classes in social studies and science will be able to serve both as an opportunity to develop students' core reading skills to a greater degree, as well as to increase their content knowledge in these subjects. Increasing reading fluency across subject areas will allow students to access content in all of their classes to a greater degree.

English Language Development Program

The elementary English Language Development program is fully integrated with our core English Language Arts program (Wonders). This integration of both programs allows teachers to accelerate central features in listening, speaking, reading, and writing, with a predominant focus on oral language.

New Horizons Charter Academy teachers provide support to EL students at all proficiency levels by linking language and content objectives daily through curriculum from both student editions and digital platforms. These additional instructional opportunities allow student to engage in

- Language Support – ELD lessons that promote describing, interpreting, explaining, informing, persuading, recounting, and analyzing language in meaningful ways
- Content Instruction - phonics/fluency, oral language, listening comprehension, grammar, shared and guided reading that complement both comprehension and writing tasks

The Middle School also provides sheltered instruction, utilizing the myPerspectives program, with similar digital platforms for both ELD and ELA instruction. As with all programs at New Horizons Charter Academy, digital access is provided for students/families year-round.

ELD Program Guidelines / Strategies and Tools

Our ELD program guidelines enable students to become self-motivated, confident, competent, lifelong learners. Our standards-based, data driven instructional program will not only increase student achievement for our general population but will also meet the unique needs of our English Learners and Special Education students through a differentiated program utilizing multi-strategic instructional delivery.

Procedures / Protocols	Instructional Strategies / Supports
Weekly teacher planning	Intentional instructional feedback in language/forms
Reserved time for in instruction	Dedicated ELD / Intervention teachers (2)
Dual objectives for both content and language	Instructional aides in every classroom (K-8)
Intentional scaffolding across content areas	Thinking Maps, Mind Maps
Dedicated time to LSR & Writing	Interactive word walls
Focus on academic language	Digital programs (in all 4 content areas)
Dedicated goals for reclassification	Blended learning (daily differentiated instruction)

Designated and Integrated ELD

The California English Arts Framework calls for both protected time (English Language Development), and designated time (CCSS for ELA and all other content areas). The integration of both these areas are distinguished below, but the key features to be noted revolve around time and focus for language development. For this document, the on-line curriculums are noted in italics. It should be noted, that all core programs have a digital component as well.

Differences	Integrated ELD Wonders, Envision, Inspire Science, Pearson, <i>Discovery Learning</i> , <i>Front Row</i> , <i>Revolution K-12</i> , <i>iStation</i> , <i>Learning A-Z</i> (<i>Raz Kids</i>)	Designated ELD Elementary - Wonders (K-6) Middle School – myPerspectives (7-8)
Time	<ul style="list-style-type: none"> Throughout the day Within regular class in all content areas 	<ul style="list-style-type: none"> 30-45 minutes Protected time, usually at the beginning of the day
Focus	<ul style="list-style-type: none"> Content objectives with language supports 	<ul style="list-style-type: none"> Language skills using content from regular curriculum
Standards	<ul style="list-style-type: none"> CCSS, NGSS in conjunction with ELD standards 	<ul style="list-style-type: none"> ELD Standards

Instructional Model - Blended Learning

New Horizons Charter Academy recognizes the critical role teachers play in determining a student's success or failure, and utilize a blended learning delivery model to integrate and maximize support for English Learners. This Blended Learning Model provides up to three daily student rotations for both Mathematics and English Language Arts, with additional weekly rotations for Science and Social Studies. The dedication to this model of delivery provides teachers with additional teaching opportunities to frontload complex academic language and additional linguistic support for English Language Learners by providing:

- Explicit Instruction – During explicit instruction; teachers will use a cycle of direct instruction, modeling, different grouping strategies, assessing, re-teaching, and reassessing students for mastery of the standards. Teachers will provide clear learning

objectives, as well as embedded instructional scaffolds to support the rigorous demands for academic language, as well as linguistic objectives.

- Collaborative Practice – During this phase of instruction, students are groups in pairs or in groups of 4-6 students to extend their learning and application of language in both assignment and project-based learning. The length of these assignments generally run three to four days.
- Independent / On-line learning – New Horizons Charter Academy utilized a host of digital learning platforms, with assignments designed to challenge students beyond their current linguistic levels, as well as provide instant feedback to teachers with performance data.

Components of a balanced literacy program will provide additional strategies to meet individualized and group needs of students. Strategies may include the use of Leveled Readers, Reading Alouds, Guided Reading, and Independent Reading. Writing will be incorporated throughout the day to differentiate instruction for students. During collaborative instruction, small groups will benefit from extending their daily lessons as well as receiving facilitated individual and group support from instructional aides.

Supplemental Curriculum Content / Supports

English-Language Arts

Research based instructional practice, utilizing SDAIE strategies, is provided in traditional and digital instruction and assessment. In addition to the use of a traditional standards-based ELA textbook a variety of novels and other readings have been selected and established for the use by all ELA teachers in addition to ELA intervention courses. Chromebooks are available for each student to access the digital platform within Wonders, myPerspectives, as well as the DiscoveryEducation, IStation, RAZPlus and Front Row. Writing by Design was also selected as a supplementary writing tool to specifically scaffold writing supports for EL students K-8.

Mathematics and Science (STEM)

The addition of *Action Labs* for grades 5-8 promote language skills and application in collaborative settings to both mathematics and science. All Middle School students will have expanded opportunities to engage, apply, and extend their language skills to *Next Generation Science Standards*. Science Lab for modules last (10) days and cover a range of scientific topics. The addition of hands-on science labs provides students with collaborative settings to explore scientific topics in relevant settings.

Methods of Assessment

Ongoing assessment of student progress is critical to the grouping of students for differentiated instruction. Students will benefit from the instruction providing to students at their instructional level. Assessments must be on-going; both formative and summative throughout the year. Additional multiple measures may include:

Anecdotal	Quarterly Benchmarks
Running Records	Surveys
Observations	STEM Projects
Digital Presentations	Oral Presentations
Exit Slips	Performance
Quizzes	Quarterly Benchmarks
Mini-Benchmarks	Writing on Demand Portfolios
DIBELS, SIPPs, iStation, FastBridge, and Curriculum Based Measurements	

Data-driven Decision Making

Our teacher teams routinely analyze student learning through multiple measures from:

- DIBELS (3x per year)
- SIPPs (biweekly)
- CELDT data at the beginning of the year and after new students arrive
- ELPAC in Spring 2018
- SBAC data from the previous year
- Wonders Mini Benchmarks, Diagnostics Data from iStation, SIPPs, DIBELS and myPerspectives (7-8)
- Writing Assessment data from previous year and through-out the year
- ELA and Mathematics Benchmarks from the previous year
- Fastbridge Beginning, Middle and End of Year Norm-Reference Data for Math, Reading and Language Usage (K-8)

Teacher Study Teams engage in data team discussions to identify the English language development and instructional needs of the current year's students within each classroom. Additional planning time to analyze instructional data during weekly professional learning community meetings and ELD student performance portfolios.

MATHEMATICS

The math model that is implemented allows for teachers to facilitate learning around the grade level mathematical content standards while putting the Mathematical Practices of the CCSS at the forefront of the work. Curriculum tools are carefully designed to build on these skills, giving students' opportunities to make sense of problems and persevere in solving them through multi-day, rich mathematical problems.

Teachers deliver both inquiry-based lessons in addition to traditionally structured lesson cycles. Math teachers implement an appropriate release of responsibility, adding fluidity to the traditional lesson cycle and giving students the opportunity to grapple with complex tasks and constructively build their knowledge through cognitively challenging activities, with appropriate supports.

In addition to the CCSS standards in mathematics, our math teachers receive intensive professional development from the School Director in implementing both the CCSS standards and the Standards for Mathematical practice, which are the vehicle in which the content standards are delivered. The Standards for Mathematical Practice are embedded in instruction.

The standards-based curriculum (including new implementation of CA CCSS) focuses on the mastery of procedural fluency and problem solving as a foundation for mathematical success. Math concepts are not taught in isolation, but are constantly reinforced. Students are given time to process, practice and master mathematical concepts.

In all grades, students have a math period including mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). The math program is set up to teach the common core standards, but when students need additional assistance, teachers will organize small groups for additional tutoring.

The general progression of content skill development might look like:

- **KINDERGARTEN:** Students focus on two critical areas: representing and comparing whole numbers, and describing shapes and space. Students learn the number names and how to count in sequence, count objects, and compare numbers. They begin to understand that addition is putting together and adding to, where subtraction is taking apart and taking from.
- **FIRST & SECOND GRADES:** Students begin to represent and solve problems involving addition and subtraction within 20. Students work with addition and subtraction equations and extend their knowledge of the counting sequence. They develop their understanding of place value and the properties of operations to add and subtract. Students measure and estimate lengths in standard units and relate addition and subtraction to length.

- **THIRD GRADE** The focus shifts to multiplication and division. Students represent and solve problems involving multiplication and division within 100 and develop an understanding of the properties of multiplication and the relationship between multiplication and division. Students begin to solve problems involving the four operations, and identify and explain patterns in arithmetic. They develop an understanding of fractions as numbers, and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- **FOURTH GRADE:** Students continue using the four operations with whole numbers to solve problems. They generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic. They extend understanding of fraction equivalence and ordering then build fractions from unit fractions by applying and extending previous understandings of operations. They learn to use decimal notation for fractions, and compare decimals and fractions.
- **FIFTH GRADE:** Students develop an understanding of the place value system. They perform operations with multi-digit whole numbers and decimals to hundredths. They use equivalent fractions as a strategy to add and subtract fractions. They apply and extend previous understandings of multiplication and division to multiply and divide fractions. In Geometry, they learn to understand the concept of volume and relate volume to multiplication and addition. They also begin to graph points in the coordinate plane to solve real-world and mathematical problems.
- **SIXTH GRADE:** Students apply and extend previous understandings of multiplication and division to divide fractions by fractions, and of numbers to the system of rational numbers. They learn about ratio concepts and use ratio reasoning to solve problems. They apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities and represent and analyze quantitative relationships between dependent and independent variables.
- **SEVENTH GRADE:** Students apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. They learn to analyze proportional relationships and use them to solve real-world and mathematical problems. They use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- **EIGHTH GRADE:** Students work with radical and integer exponents. They develop their understanding of the connections between proportional relationships, lines, and linear equations. Students analyze and solve linear equations and pairs of simultaneous linear equations. They define, evaluate, and compare functions and then use functions to model relationships between quantities.

The curriculum recognizes that students need both basic fact knowledge and “automaticity” with procedural computation as well as deep understanding of conceptual concepts and the ability to solve complex mathematical problems. Teachers require students to apply this strong basic skills knowledge in challenging problem-solving situations. Specifically, students are expected to: use basic symbols to solve simple and complex problems; gather and interpret data using graphs and charts, predict outcomes of probability experiments; and solve problems

involving proportional relationships. Beginning in fifth grade, we use a problem-solving supplemental curriculum developed RevolutionK12 that provides daily demonstration of problem-solving skills.

In 8th grade math, students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second and third degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial, solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

Literacy and writing are wrapped into every math lesson that is provided. In all grade levels, scholars are required to read word problems and to answer written responses to math problems. Scholars practice skills included reading and analyzing informational text and information. In 7th and 8th grades, scholars are deciphering and responding to complex word problems that build off and from their work in humanities and science. All teachers have ELA growth goals for all students in their classes that work in tandem with their growth goals for scholars in math. Progress towards these goals are tracked throughout the year. Grade level teams work together to support the ELA growth of all scholars. The Math standards that all teachers work from are aligned to the ELA standards that are assessed on the Smarter Balanced assessment.

SOCIAL SCIENCE

Teachers use the “backwards design” method, beginning with identifying the state standards to be addressed, and determining which elements of the standards-based textbook they use and which elements would be better taught by supplemental materials. Curriculum planning maps will be revised on an on-going basis through teacher work groups and based on student assessment results.

The History/Social Science curriculum at New Horizons Charter Academy is based on California content standards and aims to provide students with rigorous, inquiry-based, and experience-centered lessons and classes that allow students to acquire core knowledge in history and the social sciences. At all grade levels, students work to “think like historians and social scientists” so they recognize connections to the present and the past in order to reach a greater understanding of themselves and the world around them.

At the elementary level, social studies is integrated across the curriculum through a project-based approach. Addressing all content standards, students study and explore themes and concepts of history, economics, and the broader social sciences by engaging in life-based activities, re-enactments and research projects. Strong emphasis is placed on the integration of reading and writing skills across the curriculum through the use of first source materials, emphasis on comprehension skills for nonfiction, and research strategies.

The inquiry unit through lines is based on the themes outlined in the CA History/Social Science Standards:

- **KINDERGARTEN:** Community and relationships
- **GRADE ONE:** Citizenship
- **GRADE TWO:** Culture
- **GRADE THREE:** Change and impact
- **GRADE FOUR:** Perspectives (focus on California history)
- **GRADE FIVE:** Design (focus on United States history and geography)

In grades six through eight, students focus on developing their historical and social sciences analysis skills in some of the following ways:

- In **Sixth Grade**, students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students also analyze the interactions among the various cultures, emphasizing their enduring contributions and the links between the contemporary and ancient worlds.
- In **Seventh Grade**, students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500 - 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students then study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

- In **Eighth Grade**, students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

Research has shown that one major reason that urban students score lower on reading tests is that they lack sufficient background knowledge to comprehend more complex text. When one reads a text, he or she must know how to decode the words and how to analyze the text. To truly understand the text, however, one must also know the basic vocabulary and contextual information the author assumes his or her readers understand. For this reason – and the importance of our students understanding the world around them – it is essential that students receive a rich and rigorous education in social studies.

Teachers expect students to master the key concepts and vocabulary, and they also teach them to analyze primary sources, debate different points of view, and make cause-and-effect connections. Teachers also work with students to hone their non-fiction reading skills, learn important content, and apply and retain it in written essays and oral presentations.

The Social Studies courses are writing intensive at each grade level, building sequentially on reading, writing, listening, and speaking skills through the exploration of literature and a myriad of historical perspectives. All middle school students read and write in a variety of genres, with writing skills taught through a workshop approach, emphasizing process equally with product. At each grade level, critical thinking skills and cooperative learning are central.

In addition to our Pearson Social Science curriculum, NHCA has invested in DiscoveryEducation Social Science TechBooks. The Science curriculum for 6th-8th Grade is fully aligned with California Content Standards for Social Studies and has extensive videos and VR resources that allow students to understand many Social Science concepts deeper.

SCIENCE

Science instruction combines student mastery of core vocabulary and conceptual knowledge with the application of scientific principals in laboratory settings. Using both the hands-on FOSS science curriculum with CA Common Core Standards ensure students have access to an engaging and challenging curriculum. Science assessments, for example, include sections that focus on the key terms and ideas of a unit as well as a performance task component that require students to synthesize and analyze data from laboratory experiments. Science teachers also actively work to reinforce key mathematical concepts, especially graphing and measurement skills.

The Full Option Science System (“FOSS”) learning modules created for California are utilized in grade levels when needed for interdisciplinary projects. Delta Education has revised the FOSS kits to align with the Next Generation Science Standards. Since the FOSS NGSS kits align with many social studies, language arts, and mathematics standards, their use ensures that students are taught a curriculum that meets California expectations for science education. In addition, FOSS incorporates strategies for taking advantage of opportunities to exercise math skills and practice some language skills in the context of science.

The FOSS system supports our constructivist model as it is based on the idea that the best way for students to appreciate scientific enterprise, learn scientific concepts and develop the ability to think critically is to actively construct ideas through their own inquiry, investigation, and analysis.

This mode of learning science creates students who are engaged with the scientific process of learning, which requires questioning, investigating, and analyzing.

In addition, the FOSS investigations are supported by science texts. Instead of beginning with text, FOSS science texts are intended to be read after initial investigations. A rich database of books for download and other supplementary materials, *FOSS Science Stories*, is available online for schools and school districts that use the FOSS system. Included in these materials are:

- Historical and biographical readings
- Fictional tales, myths, and stories about kids doing interesting things with science principles in an interesting context
- Expository reading to add detail and to extend the knowledge gained from direct experience
- Technical readings in which students follow instructions or technical explanations of scientific principle
- It further supports literacy through expository writing, final assessments and oral reports

The New Horizons Charter Academy science curriculum is, at its core, inquiry-based. New Horizons Charter Academy has added an additional science curriculum developed by McGraw-Hill. The InspireScience for K-6th Grade is modeled after the FOSS Kits, however, because it’s built on the same platform as our Wonders ELA curriculum, our students are very familiar with navigating the Digital Platform. The InspireScience curriculum provide student with lab kits as well as, workbooks to guide them through the Science standards they are learning. The curriculum is fully aligned with NGSS. Students engage in science via exposure to real world concepts and cross-curricular themes, and regularly apply critical thinking skills and test new ideas and hypotheses through labs and experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and

scientific arguments. Our 6th Grade through 8th Grade utilize the IScience curriculum from McGraw-Hill which is similar to FOSS Kits, with much more rich resources for students, including lab kits.

With our constructivist approach to curriculum development and instructional strategies, and through our unique constructivist framework, the science curriculum and scientific thinking are woven effectively throughout the curriculum and integrated meaningfully with ELA, mathematics, and social studies curriculum.

At the elementary level, students engage in scientific exploration and observation through hands-on, integrated projects. Supporting instruction with FOSS kits, teachers develop thematic projects to address all of the standards content. Emphasis is placed on developing scientific methodology at increasing developmental levels.

Methods of all science courses include the tools of science (e.g., technology, hands-on materials) and support development of the reading, writing, analysis, and communication skills students need to become science-literate. Students tackle problems and challenges in science in varied ways (e.g., investigations, models), using critical thinking and problem solving to reach decisions grounded in knowledge and logic.

The general progression of content skill development might look like:

- **K:** Materials and motions, trees and weather, and animals two by two
- **GRADE 1:** Sound and light, air and weather, and plants and animals
- **GRADE 2:** Solids and liquids, pebbles, sand and silt, and insects and plants
- **GRADE 3:** Motion and matter, water and climate, and structures of life
- **GRADE 4:** Energy, soil, rocks and landforms, and environments
- **GRADE 5:** Mixtures and solutions, earth and sun, and living system

Science teachers implement the Practice Standards component of the Next Generation Science Standards, which include:

- Asking Questions and Defining Problems
- Developing and Using Models
- Planning and Carrying Out Investigations
- Analyzing and Interpreting Data
- Using Mathematics and Computational Thinking
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence
- Obtaining, Evaluating, and Communicating Information

Middle school students are explicitly taught the Practice Standards, as they are new expectations for the science classroom and students develop these practices as habits of mind, and are expected to articulate their purpose in each lesson. In addition to McGraw-Hill IScience Lab

Kits, NHCA has invested in Discovery Education Science TechBooks. The Science curriculum for 6th-8th Grade is fully aligned with NGSS and has extensive videos and VR resources that allow students to understand many Science concepts deeper.

Sixth Grade – Earth Science

Sixth grade students focus on Earth and Space Sciences, including geology, geophysics, and ecology. Students learn about the composition and structure of the earth and develop an understanding of plate tectonics and its relationship to the topography of the earth's surface. They understand how geologic events occur, such as earthquakes, volcanoes, and mountain building. As residents of California, students apply this knowledge to understanding the geological and topographical features of their own state and community, analyzing the geologic events typical to the area. The study of geology and topography connects to the study of geography and its impact on ancient cultures in their social science course. Students learn about the different forms of energy on the earth, how these forms are distributed through land and water, and how changes in energy can result in changes in weather. The ecology portion of the sixth grade science course focuses on ecosystems and how energy and matter are distributed and exchanged among different members of ecosystems. Students learn that organisms can be classified by the role they play in an ecosystem and that the composition and balance of ecosystems can be effected by environmental factors such as temperature, availability of food and water resources, and soil composition. Students also study natural resources, particularly energy resources. FOSS is used as a resource for experiments and curriculum resource. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for 6-8 literacy in science and technical subjects

Grade 7 – Life Science

Students in seventh grade focus on Life Science. Students will know the role of cells in living organisms and be able to distinguish plant and animal cells. They study the role of the nucleus, mitochondria, and chloroplasts and study cell division. Students study the anatomy and physiology of plants and animals, including cells, tissues, organs, organ systems, and the whole organism. They learn how organ systems, bones, and muscles work together and the functions of animal and plant reproductive organs. Seventh graders learn about genetics, sexual and asexual reproduction, and the role of DNA. They will study evolution and Darwin's theories. Students in seventh grade will also look to earth science for evidence of the evolution of life, as they study slow geologic processes, major catastrophic events, the rock cycle, fossils, radioactive dating, and the extinction of plants and animals. They study properties of light, levers, and simple machines. Seventh graders will gain a deeper understanding of the scientific method, as they select appropriate tools and technology, construct scale models and diagrams, and communicate results in written and oral presentations. FOSS is used as a resource for experiments and curriculum resource and hands on experiments are included. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for the 6-8 literacy in science and technical subjects.

Grade 8 – Physical Science

Students in eighth grade focus on Physical Science. Students study motion, velocity, and speed, and they will learn to solve problems and interpret graphs related to distance, time, and average speed. They identify forces and their impact on objects, while taking into consideration an object's mass. Students learn the role of gravity and gravity's role in the solar system. They will know the structure and composition of atoms, the ways compounds are formed, and the differences in states of matter. They are able to use the periodic table to identify elements and classify them based on their atomic characteristics. Students study simple compounds, chemical reactions, and the conservation of matter.

They study buoyancy, density, and displacement and are able to predict whether objects will sink or float. Students will know the central role of carbon and other key elements in living organisms. Eighth graders will continue their study of earth science as they learn more about stars, galaxies, astronomical units, light years, planets, planetary satellites, comets, and asteroids. FOSS is used as a resource for experiments and curriculum resource and hands on experiments are included. English Language Arts and Literacy in History, Social Studies and Science and Technical Subjects. Teachers are aligning their lessons to the CA Common Core Standards for the 6-8 literacy in science and technical subjects.

VISUAL AND PERFORMING ARTS

NHCA hired a part-time multiple-subject teacher to develop our visual and performing arts instruction. The visual arts teacher on staff that rotates through the classrooms such that each class receives weekly art instruction. Additionally, the visual arts will be an integral part of everyday learning experiences in the classroom. In addition to our part-time Art Teacher, the general education grade-level teachers will implement a California and Common Core standards-based curriculum employing best teaching practices that integrate the visual arts in social studies, language arts, science, math, and technology. Examples of ways students will experience arts-integrated, project-based learning may include a sketch to provide detail for their writing, to pantomime or improvise dialogue to express understanding of stories and historical events, and to explore historical periods, cultures, and themes through music and dance. This course, currently offered TK to 8th graders, includes instruction in visual arts (e.g. painting, drawing, art history and sculpting) and performing arts (e.g. music, drama, photography, and dance). The instructor rotates through the different forms of artistic expression throughout the year in accordance with VAPA standards. Our part-time Art teacher, also brings theater arts to our students, this course emphasizes development of communication, public speaking and acting. The course includes theater games, improvisation, scene study, monologues/speech techniques, and character study. Students view and critique theatrical performances, and apply the basics of playwriting to write and create scenes. Students also study speeches and presentations, writing and demonstrating their skills in both the context of this course and their core classes. Performing arts are closely coordinated with our English Language Arts curriculum which continuously reinforces grade-level appropriate language development and public speaking skills. The teacher provides necessary equipment and materials as well (e.g., musical instruments). Our teacher facilitates visual arts instruction through available materials and supplies (paper, paints, pencils, scissors, etc.). As our school

grows and space permits, we are seeking to establish a comprehensive art studio with appropriate resources tied to state grade-level standards. Our teacher aligns all instruction to California Content Standards for Visual and Performing Arts. New Horizons Charter Academy grade-level teachers integrates music into each class to provide opportunities along with our part-time Art Teacher, so student receive music instruction. Students learn musicality, instrumentation, and rhythm in the context of varied cultures. They learn and perform songs chosen to support our community values, reinforce language acquisition, and develop musical skills. Research has discovered significant correlations between academic success and disciplined, consistent study of instrumental music. For example, a number of studies support the contention that students who participate in formal music education have higher academic achievement scores than students who do not participate in formal music education (Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997).

LIFE SKILLS CURRICULUM

New Horizons Charter Academy's Cloud9 Social-emotional curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in high school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Our ethics curriculum is created in-house by teachers and School Directors and builds on the skills our scholars need to be successful at school and in the future in college and in adult life. The curriculum is built on various texts expanding on our core values and explained below.

The Life Skills program is designed to teach scholars to be authentic and true to themselves and to infuse the life skills necessary for self-motivated, competent, and lifelong learning. As part of this program, all students become familiar with and practice the school's core values of curiosity, optimism, gratitude, grit, self-control, social intelligence and zest. These values are the basis of a school culture that provides a safe and productive environment necessary for the academic, social, and emotional growth of every student. This character education/ethics curriculum reflects how we expect to prepare students to: (1) be able to graduate from high school and (2) fulfill our work towards ensuring students graduate from college.

Respect for Self and Learning Perseverance

We believe that life skills are important in creating civic individuals, ethics combined with perseverance will help students to successfully confront the challenges they will face as they grow and mature, and to avoid self-destructive behaviors and situations they may face as adolescents and young adults. Lessons will be delivered to inspire scholars to understand how much they matter, to be held accountable for their decisions, and to empower them to get involved and make a difference in the world.

The development of perseverance is particularly key to our students' success. Therefore, we focus on this value and drill the mantra that you must work hard. We are charged with creating

students who, when faced with difficult decisions and situations, will feel compelled to make educated decisions, and will not languish in the existence of a hard decision; students who will not run from difficult situations but will have learned to deal with them early on with a strategy so that the problem is mitigated, rather than delaying and exacerbating the issue. This is a part of our development with staff to ensure that these lessons are reinforced as part of our way of dealing with such school matters as positively dealing with academic errors on tests or mistakes made in homework. We will create learners that feel confident about learning and confident that when they need to concentrate and try to do something new, they are not overwhelmed by the need for focused concentration time, but know or have the skills sets to understand how to sit still, how to focus, how to be quiet to listen well, and how to organize themselves for successful learning.

Our goal is to translate these skills into how students will deal with the lifetime situations they will face, and most importantly, the decision to either drop out or stay in high school and move onto college. It is here that a strong sense of character will most help a student after their matriculation from New Horizons Charter Academy. It is here, therefore, that we must focus on creating students who have the comfort and confidence to become self-motivated, lifelong learners.

Life Skills is a time to set the academic tone of the school by providing scholars a forum for learning how to problem solve, communicate and listen to fellow students. Teachers implement curriculum and structures to allow students time to learn how to tackle issues affecting them, whether these are neighborhood pressures, or concerns with school, family, or friends. This program is taught during advisory and is a specific time for students where they can learn about drug prevention, or dealing with situations where they will be confronted with choices, and includes role-plays for how to handle these situations.

Advisory is also a place for students to connect and deals with any demands placed on them because of the rigorous academic program and/or with their life choices and/or situations.

Academic and Respectful Community: Respect for Others and the World Around Us Justice, fairness, and equity name the school and are important values to infuse through school culture and rituals. New Horizons Charter Academy teaches about nonviolent social movements for justice, and how to problem solve with one another without using violence, and instead with respect for self, perseverance, and respect for others.

To create this school culture and infuse the ethics curriculum on a school-wide level, advisory teachers bring their students together to participate in a Community Meeting within their classrooms, where teachers and school leadership exemplify and celebrate the school's core values. Explicitly teaching values will help students achieve and succeed in our rigorous, college preparatory academic program, and will grow students into young adults that embody the values that build self and community beyond the school house doors. The school leadership and teachers celebrate student progress, prepare lessons to illustrate the core values and bring a global perspective of justice, equity and fairness through presentations and activities.

Students in the upper grades have an opportunity to explore multicultural literature in the pursuit of ethics-or the study of what it means to be a good person. Students read a collection of materials to explore the philosophy of what is right and what is wrong during our reading, writing and social studies blocks.

PHYSICAL EDUCATION AND HEALTH

New Horizons Charter Academy physical education curriculum reflects California State Standards and teaches students about a fit and healthy lifestyle. Unfortunately, NHCA has noticed that American children are becoming more and more obese and fitness levels are decreasing. All children have physical education classes each day with planned instruction to develop motor skills, and an understanding of common sports like baseball, basketball, soccer, and volleyball. The curriculum prepares students for the California Physical Education test, and they also teach students how to play different sports and games as well as reinforce messages about nutrition, teamwork, and fair play.

Secondary School Grades

Course Sequence

All courses in the NHCA grade 6-8 program meet state standards in every content area. Curriculum planning will ensure that units and lessons will be designed to ensure that state standards are taught to every student. The course sequence has also been designed to ensure that all appropriate state standards are taught in each grade level. The course sequence is:

	Courses		
	6th Grade	7th Grade	8th Grade
English Language Arts/ Social Studies	6th Grade ELA/ Ancient History	7th Grade ELA/ World History	8th Grade ELA/ United States History
Mathematics/ Science	6th Grade Mathematics/ 6th Grade Earth and Space Science	7th Grade Mathematics/ 7th Grade Life Science	8th Grade Mathematics 8th Grade-Physical Science
Visual and Performing Arts / Physical Education	6th Grade VAPA/ 6th Grade Physical Education	7th Grade VAPA/ 7th Grade Physical Education	8th Grade VAPA/ 8th Grade Physical Education

TECHNOLOGY

New Horizons Charter Academy is committed to a sound technology program using the latest “state of the art” equipment purchased especially for our population. Rather than a subject in and of itself, learning to use technology alone can best be accomplished as a direct result of academic instruction. As students research, investigate and explore the vast array of technology tools New Horizons Charter Academy will make accessible in all classrooms, students become highly proficient, comfortable, and confident in their effective use of these tools. The New Horizons Charter Academy staff will explore how best to integrate technology use in the classroom, and will start from the premise that a systematic, step-by-step program is the least effective practice for encouraging confident, competent technology use.

Students in the 21st century need to be technologically literate; that is, they need to know how to use the computer in the ways that professionals use it daily. All students receive explicit instruction in basic typing skills, Word, Excel, PowerPoint, Prezi, (Google Docs, Spreadsheets, Slides, Classroom, Drive), and email in each of the core content areas (reading, writing, science, and social studies). By the time they enter high school, students will be able to proficient with these programs, and have the necessary technological literacy to further their education and interests. Students use computer-based learning programs to master foundational literacy skills. Then students use computers for research and fact-finding to complete assigned projects and homework. Technology instruction is integrated into the core curriculum and used for testing. We currently have a computer cart for each classroom, which includes computers for each student. Over the past three years, we have built our technology infrastructure to allow for more bandwidth and access points for wireless Internet. With the roll out of Common Core and Smarter Balance testing, we have invested substantially in technology, training and infrastructure. Technology training is headed by NHCA lead teachers and Assistant Principals, including Director of Operations. Training may also be provided by experts in technology provide professional development. Training includes PowerPoint, Prezi, Google Classroom and Google Docs/Slides/Sheets and Google Drive, typing, literacy and math online programs, and keyboard basics. Students take assessments in both ELA and Math online via our Illuminate database. These assessments are created by teachers from a Common Core aligned itembank and include quizzes, tests, and interim assessments. These online assessments help students prepare to take state online tests by helping them feel comfortable with the format, speed, and rigor of questions.

To more clearly align and integrate students’ use of technology with content instruction and learning, the Charter School plans to follow Dr. Ruben Puentedura’s model of technology utilization in four stages, as illustrated below.

NHCA Transformational Tools		
<i>Redefinition</i>	Technology allows for creation of new tasks previously difficult to attain.	Tools are used for the visualization of narrative and structural aspects of text such as the use of Garage Band to record and then present a visual representation of a student's reading fluency.
<i>Modification</i>	Technology allows for significant task redesign.	Textual, visual and audio tools for construction of shared knowledge such as the use of a video camera to tape a dialogue between students as they describe a scientific experiment and their
<i>Augmentation</i>	Technology acts as	Dictionaries, study guides and history sites
	a direct tool that offers key functional features to support and foster academic	linked to online text.
<i>Substitution</i>	Technology acts as direct tool substitute, with no functional	Shakespeare texts read in online versions.
NHCA Educational Enhancement		

Online text versions may be transformational because as students read literature works using technology, they can access the footnotes to expand their understanding of textual analysis, can access the notepad in their devices and respond to passages to provide examples of literary devices such as simile, metaphor, tone, conflict, etc. Online text versions may be transformational because the students may also be able to access you Tube in education to view examples of some movie clips about their literature selections so that they see printed text in a more visual format to understand and enjoy their literature selections and discuss them more critically with their peers.

Viewing the use of technology through the lens of this hierarchy, students become independent learners, producing and directing the projects that showcase their work.

INSTRUCTION

Teachers, more than the curriculum, have the greatest impact on student achievement. Tim Markey investigated research on teacher effectiveness and reports that according to Sanders & Rivers (1996) and Wenglinsky's (2000), "Teacher effectiveness outweighs all other factors, such as class size, socioeconomic status, and gender," *Defining the Effective Teacher: Current Arguments in Education*, (p. 3 <http://New Horizons Charter Academy.usca.edu/essays/vol112004/markey.pdf>.)

New Horizons Charter Academy recognizes the critical role teachers play in determining a student's success or failure, and will continue to focus on direct instruction as the primary instructional approach. Although small group and individualized instruction are also utilized, direct instruction, and the specific methodologies associated with direct instruction, define the instructional practice of the Charter School.

To refine and align the instructional practice of the entire teaching staff, *Data Works*, an educational research group, has worked with teachers to implement its "Explicit Direct Instruction" ("EDI") methodology. Although similar to the seven-step lesson plan format, EDI places significant emphasis on the consistent incorporation of Specifically Designed Academic Instruction in English ("SDAIE") and cognitive strategies, while recent studies in brain research inform all aspects of the approach. The EDI approach places emphasis on constantly checking for understanding while echoing student responses and allowing enough wait time for students to respond which in turn effectively helps our large population of English Learners ("EL"). Our teachers and other selected staff members will be trained in EDI classroom coaching techniques which will also include lesson plan development, strategies, use of resources, classroom observation and timely feedback.

The consistent implementation of a specific instructional delivery system, and regular classroom observations, ensure the continued emphasis on standards for teaching. The *Enhancing Professional Practice: A Framework for Teaching* serves as the foundation of the teacher evaluation system. The work is a framework for novice and experienced teachers based on the PRAXIS III, the classroom performance assessments developed by the Educational Testing Service. Utilizing both the EDI coaching matrix, Robert Marzano's observation and Feedback Protocol, and the rubric for effective teaching practices from *Enhancing Professional Practice*, a clear and well-articulated description of thoughtful lesson implementation continues to be in place.

INSTRUCTIONAL METHODS AND STRATEGIES

The instructional methods and strategies at New Horizons Charter Academy are based on proven models in schools serving similar populations of students (e.g., other Building Excellent Schools fellows' charter schools across California and the nation). These schools, including the existing New Horizons Charter Academy, share the following key characteristics:

Shared Characteristics of High Performing Charter Schools

<ul style="list-style-type: none">• Firm belief that all students can learn and achieve at high levels.	<ul style="list-style-type: none">• Frequent internal assessments with data to drive instruction.
<ul style="list-style-type: none">• Clear, outcome-focused mission, understood by all, and evidenced throughout the school.	<ul style="list-style-type: none">• Strong positive discipline code enforced by all.
<ul style="list-style-type: none">• Leader(s) highly visible ensuring all are focused on mission.	<ul style="list-style-type: none">• Clear and frequent communications with parents regarding student performance.
<ul style="list-style-type: none">• Highly structured learning environment and organization.	<ul style="list-style-type: none">• Strong curriculum focus on skill mastery.
<ul style="list-style-type: none">• Classroom practices promote continuity (and predictability) from one classroom to another.	<ul style="list-style-type: none">• Extended school day and school year.

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

The entire content of New Horizons Charter Academy curriculum has the California state standards, including CCSS, as its foundation. Units are explicitly designed to ensure all grade-level standards are met. New Horizons Charter Academy recognizes the importance of regular, ongoing professional development in the continued implementation of the CCSS and realizes the importance of keeping abreast of CCSS developments, new publications and requirements. Our academic program is centered on mastery of foundational skills in literacy and mathematics, along with mastery in the core content areas of social studies and science, all based on the California content standards including the Common Core, new Next Generation Science Standards and ELD standards.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT DEVELOPMENT OF TECHNOLOGY- RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

NHCA has developed their online system to a high level over the past 3 years. NHCA students use the online testing feature built into Illuminate Data and Assessment system. NHCA students take online assessments weekly for the Wonders ELA and enVision Math mini-benchmarks. NHCA administers the internal quarterly benchmarks through Illuminate and the CAASPP interim assessment 4 times during the school year. This frequent access to prepare and practice within this only environment has allowed NHCA students to be prepared.

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION – NOT APPLICABLE

TRANSITIONAL KINDERGARTEN

New Horizons Charter Academy believes that students who are enrolled in Transitional Kindergarten (“TK”) should have time and space to develop intellectual and social-emotional skills and abilities so that they have a solid foundation and are confident to begin Kindergarten the following year. When justified by enrollment, we have a separate TK classroom and curriculum so that we can meet the needs of each individual student and create a cohesive classroom community. During this TK year, students will be working towards the Kindergarten standards, using age and developmentally appropriate instructional strategies, and Kindergarten curriculum materials.

Students who enroll in NHCA whose 5th birthday falls between September 2 and December 2 are offered a space in one of our TK/Kindergarten combinations classes or a stand-alone TK class if offered, based on enrollment. During the subsequent school year, a TK student may become a Kindergartener.

Implementation of this plan is as follows:

1. Identify students who are eligible for TK based on their birth date.
2. Contact those families who qualify for TK and notify them that, should they enroll at NHCA, their student will take part in the TK program and will not begin first grade for two years.
3. Provide an appropriately differentiated curriculum in the TK/Kindergarten or stand-alone TK class(es) to support developmentally appropriate learning and instruction for all enrolled students.

ACADEMIC CALENDAR AND SCHEDULES

Academic Calendar

New Horizons Charter Academy aligns its school calendar closely with LAUSD school calendar because we have our 5th through 8th Grade students utilizing a co-location facility. NHCA begins in the middle of August and runs through the middle of June. The school calendar shares nearly all vacations and holidays with the Los Angeles Unified School District (except for Spring Break) and includes 180 days of school instruction. The school begins at 7:55 am and ends at 3:00 pm. The design of the academic year supports the mission of the school. To begin planning for the year, teachers report in August for professional development. In total, we provide 10 paid professional development days before, during, and after the school year to ensure our teachers receive training and development necessary to create the excellent instructional practice on which our success depends. In addition, our year is divided into four quarters. Report cards are sent out at the conclusion of each quarter, to ensure effective communication regarding each student’s progress. See sample school calendar for more details.

The instructional days are listed each month with a total of 180 days.

New Horizons Charter Academy

2018-2019 Calendar

 PD
 School Closed
 End of Progress Period
 180 Instructional + 10 PD = 190

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

7/4 – July 4th Independence Day, School Closed

8/6 – 8/10 Teacher PD
8/13 First Day of School

9/3 No School, Labor Day
9/7 No School, Admissions Day
9/10 No School, Unassigned Day

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

10/12 Quarter 1 Grading Period Ends
10/29 Pupil Free Day-PD

11/12 No School, Veterans Day
11/19- 26 No School, Thanksgiving Break

12/14 Fall Semester ends, Semester 1 Grading Period Ends
12/17- 1/1 No School, Winter Break

JANUARY							FEBRUARY							MARCH						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
												1	2						1	2
		1	2	3	4	5	3	4	5	6	7	8	9	3	4	5	6	7	8	9
6	7	8	9	10	11	12	10	11	12	13	14	15	16	10	11	12	13	14	15	16
13	14	15	16	17	18	19	17	18	19	20	21	22	23	17	18	19	20	21	22	23
20	21	22	23	24	25	26	24	25	26	27	28			24	25	26	27	28	29	30
27	28	29	30	31										31						
1/1 No School, New Years Day 1/2 Pupil Free Day-PO 1/14 No School, MLK Day							2/18 No School, Presidents Day							3/15 Quarter 3 Grading Period Ends 3/18 Pupil Free Day-PO						

APRIL							MAY							JUNE						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
																				1
	1	2	3	4	5	6				1	2	3	4	2	3	4	5	6	7	8
7	8	9	10	11	12	13	5	6	7	8	9	10	11	9	10	11	12	13	14	15
14	15	16	17	18	19	20	12	13	14	15	16	17	18	16	17	18	19	20	21	22
21	22	23	24	25	26	27	19	20	21	22	23	24	25	23	24	25	26	27	28	29
28	29	30					26	27	28	29	30	31		30						
4/12 No School, Cesar Chavez Day 4/15-26 No School, Spring Break							5/27 No School, Memorial Day							6/13 Spring Semester ends, Semester 2 Grade Reporting Period Ends 6/13 Last Day of School 6/14 – 6/17 – Teacher PD						

New Horizons Charter Academy Class Schedules

(Kindergarten through 8th grade schedules will be implemented and adjusted as needed; the schedules reflect staff collaboration and more specificity)

Grade: K	Subject
8:00 – 8:05	Attendance/Flag/Morning Song
8:05 - 8:30	Morning Routine: Calendar Math/Morning News/Alphabet Song/Phonemic Review
8:30 – 9:20	English Language Arts Reading: Phonics, High Frequency Words, Vocabulary,
9:20 – 9:35	Nutrition/Recess
9:35-9:50	Psychomotor/Physical Education
9:50 -10:30	English Language Development (Designated)
10:30 –	Universal Access Time (UAT)/Cloud9
11:00 –	Read Aloud/Literature Theme Connections
11:30 –	Lunch
12:00 –	Writing by Design (connecting writing standards to theme)
12:45 – 1:45	Math (directed lesson and UAT: exploration/reinforcement math center activities)
1:45 – 2:05	Physical Education
2:05 – 2:45	Science/Social Studies/Health

Grade: 1	Subject
7:55 -8:10	Opening (attendance and Calendar Math
8:10 - 8:30	Phonemic Review; grammar/parts of speech/review ELA skills from day before)
8:30 – 9:20	English Language Arts: Phonics, High Frequency Words, Vocabulary, Spelling
9:20 – 9:35	Nutrition/Recess
9:35 – 9:50	Psychomotor/Physical Education
9:50 -10:30	English Language Arts Reading

Grade: 1	Subject
10:30 – 11:15	Universal Access Time (Differentiating through various groupings)
11:10 – 12:00	Math
12:00 – 12:40	Lunch
12:40 – 1:25	English Language Development (Designated)
1:25 – 1:45	Physical Education
1:45 – 2:30	Art/Yoga/Music/Cloud9
2:30 -3:00	Science/Social Studies/Health

Grade: 2	Subjects
7:55 – 8:10	Opening (attendance, sentence editing to review focused writing skills)
8:10 – 9:00	English Language Arts: Phonics, Vocabulary, Spelling; Prior Knowledge
9:00 – 9:30	English Language Arts: Reading
9:30 – 10:05	Yoga/Art/Music
10:00 – 10:15	Nutrition/Recess
10:15-10:30	Psychomotor/Physical Education
10:25 – 11:05	English Language Development (Designated)
11:05 – 12:20	Math
12:20 – 1:00	Lunch
1:00 – 1:30	Writing By Design
1:30 – 1:50	Physical Education
1:50 – 2:35	Science/Social Studies/Health
2:35 – 3:00	Universal Access Time

Grade: 3	Subjects
7:55 – 8:10	Attendance; spelling, grammar review, editing sentences to embed LA skills
8:10 – 9:00	English Language Arts: phonics, spelling, vocabulary, comprehension strategies
9:00 – 10:00	English Language Arts: Reading / (ELD-Designated)
10:00 – 10:15	Nutrition/Recess
10:15 – 10:30	Psychomotor/Physical Education
10:30 – 12:00	Math
12:00 – 12:20	Universal Access Time
12:20 – 1:00	Lunch
1:00 – 1:45	Writing By Design / (ELD-Designated)
1:45 – 2:30	Physical Education
2:30 – 3:00	Science/Social Studies/Health

Grade: 4	Subjects
7:55 – 8:15	Attendance; Journal Writing Responses to Grade Level, self-selected Literature
8:00 – 9:10	English Language Arts: phonics, spelling, vocabulary, comprehension strategies ELD-Designated
9:10 – 10:00	English Language Arts: Reading (Discussing/Responding to the selection)
10:00 – 10:15	Nutrition/Recess
10:15- 10:30	Psychomotor/Physical Education
10:30 – 12:00	Math
12:00 – 12:20	Universal Access Time/Cloud9
12:20 – 1:00	Lunch
1:00 – 1:30	Writing By Design
1:30 – 2:15	Science/Social Studies
2:15 – 3:00	Physical Education

Grade: 5	Subjects
7:55 – 8:10	Attendance; Vocabulary work; Literature Response Journal work.
8:10 – 8:45	English Language Arts: Reading (comprehension strategies; discussing,
8:45-9:00	Nutrition/Recess
9:00-9:15	Psychomotor/Physical Education
9:15-9:45	English Language Development
9:45-11:15	Math
11:15 – 12:00	Writing By Design
12:00 – 12:45	Science/Social Studies
12:45 – 1:25	Lunch
1:25 – 2:15	Science/Social Studies
2:15 – 3:00	Physical Education

Grade: 6	Subjects
7:55 – 8:10	Attendance; Vocabulary work; Literature Response Journal work.
8:10 – 8:45	English Language Arts: Reading (comprehension strategies; discussing,
8:45– 9:00	Nutrition/Recess
9:00 – 9:15	Psychomotor/Physical Education
9:15 – 9:45	English Language Development
9:45 – 11:15	Math
11:15 – 12:00	Writing By Design
12:00 – 12:45	Science/Social Studies
12:45 – 1:25	Lunch
1:25 – 2:15	Science/Social Studies
2:15 – 3:00	Physical Education

Grade: 7	Subjects
7:55 – 8:10	Attendance; Vocabulary work; Literature Response Journal work.
8:10 – 8:45	English Language Arts: Reading (comprehension scaffolding New Horizons Charter Academy/SDAIE strategies; discussing, analyzing text)
8:45 – 9:00	Nutrition/Recess
9:00 – 9:15	Psychomotor/Physical Education
9:15 – 9:45	English Language Development (direct instruction and small group for ELLs)/RFEPs, IFEPs, have Universal Access Time to engage in ELD designated
9:45 – 11:15	Math
11:15 – 12:00	Writing By Design
12:00 – 12:45	Science/Social Studies
12:45– 1:25	Lunch
1:25 – 2:15	Science/Social Studies/Health
2:15 – 3:00	Physical Education

Grade: 8	Subjects
7:55 – 8:10	Attendance; Vocabulary work; Literature Response Journal work / Advisement
8:10 – 8:45	English Language Arts: Reading (comprehension strategies; discussing,
8:45 – 9:00	Nutrition/Recess
9:00 – 9:15	Psychomotor/Physical Education
9:15 – 9:45	English Language Development (directed teaching and small group for ELLs)/RFEPs, IFEPs, have Universal Access Time to engage in Designated ELD
9:45 – 11:15	Math
11:15 – 12:00	Writing By Design
12:00 – 12:45	Social Studies/Science
12:45 – 1:25	Lunch
1:25 – 2:15	Physical Education
2:15 – 3:00	Social Studies/Science/Health

INSTRUCTIONAL DAYS AND MINUTES

New Horizons Charter Academy exceeds the minimum instructional minutes required at each grade level. Per the chart below, we exceed the state requirement of instructional minutes.

Grade s	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 Minimu mDays	Number of Instr. Minutes Per Minimu mDay	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	of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	103	275	36	260	3	225	38	305	180	36000	49950	13950
1	Yes	103	285	36	285	3	230	38	320	180	50400	52465	2065
2	Yes	103	285	36	285	3	230	38	320	180	50400	52465	2065
3	Yes	103	370	36	285	3	230	38	320	180	50400	61220	10820
4	Yes	103	370	36	285	3	230	38	320	180	54000	61220	7220
5	Yes	103	370	36	285	3	230	38	320	180	54000	61220	7220
6	Yes	103	370	36	285	3	230	38	320	180	54000	61220	7220
7	Yes	103	370	36	285	3	230	38	320	180	54000	61220	7220
8	Yes	103	370	36	285	3	230	38	320	180	54000	61220	7220
9	No										64800	0	-64800
10	No										64800	0	-64800
11	No										64800	0	-64800
12	No										64800	0	-64800

PROFESSIONAL DEVELOPMENT

TEACHER RECRUITMENT

New Horizons Charter Academy has established well-defined policies and practices in order to employ personnel who will promote and implement the mission, vision and goals of the Charter School. The Board of Directors determines the qualifications and job descriptions for all positions to ensure that applicants can fulfill New Horizons Charter Academy's goals and expectations.

A recruitment committee, consisting of teachers, administrators and other certified staff, participate in job fairs sponsored by colleges, universities and organizations such as the California Charter Schools Association to screen and recommend teacher candidates for hire at New Horizons Charter Academy. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certified and classified staff, will interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates will be highly qualified per NCLB/ESSA and will be observed by this committee and recommended for hire to the Board of Directors.

In order to deliver on our rigorous academic program, New Horizons Charter Academy recruits and selects outstanding educators with passion, subject mastery, extensive experience with urban youth, and the commitment to do whatever is necessary to ensure the uncompromising academic performance of our students. New Horizons Charter Academy has existing partnerships with Teach For America and Schools of Education (Cal State University System). These partnerships provide us with a pipeline of talent that is qualified and supports our ability to secure the highest quality hires. As part of these partnerships, we conduct outreach and attend recruitment fairs at these schools and share information about employment at New Horizons Charter Academy with potential teaching candidates. In addition to outreach efforts, teacher retention is essential and best practices are drawn from charter schools with proven success in attracting and supporting the best educators.

New Horizons Charter Academy attracts applications from exceptional teachers who reflect the background and experience of its students and have the subject mastery and teaching skill to achieve outstanding academic outcomes. Led by New Horizons Charter Academy's Executive Director/Principal, the school implements a comprehensive hiring process to select teachers ready to commit the demands of educating all students at the highest level without excuse. All teachers are appropriately qualified in accordance with state law.

New Horizons Charter Academy engages in a thorough review of the qualifications of candidates that apply for employment at the school. The Director of Operations reviews resumes, letters of recommendation, statements of teaching philosophies and portfolios to determine which candidates will be interviewed for positions. Candidates for teaching positions are interviewed, participate in a data exercise, asked to teach a demonstration lesson to a classroom of students and/or return for a second round of interviews. Following interviews, New Horizons Charter Academy contacts references, reviews letters of recommendation and notifies each candidate of their status once a decision is made. In addition, New Horizons Charter Academy verifies the teaching credentials of candidates with the California Commission on Teacher Credentialing, ensuring that each teacher possesses credential subject authorization that meets state requirements to teach the subject(s) that he/she is being hired to teach. Candidates that are offered employment receive a written offer of employment.

New Horizons Charter Academy makes every effort to recruit teachers who are committed to the vision and mission of the school and who will commit to the demands of educating all students at the highest level without excuse. Job postings for teachers clearly state our education philosophy and teaching pedagogy so that teachers who are ultimately selected for employment possess the desire, capacity and dedication to work successfully at the school. Teachers have a daily on-site commitment from 7:30 a.m. to 3:30 p.m. As salaried professionals, it is understood that teachers have job-related responsibilities, such as instructional planning, communication with students and families, and special school events that continue beyond their on-site workday and occasionally take place on weekends. Teachers are expected to collaborate continuously with their peers, and benefit from common planning periods to ensure ongoing collaboration. Teachers plan together to link instruction to state standards and use student achievement data to constantly adapt curriculum. Teachers who teach the same students meet together to review

each student's academic progress individually and collaborate with parents to provide students with the most appropriate, rigorous, and data-driven individualized attention.

To attract and retain outstanding teachers, teachers are regarded as respected professionals. They receive competitive compensation packages and have regular access to computer technology, telephones, voicemail, email, and other necessary instructional resources.

Due to the profound impact that teachers have on students, only the most effective teachers will be retained at the school. Teachers are closely supervised through frequent observation and assessment in the areas of content delivery, effective classroom management, and appropriate use of student achievement data to individualize or modify instruction. Teachers are regarded as respected professionals. Teachers benefit from planning periods to ensure ongoing collaboration. Teachers link instruction to common core and use student achievement data to constantly adapt curriculum. Teachers who teach the same students meet together to review each student's academic progress individually and collaborate with parents to provide students with the most appropriate, rigorous, and data-driven individualized attention during our regular Friday professional development.

PROFESSIONAL DEVELOPMENT

Professional Development is initiated based on the following:

- Findings from student data, based on student needs and school culture
- Feedback and request made from our faculty (teachers)
- Grade level PD - Observations from our Leadership Team on the use of effective research-based pedagogy
- School Director PD – focuses on what the school needs
- Targeted PD – What are the trends and goals?

School wide goals are developed in the summer with a scope and sequence in collaboration with New Charter Academy staff. NHCA sets the following 3 types of goals:

- Culture - what are indicators that support a strong student culture of student engagement?)
- Leadership - open to feedback, trying new methods, professional, demonstrate leadership)
- Instructional Goal – set by each teacher to class wide and subgroup proficiencies.

These three types of goals are revisited during every coaching session or meeting. Teachers who are new to the profession meet with their Instructional Coach on a weekly basis; while experienced teachers meet biweekly or more often as needed.

With the implementation of the Common Core State Standards, our professional development has focused on implementing a 'workshop model' throughout every classroom across New

Horizons Charter Academy, using Writing By Design, model for teaching literacy skills (reading and writing). Our teachers have received training on Writing By Design model, and is collaborating with our teachers to ensure vertical alignment across New Horizons Charter Academy (TK-8), with specifically designed templates through an in-house professional development program.

New Horizons Charter Academy participate in weekly professional development each Wednesday afternoon with early dismissal. Late Start Tuesdays provides teachers 75 minutes to collaborate with each other and unpack curriculum and analyze assessment data to inform instruction. Prior to each professional development meeting, teachers have data conversations based on weekly data with grade level colleagues. Professional Development needs are identified through observations and staff surveys. Our teachers are also provided sufficient planning time daily to meet with their Instructional Coach.

Professional development training includes the following:

- Common Core State Standards: ELA/ELD Frameworks
- Common Core State Standards in Math: enVision / Digits curriculum
- Next Generation Science Standards
- Use of Effective research-based instructional strategies: Inquiry approach, constructivist approach, differentiation, use of technology to enhance and engage student learning
- Using Data to drive instruction
- Classroom management skills
- Creating a college-going culture and culture of high expectations
- Writing By Design
- Doug Lemov's Teach Like a Champion
- Paul Tough's Whatever it Takes (based on Harlem Children Zone)
- Carol Dweck's Growth Mindset
- IStation Reading Assessments
- Whetstone Education – teacher coaching model
- Workshops through Building Excellent Schools
- Workshops from Uncommon Schools
- Increasing Student Talk (teacher-centered instruction)
- FASTBridge Assessments

All teachers are expected to read Doug Lemov's *Teach Like a Champion*, a 2-part book where the first part focuses on effective pedagogical strategies and part 2 focuses on Literacy Skills, including:

- Setting High Academic Expectations
- Planning that Ensures Academic Achievement
- Structuring & Delivering Your Lessons
- Engaging Students in Your Lessons

- Creating a Strong Classroom Culture
- Setting & Maintaining High Behavioral Expectations
- Building Character & Trust
- Improving Your Pacing
- Challenging Students to Think Critically
- How All Teachers Can (and Must) be Reading Teachers
- The Fundamentals: Teaching Decoding, Vocabulary Development & Fluency
- Comprehension: Teaching Students to Understand What they Read

During non-instructional professional development days, our teachers collaboratively review student data, samples of student work, learn about effective pedagogical strategies, plan the curriculum, conduct parent conferences, attend educational conferences and trainings, and visit some of the 10 highest performing schools in the Los Angeles County. For example, during one of our non-instructional days, some teachers and leadership staff of New Horizons Charter Academy visited CHIME in San Fernando Valley, a school that is successfully closing the racial and socio-economic gap in literacy and mathematics and operates a Full-Inclusion Model Classroom. Questions that we are consistently asking ourselves are - Are we learning? Are we growing? What best practices can we learn from these schools?

NHCA utilizes “The College-Ready Promise” (TCRP) Framework which provides an observation framework for teacher evaluations with rubrics that can be accessed with a tablet or laptop. It serves as an additional teacher coach with tools to set, track and drive development against a personalized growth plan developed by each teacher. For Instructional coaches, TCRP provides a flexible tool to support, streamline and enhance their approach to coaching and collaboration, with a walk sheet to organize the most actionable teacher coaching information. For administrators, it serves as detailed feedback process for 39 indicators of performance across 4 Domains. Use of this tool to view both the organization as a whole, or disaggregate specific-teacher performance against a set of various criteria; view group or individual performance, set organization-wide areas to focus on; and organizes a comprehensive data set specific to what is actionable for administrators, instructional coaches and teacher with illustrative graphs for visual understanding.

NHCA uses the TCRP which is closely aligned with Danielson’s Framework as its evaluation rubric that focuses on: Planning and Curriculum; Implementation and Instructional Delivery; Student Learning; Behavior Management; Professionalism; Interpersonal Skills; and Professional Development. All coaching sessions and observations are documented for both parties to ensure clarity and transparency. Teachers receive weekly feedback and coaching sessions from their Instructional Coach.

An additional goal of the New Horizons Charter Academy will be to build a foundation for academic and social success for all students through a language-rich learning environment where hands-on experiences and research-based strategies come together. All professional development focuses on the educational mission of New Horizons Charter Academy.

Professional development activities will be provided throughout the school year and all programs and school-wide initiatives are implemented with ongoing support from vendors and consultants. A trainer- of-trainers model is used to make the most effective use of resources with Lead Teachers serving as the trainers and mentors.

Three full days of professional development for all certificated staff are scheduled yearly. Certificated personnel will participate in three pupil-free days of professional development, and will continue to participate in ongoing PDs throughout the academic school year. Teachers will be encouraged to attend professional growth workshops and conferences that will help expand their instructional skills. The focus of professional development activities is recommended by the Instruction Committee, an advisory committee to the Board of Directors. Final determination is made by the Board of Directors after careful analysis of results from benchmark assessments presented quarterly and other standardized assessments from the previous year.

Teachers engage in on-going academic research to strengthen their practice and support to students; they take turns within their grade-level teams to present their Data Stories to their peers during Professional Development and collaborate how to implement research-based strategies. Teachers will be encouraged to share their research of best practice findings during grade-level meetings when they analyze data, plan instructional steps to address differentiation, and share relevant articles in education with their peers.

Meeting the Needs of All Students

English Learners

The Charter School will meet all legal requirements for English Learners (“EL”) including annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. NHCA will adopt the LAUSD EL Master Plan.

All of the major components of the instructional program have been carefully designed to promote the academic and social success of EL students. Students must achieve literacy skills to reach academic success and develop a strong sense of personal and ethnic pride if they are to continuously work hard in school and beyond. We have structured the curriculum and instructional program to meet the needs of ELs with respect to language development. EL students respond well to a plan of instruction in which each aspect of the language builds on another, with plenty of opportunities for practice. The goal is for EL students to gain fluency in English as quickly as possible in a non-threatening setting. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our EL students.

Supporting our EL students, requires that we take an approach that will ensure the quickest acquisition of English. It also requires that we respect the culture and home language of our

students. In order to reach the goal of strong English fluency and respect for the mother language of our native speakers, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. New Horizons Charter Academy will help students identify that their bilingual capacity will be an asset, an admirable and necessary skill. New Horizons Charter Academy teachers and leadership communicate to parents in Spanish and Armenian as needed—but use English instruction for the content areas in the classroom. In addition, Spanish and Armenian are taught at NHCA as an enrichment course.

Process for Identifying EL Students

New Horizons Charter Academy serves its EL students in accordance with all applicable state and Federal laws and regulations. A home language survey (HLS) is distributed to every parent as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey is equitable, comprehensive, and not based on prior assumptions. Students, who list a language other than English on any of the questions of the HLS, are identified as an English Language Learner initially, until their actual language proficiency is determined through the CELDT. Students whose primary language is not English are assessed using the California English Language Development Test (CELDT/ELPAC) or the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior CELDT/ELPAC test results. CELDT/ELPAC assessment takes place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms). The home language survey consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

If the answers to all four questions are English, the student is identified as an English Only Speaker ("EO"). If the answers to all four questions are a language other than English or a combination of English and another language, the student is currently assessed using the California English Language Development Test (CELDT), and will transition to the English Language Proficiency Assessments for California (ELPAC) to determine his or her proficiency in English. If the parent's response to the first three questions on the home language survey is English, and the response to the fourth question is a language other than English, then reasonable doubt may exist as to the student's home language. In this case, the Charter School's office staff must research the student's home language background using the following indicators, as well as consultation with the student's parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The home language survey is completed in a language other than English, including spelling the word “English” in another language (e.g. Ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program for fifteen (15) days, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English based on classwork, assessments, and teacher/staff observation

The English language proficiency of all currently enrolled EL’s is assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan. New Horizons Charter Academy notifies parents of the school’s responsibility to conduct CELDT/ELPAC testing and informs parents of CELDT/ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Students are monitored in conjunction with the California English Language Development Standards levels described below:

1. **ELD 1: Beginning:** The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. **ELD 2: Early Intermediate:** The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. **ELD 3: Intermediate:** The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
5. **ELD 5: Advanced:** The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

As of Spring 2018, New Horizons Charter Academy will be administering the ELPAC to our EL students. Once students have taken the new English Proficiency exam students will be classified in the following new California English Language Development Standards:

Level	Description
4	English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.
2	English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.
1	English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.

Table: CDE Comparison of CELDT and ELPAC

CELDT	ELPAC
Aligned with the 1999 California English Language Development (ELD) Standards with five proficiency levels	Must be aligned with the 2012 California ELD Standards, which have three proficiency levels (Emerging, Expanding, and Bridging)
One test used for two purposes: initial assessment and annual assessment	Two separate tests for two purposes: (1) initial identification; and (2) annual summative assessment. The initial identification will be brief and locally scored.
Paper-pencil tests	Paper-pencil tests with a potential to transition to computer-based tests
July 1–October 31 Annual Assessment window	Annual Summative Assessment window to be a four month period after January 1 (proposed February 1–May 31), allowing for more pre-test instructional time
Five grades/grade spans: K–1, 2, 3–5, 6–8, and 9–12	Seven grades/grade spans: K, 1, 2, 3–5, 6–8, 9–10, and 11–12
Five performance levels	Four performance levels
Reporting domains: Listening, Speaking, Reading, and Writing	Reporting domains: Listening, Speaking, Reading, and Writing

Source: cde.ca.gov-English Learners

Parents are notified of their child’s CELDT/ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified.

Educational Program for English Language Acquisition

All EL students learn with all other students in the classroom during instructional time. Our direct-instruction program is geared to all literacy learners, especially EL students. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Students at the Intermediate level are taught using Academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies. Teachers work with EL students through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Three relevant themes guide the school's English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

Because teachers share instruction (different teachers for different subjects) for all students, teachers are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. All grade level teachers plan together and deliver the same lesson plans. We divide the students into smaller groups based on flexible-ability reading groups which rotate among the teachers. This enables our teachers to focus their efforts on a specific skill set or strategy with small groups, and enables students to receive targeted instruction based on their needs. This is particularly critical as we help our significant English Learner population become English-proficient. IStation and McGraw-Hill ELD Curriculum leveled literacy intervention is used. Other strategies are outlined in the "Areas of Challenge" section above. Integrated ELD will take place in the general education classroom with SDAIE strategies and will be led by the general education teacher. Designated ELD will take place during the outlined morning ELA block within the schedule outlined under schedule. Designated ELD is described above and is delivered by both the classroom teacher and the reading intervention specialist.

How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC to Support and Accelerate Student Progress

Our programs to support EL are based on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which is aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, New Horizons Charter Academy will continue to administer the CELDT as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Students are expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT/ELPAC. Additionally, teachers of ELs assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

If students are not making sufficient academic progress as indicated through CELDT/ELPAC data, we modify our EL program as needed. We meet the needs of our significant English Learner population via specific supports and strategies across the curriculum and instructional day designed to foster their English Language proficiency. New Horizons Charter Academy ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified, and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their child's English Language Development along with CELDT/ELPAC scores every progress report or every trimester and/or as often as needed.

Key academic vocabulary and concepts are introduced utilizing the strategies described above and a Specially Designed Academic Instruction in English (SDAIE) approach. Teachers employ the following specific strategies in their classrooms during the designated and integrated ELD instructional component: (notably, these strategies are beneficial for all students, not just English Learners):

Six Key Strategies for Teachers of English-Language Learners²¹

1) Vocabulary and Language Development

- a. Teachers introduce new concepts by discussing vocabulary words key to that concept.
- b. Teachers build on student's background knowledge.
- c. Classrooms reflect a language rich environment (i.e. language charts, shared reading and writing experiences, other writing displayed throughout the room and used daily by students).

2) Guided Interaction (collaborative learning)

- a. Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- b. Teachers provide students with opportunities to negotiate meaning from

²¹ Adapted from Alliance for Excellent Education. (December 2005). *Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).*

language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.

- c. Teachers group students flexibly, at times working in heterogeneous groups and at times not.

3) Metacognition and Authentic Assessment

- a. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts.
- b. Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
- c. Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.

4) Explicit Instruction

- a. Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.

5) Meaning-Based Context and Universal Themes

- a. Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
- b. Teachers create classroom environments that provide authentic opportunities for use of academic language.
- c. Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.

6) Modeling, Graphic Organizers, and Visuals

- a. Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Teachers receive professional development during summer training and throughout the year regarding the following strategies for working effectively with students who are English learners:

Modified speech

- slower speech rate
- clear enunciation
- controlled vocabulary
- use of cognates
- limited use of idiomatic speech
- words with double meaning defined

Contextual clues

- gestures and facial expressions
- meaning acted out
- color-coded materials/ graphic organizers

Multisensory experiences

- realia, props and manipulatives
- audio-visual materials
- hands on activities and demonstrations
- overhead transparencies and similar projection technologies

Comprehensible input

- graphic organizers (maps, charts, graphs)
- word banks with picture clue
- bulletin boards
- explanation of word origins (etymology)
- use of examples and analogies

Frequent comprehension checks

- questions asked about details
- eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

Formative assessment

- confirmation checks
- clarification requests
- repetitions
- expansions
- variety of question types

Summative assessment

- mastery assessed using a variety of modalities
- review of main topics and key vocabulary
- resulting product shows mastery of key concepts and synthesis of information

Appropriate lesson design

- student fluency level is reflected
- evidence of scaffolding
- listening and speaking activities precede reading and writing activities
- reading assignments include pre-reading, during reading, post-reading activities
- writing activities preceded by pre-writing
- use of cooperative learning groups
- accessing prior knowledge
- appropriate pacing
- modeling of activities
- specific learning strategies or study skills are taught and modeled
- text adaptation
- emphasis on higher order critical thinking skills
- provision of native language support when possible
- extension/debriefing activities included

Content-driven

- rigorous core curriculum (not watered down)
- key topics organized around main themes
- topics appropriate to grade level

Provide Proficiency Levels with Meaningful Access For EL, Including Instructional Strategies And Intervention

New Horizons Charter Academy ensures all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. Teacher professional development focuses developing reading and writing skills of EL students. Strategies to assist EL students in each classroom includes front loading content area vocabulary, using graphic organizers, pairing students with an English proficient student partner, and allowing for 1:1 support with teacher assistants.

Process For Annual Evaluation Of The School's English Learner Program

Teachers regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers receive an ELD folder for each of their el students that is used to monitor individual progress at their targeted ELD level. These folders include the ELD standards by level (Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced). Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard. Portfolios are submitted for review three times a year. In addition to ELD folders, a Master Plan folder is created for each student and kept in his or her cumulative folder. This Master Plan folder documents their EL status, tests taken to date, parental notifications to date, and final reclassification decisions. It also serves as an archive for CELDT/ELPAC Scores and ELD

folders from previous levels and years, and benchmark reading levels from previous years. Together with the other information in the Cum, it includes all relevant information such as attendance, CAASPP scores and class programs. The teacher reviews the master folder for each student early in the fall semester in order to provide teachers with most accurate reflection of their student's progress to date. The goal is for each student to progress by at least one level per year on the CELDT/ELPAC until they can be reclassified.

Every year, the teacher leaders, administration, and Board reviews the school's EL program, surveying teachers, students, and parents, analyzing reclassification rates, and examining assessment data to evaluate whether the New Horizons Charter Academy EL program is effectively meeting the needs of our students. The Executive Director and Assistant Principal, and other Executive Level staff, including, but not limited to, and the Director of Operations, meet and review the process for reclassification. They review and evaluate the reclassification measures, the process for conducting testing and selecting CELDT coordinators, and for communicating reclassification to students and their families. They identify any changes to the process that need to be made and implement these changes for the following year. This evaluation can occur at the end of the school year or in the summer months prior to the start of school the following year.

RECLASSIFICATION PROCEDURES

New Horizons Charter Academy reclassification criteria are:

Grades K-1	Grades 2-5	Grades 6-8
Annual CELDT Score Overall performance level of 4 or 5 in the listening-speaking skill area only. OR Annual ELPAC Score Overall performance level of "bridging" (minimally entry level) in listening-speaking, reading, and writing	Annual CELDT Score Overall performance level of 4 or 5 with scores of 3 or higher in all skill areas: listening, speaking, reading and writing. OR Annual ELPAC Score Overall performance level of "bridging" (minimally entry level) in listening-speaking, reading, and writing	Annual CELDT Score Overall performance level of 4 or 5 with scores of 3 or higher in all skill areas: listening, speaking, reading and writing. OR Annual ELPAC Score Overall performance level of "bridging" (minimally entry level) in listening-speaking, reading, and writing

Grades K-1	Grades 2-5	Grades 6-8
Grade Level Benchmarks Met benchmark goals for NWEA and/or CAASPP	Grade Level Benchmarks Met benchmark goals for NWEA and/or CAASPP	Grade Level Benchmarks Met benchmark goals for NWEA and/or CAASPP
ELD level Completed early advanced level based on site-level benchmark assessments and additional student work samples	ELD level Completed early advanced level based on site-level benchmark assessments and additional student work samples	ELD level Completed early advanced level based on site-level benchmark assessments and additional student work samples
Progress Report Marks of 3 or 4 (Meeting or Exceeding) in English Language Arts (listening, speaking, reading and writing)	Progress Report Marks of 3 or 4 (Meeting or Exceeding) in English Language Arts (listening, speaking, reading and writing). A grade of C or better in both English and ELD (if applicable)	Progress Report A grade of C or better in both English and ELD (if applicable)
Parent Opinion and Consultation Parent-teacher conference	Parent Opinion and Consultation Parent-teacher conference	Parent Opinion and Consultation Parent-teacher conference

RECLASSIFICATION GOAL: It is New Horizons Charter Academy’s goal that students are reclassified within three years through targeted instruction and assessment. For students enrolled at New Horizons Charter Academy’s beginning in transitional Kindergarten, this allows for re- designation prior to sixth grade. For students who are enrolled in subsequent years whose language development is still in the beginning or early intermediate stage, students will be provided additional intervention with a goal that they will stay on target to advance 1- 2 levels or more per year such that they can be reclassified in their TK- 8 career.

As described above, NHCA reclassified students above LAUSD’s average reclassification rate in 2016-17. The Executive Director/Principal continue to monitor the reclassification rate, and, in collaboration with the Assistant Principals, make adjustments to the academic program if the goal is not met. In addition, the Executive Director/Principal and members of the leadership team continually monitor the progress of RFEP students to ensure that they are successful after being reclassified, as well as English Learners and Long Term English Learners (“LTELs”) to help ensure that these students are making progress toward reclassification. Students who have been identified as LTELs and at risk for becoming LTELs will be tracked and monitored individually to ensure they are making adequate progress in their language acquisition from year to year. School staff will meet regularly to monitor the progress of this group of students. Student progress will be monitored every trimester when FASTBridge data is available as well

as at other points when additional data is readily available (e.g., IStation reading levels, the latest CELDT scores, the end of a writing unit, and other authentic work samples from ELD instruction). Based on a comprehensive analysis of this variety of student work and student data, students' specific needs will be identified and individualized goals for each student will be set. If students do not meet the goals that are set and are not making appropriate progress, a number of additional supports will be provided. These students will be provided with small group or one-on-one intervention support, additional coursework in literacy and language development, and in many cases the convening of an SST to develop a plan to provide wrap-around support for the student at school and at home in partnership with parents.

CELDT/ELPAC Testing

All students who indicate that their home language is other than English will be California English Language Development Test ("CELDT") tested within thirty days of initial enrollment²² and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

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

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California ("ELPAC"), when it replaces the CELDT.

The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT/ELPAC tested. All other students who have indicated a home language other than English will continue with annual CELDT/ELPAC testing based upon the date last tested at the prior school of enrollment.

Strategies for English Learner Instruction and Intervention

New Horizons Charter Academy is dedicated to serving the needs of its English Learners and will support them through a combination of modified instruction, a supportive school culture, and additional academic support as needed. New Horizons Charter Academy trains its staff to meet the needs of its English Learner students. Professional Development led by school administration and central office staff focuses on scaffolding instruction and providing sheltered instruction using SDAIE methods. Differentiation can also be provided through the use of technology. Our EL Specialist Support has also provided professional development in second language acquisition, and in the planning for and writing of language objectives.

New Horizons Charter Academy will also utilize the English Language Development resources that are provided by the textbook publishers that New Horizons Charter Academy may use for

the four core curricular areas of language arts, mathematics, history-social science, and science. Many activities may be hands-on rather than solely text based, thereby diminishing the reliance on reading and listening as the only learning modalities.

All Reclassified Fluent English Proficient (“RFEP”) and Long Term English Learner (“LTEL”) students, and students identified as At-Risk are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the Executive Director/Principal or designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- Before school academic support
- Intervention/Intersession classes
- Summer school

English Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their Individualized Education Programs (IEPs). In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an EL student with a disability has met the English Language Development (“ELD”) goal(s) in his/her IEP.

Monitoring and Evaluation of Program Effectiveness

New Horizons Charter Academy will use the following to monitor and evaluate the effectiveness of our EL program and instruction:

- Individual student improvement on the CELDT/ELPAC test from year to year
- Individual student improvement on the CAASPP from year to year in grades 3-11
- Individual student improvement on the Scholastic Reading Inventory from IStation from year to year in grades K-8
- School-wide RFEP rate
- School-wide CAASPP sub group reports for grades 3-8

The results of this evaluation will drive our professional development needs, as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Learners. According to CDE’s 2016-2017 “At-Risk” and Long Term English Learners (LTEL) by Grade report, 8.9% of English Learners were LTELs and the same amount were in the “At-Risk” category. NHCA has developed the following plan outlined below:

Long-Term English Learner (LTELs) and At-Risk of becoming LTELs

- a) New Horizons Charter Academy has worked extensively with our EL population from the time we identify them as English Learners, LTELs or R-FEPs. As you review the attached table, you will see that of our LTEL’s, only 1 student that’s an LTEL, started with us in 2nd grade. The remaining 20 LTEL’s came to New Horizons Charter Academy in 3rd grade through 7th grade. NHCA has been successful in addressing the

English proficiency challenges for 8 LTELs that has been reclassified over the past 2 years. NHCA reclassification rate of 20% (16/17) is above the district's reclassification rate based on the same reclassification criteria outlined in the adopted LAUSD EL Master Plan.

Of the LTEL's that came to NHCA as LTEL's in grades 3 or higher, had many foundational skill deficits which required extensive ELL support, based on review of their past CELDT test results, report cards and State assessments. NHCA has implemented many of the strategies and training and acquisition of resources outlined in the NHCA LTEL reclassification plan (see attached) and listed below. NHCA follows the criteria closely when determining when to reclassify students and do not reclassify before they meet the outlined expectations in the adopted LAUSD EL Master Plan.

Academic Outcomes Vary

Scores on standardized tests have been rising for all students over the past nine years. However, ELs score substantially lower on the California Standards Test (CST) than other groups of students. If you were to look at how EL students at the resident schools have performed compared to NHCA you will note that NHCA EL students have significantly outperformed the district and the state for met or exceeded standards on 15/16 SBAC (NHCA 35%, 3% District, 15% State for 3rd-5th) and performed above district and under state by 1% (NHCA 7%, 1% District, 8% State for 6th - 8th). However, the over LTEL scores were not high enough to reclassify based on both CELDT scores, SBAC results, writing and teacher recommendation.

Challenges facing our LTEL's and preventing their movement to reclassification are discussed below.

Long-term English Learners have distinct language issues:

LTEL's language is imprecise and inadequate for deeper expression and communication, and they lack the vocabulary, syntax, and grammar of native speakers in both languages. Despite the fact that English tends to be the language of preference for these students, the majority are "stuck" at intermediate levels of English oral proficiency or below. LTEL's continue to lack oral and literacy skills needed for academic success. They struggle reading textbooks, have difficulty understanding vocabulary, and are challenged by long, written passages. They lack understanding of academic genres and display weak English syntax, grammar, and vocabulary. NHCA has noticed that LTELs have significant deficits in writing, which LTELs approach as written-down oral language. Because they perform below grade level in reading and writing, and lack academic vocabulary, they struggle in all content areas that require literacy. NHCA students are coming from homes in which a language other than English is spoken, many LTELs use their home language only in limited ways. Fossilized features of the home language are superimposed with English vocabulary in what is commonly referred to as "Spanglish" or "Armenglish." While these dialects may be expressive and functional in many social situations, they do not constitute a strong foundation for the language demands of academic work in Standard English.

Many Long Term English Language Learners develop habits of non-engagement, passivity, and invisibility in school:

Students without command of the language of the classroom would be reluctant to participate. Over years, non-participation becomes a habit for LTELs, and some remain silent for much of the school day. LTELs have not been explicitly taught the study skills or behaviors associated with academic success and engagement. They are passed from grade to grade by educators who don't know how to engage them and who have varied expectations for their performance. LTELs are often weary of not understanding their class work and doing poorly in school. LTEL students have indicated that there is a sense of malaise/disquiet which begins around fifth grade. LTEL's have internalized a sense of failure, some LTELs no longer see themselves as belonging in school, leading to a low self-esteem and confidence which is drop-out rate four times greater than the average. LTELs struggle with both linguistic and academic challenges, amassing academic deficits in subject matter taught in a language they can't even comprehend.

Several of the LTEL students at NHCA were not students prior to enrolling in our charter school. There are possible gaps in the language development programs and training of teachers that have been involved in the foundational skill development for these students. Often LTEL's have not progressed at a successful rate because of several factors, including inconsistent Language Development Programs; sink or swim attitude, mainstreaming with no services and lack of training of teachers in proper English Language Development practices.

b) Plans for supporting LTEL students toward reclassification.

NHCA has a LTEL Reclassification Plan – to address supports, resources, additional staffing and training. Some of the plans are:

- 1) Specialized ELD curriculum and instruction
- 2) Clustered Placement in heterogeneous and rigorous grade-level content, mixed with English Proficient students and taught using differentiated instructional strategies
- 3) Explicit Academic Language and literacy development across the curriculum
- 4) System for monitoring and triggering supports
- 5) School-wide focus on study-skills, metacognition and leaning strategies
- 6) Data Chats and testing accommodations
- 7) Affirming school climate and relevant text
- 8) Effective Educators know their students and identify LTELs
- 9) Emphasis on oral language and active engagement
- 10) Use of explicit instructions and models
- 11) Focus on academic reading and writing skills
- 12) Focus on key cognitive and language functions required for academic tasks and use of graphic organizers to scaffold these functions
- 13) Build background knowledge, scaffold key concepts, and teach vocabulary

- 14) Make connections, build relevance, affirm language and culture, and maintain rigor
- 15) Continuous checking for understanding and monitoring of progress
- 16) Focus on strategies and programs to prevent creation of LTELs from within our Elementary students – use of school-wide ELD, dedicated, daily, standards-based ELD program
- 17) Increase the time for Science and Social Studies, to avoid the knowledge gaps because of the major focus on English/Math and allow for an increase in academic language in other core subjects.
- 18) By shifting the emphasis to teaching all core subjects, Elementary ELL students will be more successful with foundational academy knowledge going into middle school. This will decrease the academic struggles that typical LTEL's experience.
- 19) Provide hotspots for families that do not have internet access due to socio-economic status. This allows our ELL's and LTEL to access the full range of digital resources that NHCA utilizes.
- 20) Move past the basic level of oral fluency, typical of mainstreamed secondary student programs, which only serves informal and social communication, towards more development of English conventions, discourse formats, language functions, grammar and vocabulary. This shift will increase participation in class and their overall comprehension.
- 21) ELD Coach will assist teachers with understanding how to properly address grouping, pacing, curriculum and instruction to setup LTEL's up for success with access and language development.
- 22) ELD intervention support is differentiated based on students unique language development needs versus putting LTEL's into intervention programs designed for native English speakers or newcomer students. Awareness of distinguishing between the various groups in the intervention support class is critical in supporting language development.
- 23) Affirm home language role in students life and learning by providing home language development whenever possible
- 24) Continuous promotion of active engagement by LTELs by insisting LTELs own their language development progress.
- 25) Surround LTELs with rigorous, relevant curriculum and relationships with supportive adults.

c) NHCA monitors EL performance by doing the following:

NHCA has an extensive monitoring system of assessments and check-ins to facilitate targeting support with academic deficits:

- 1) Illuminate weekly mini-benchmarks
- 2) Front Row weekly assessments
- 3) Wonders ELD assessments
- 4) IStation monthly assessments
- 5) SIPPS monthly review
- 6) DIBELS – three times a year
- 7) FASTBridge – twice a year
- 8) Students and Parents have Portal access to assessment data which empowers students monitor success areas and area where we need to provide more support

d) LTELs support plans for in-class and out-of-class instructional time.

NHCA has implemented an ELD curriculum aligned with ELD State Standards which is connected with our English Language Arts curriculum wonders. NHCA hired a ELD coach to worked closely with teaching staff to ensure fidelity of the curriculum, literacy and language development. Effective strategies are being used to support our EL's and LTEL's, teachers are made aware of individual student needs. EL Passports are created and specific supports and strategies are outlined based on student CELDT Level. NHCA utilizes a reading intervention specialist to provide ELD specific support for our LTELs and bringing the right action steps to close the academic and language gaps. NHCA provides LTEL's with 365-day licenses to our curriculum to support English proficiency. NHCA provides additional instruction at our Bi-Monthly Saturday Academies for English Language Arts support. NHCA has a sense of urgency towards English Proficiency for the LTELs we serve based on above mentioned strategies. We are focused on an explicit LTEL systematic approach, which treats LTELs as distinct versus generic.

Gifted and Talented Students and Students Achieving Above Grade Level

NHCA is concerned that potentially high achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While our program will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as “gifted”, including multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school's curriculum. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

Identification

NHCA enrollment form has the following question: "Has student been Identified for Gifted and Talented Services (GATE) - Yes or No". New Horizons Charter Academy pulls CALPADS ODS Report 5.3 to check if enrolling students have been identified as GATE from any previous schools attended.

California Education Code, Section 52200-52212, which regulates Gifted and Talented Programs, permits each school district to develop its own identification criteria for determining the eligibility of students as gifted/talented. NHCA will at regularly scheduled intervals or as an ongoing process throughout the school year seek input from teachers and staff, students, community, and parents to gather and analyze existing data to determine the potential of candidates.

Gifted and Talented Students are identified upon enrollment based on enrollment information and prior school records. Students not yet identified upon enrollment can be referred for assessment based on proficiency on CAASPP assessment results, report card grades, and/or teacher referral. A Student Success Team meeting that includes grade-level teachers, the student and the parent will determine if the student will be eligible for testing. If eligible, NHCA will contact the LAUSD Charter School's office to start the fee-for-service process before a referral can be submitted for students to be assessed.

Student Identification

If after referral and screening by NHCA's G.A.T.E. review team, which is composed of the principal, the referring teacher and grade level partner. If it is determined that a student demonstrates intellectual, high ability, or special talent, the committee may recommend that the student be formally assessed and will include in that recommendation the type and manner of assessment.

In cases wherein the committee recommends that the student be assessed by an outside provider or the Los Angeles Unified School District, NHCA will pay for the assessment using monies allocated by the State for said purposes.

In addition, staff will utilize the research of Renzulli (1986) who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity and task commitment. This interaction may result in giftedness in general performance areas such as mathematics, philosophy, religion or music, or in the performance areas as specific as cartooning, map-making, play-writing, advertising or agricultural research.

Meeting the Educational Needs

Since New Horizons Charter Academy has the responsibility of assuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these students even though New Horizons Charter Academy's research-based curriculum is already academically demanding. Teachers use a variety of strategies to ensure that the needs of all students are being met, including high-achieving students, such as using different text levels for independent reading and guided reading instruction, appropriate and flexible grouping, and assigning challenge problems for early finishers.

NHCA does not intend to operate a pull-out GATE program. Rather, we expect our teachers to differentiate for gifted students as they would for any other subgroup. We subscribe to a set of research-based strategies (Kaplan, 1986) to enhance the curriculum for a gifted student:

- Present content that is related to broad-based issues, themes or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract and/or higher level thinking skills.
- Focus on open-ended tasks.
- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use techniques, materials and forms.
- Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

Per the process described below for at-risk students, teachers will be expected to administer diagnostic assessment and analyze data in the first month of school to identify exceptional learners and devise a personalized plan to meet those student needs.

It is well-documented in research and practice that such students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. For this reason, NHCA reserves the right to create a more comprehensive GATE program, should a student population emerge that would clearly benefit from such courses.

Monitoring Progress

NHCA Grade-level teachers and Assistant Principals use the student information system to monitor the progress of gifted and talented students on all available external assessments such as CAASPP, CELDT/ELPAC, Quarterly Internal Benchmarks, FASTBridge and at each reporting period based on subject grade performance as well as internal assessments such as the IStation Reading and IStation Math and Front Row Diagnostics and DIBELS (K-3).

NHCA recognizes that diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff will use a variety of teaching styles in order to encourage each student to reach his or her potential. Ability grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms. Gifted students will be monitored using the on-going, observational, teacher created, and standardized assessments that are a part of the general classroom.

Students Achieving Below Grade Level

Identification

New Horizons Charter Academy uses assessments such as the IStation Reading and Math, DIBELS, FASTBridge and SIPPS as a universal screening process to identify students who may be at risk of achieving below grade level. Additionally, teachers, administrators, support staff, and parents may identify students as needing additional interventions at any time or students can self-refer.

Meeting the Educational Needs

NHCA meets the needs of these students using the three-tiered Response to Intervention (RTI) model. Tier one provides the primary prevention of more intensive interventions with high quality instruction that meets the needs of most students. A classroom teacher may identify students who need additional help and differentiate instruction in addition to implementing additional strategies. For students with low IStation Reading and Math, DIBELS, FASTBridge and SIPPS results, or for students who are not demonstrating adequate progress with classroom interventions, that student may be referred for a Student Success Team (SST) meeting. By examining student health, attendance, work and study habits, behavior, and/or language needs, the SST will determine if and what tier two interventions are necessary to support academics and/or socio-emotional development. The SST can be comprised of teachers (both general education and special education), parents, administrators, and the student, and they are responsible for developing a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher, small group instruction within the classroom setting, tutoring and intervention, as well as other intervention strategies for families to implement at home and outside of school. If at the initial SST meeting, or during follow up SST meetings to discuss student progress, the team determines that a student should be assessed for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes

are reviewed with the parent and consent is sought to evaluate if a child meets the criteria for receiving additional support with special education services or for a Section 504 evaluation.

SST Form: Student information, such as student strengths, parental/teacher concerns, assessment and evaluation results and any other information pertinent to service needs and provisions are recorded on the SST. A description of the individualized instructional program which meets the needs of the student, including specific strategies that will be used with the student are documented. The current performance level is documented using assessments and/or other measurable data. Goals are articulated with a method of measurement. At least an 75% mastery rate is required on each objective for the goal to be met. A projected completion timeline for each goal is articulated with an objective, evaluation criteria and projected completion date.

SST Meeting: The New Horizons Charter Academy SST meetings include the following steps:

1. Team members introduce themselves and their roles, the lead is designated
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified
5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

The Reading Success class is designed to meet the needs of students whose reading achievements are below the proficient level using the *IStation Reading, Front Row and Wonders* curriculum and assessment program. Rotations in class are used to raise student achievement and include an instructional software program *IStation Reading, Front Row and Wonders* that directly addresses individual need, independent reading (Reading Counts), and small group instruction. Each student is assigned an expected growth goal for the year, based on what each student's reading level is at the beginning of the year. *IStation Reading, Front Row and Wonders* is a comprehensive system of curriculum, instruction, assessment, and professional development to raise reading achievement of struggling readers. *IStation Reading, Front Row and Wonders* integrates principles of cognition and learning with practices for instructional effectiveness suited for older struggling readers. The program is designed for students with disabilities, English language learners, and any student at risk of academic failure. The academic areas of focus are reading (including phonological awareness, phonics/word study, comprehension, fluency, vocabulary, and spelling) and writing (including spelling, sentence construction, and planning and revising). Students are assigned the Reading Success class based on a lexile level generated by the Reading Inventory and take Reading Success in addition to their grade level English class.

Math Success is designed to address the needs of struggling students by building students' confidence with mathematics and accelerating their progress to algebra with the *RevolutionK12* and *Front Row* and *Pearson Digits* and *IStation Math* curriculum. Depending on the grade, from Kindergarten to eighth grade, students who might be behind in math, *IStation Math*, *Front Row* and *RevolutionK12* (5th-8th) focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. The *IStation Math*, *Front Row* and *RevolutionK12* scope and sequence is built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward grade-level curriculum. *IStation Math*, *Front Row* and *RevolutionK12* differentiates instruction by personalizing student software to build mastery and growth mindset for students through high-interest videos, guided practice, adaptive formative assessments, and playlist of skill-based digital games designed to build fluency. The program accelerates learning by providing added support and practice where students need it and fast tracking when students demonstrate mastery. Students can take ownership of their learning by monitoring progress and viewing recent achievements through the Student Dashboard. Students are assigned the Math Success class based on a quantile level generated by the Scholastic Math Inventory and take Math Success in addition to their grade level Math class.

Monitoring Progress

Students achieving below grade level are monitored in a variety of ways. Those who are receiving in class interventions are monitored by the classroom teacher(s) to determine the effectiveness of the interventions. If the modifications and/or supports are not showing improvement within six weeks, that student is referred for an SST. The plan developed at the SST includes short-term goals and benchmarks based on the student's needs with a specific support plan and interventions in place to address academics and/or socio-emotional needs. A six week follow up meeting analyzes the progress of the student by looking at factors such as attendance, grades, sample work, and behavior. The monitoring of student progress determines if the supports are effective, need to be modified, or if additional supports need to be put in place.

Socioeconomically Disadvantaged Students

Substantial longitudinal research has confirmed that one of the most effective interventions for low-income students is providing them with integrated, mixed-income learning environments. Students in racially and economically *isolated* schools and classrooms are less likely to be successful than students in intentionally diverse schools, because they typically have limited resources, including less experienced and less qualified teachers, high teacher turnover, less successful peer groups, fewer advanced courses, harsher disciplinary systems, and inadequate facilities and learning materials. These disparities result in higher dropout rates, lower achievement, lower rates of college attainment and persistence, and higher expulsion and suspension rates. This context contributes to income inequality, creating a vicious cycle of generational poverty (Owens, 2016; Rusk, 2002).

Conversely, time and again researchers find that integrated learning environments result in better outcomes for low-income students ([Kahlenberg, 2016](#)). Although the causal elements are not clearly defined in the research, we have found that a diverse community yields many benefits to all students, and particularly to the most at-risk. These include:

- *Raised expectations for all students*
- *Strong parent involvement and advocacy*
- *A school culture that values learner diversity and focused on meeting the needs of all learners*
- *Explicit conversations about identity that develop student self-awareness, confidence, and self-advocacy*
- *Learning alongside students from varied backgrounds enriches learning for all*

By intentionally locating in diverse communities and conducting outreach to diverse student populations, NHCA has successfully maintained a very diverse student population (see student demographic overview above) in which no one subgroup is dominant, and where students truly have the opportunity to learn, work, and play across lines of difference. We believe that this structural diversity, along with a school culture that intentionally builds multicultural community and attends to diverse students needs is key to lifting the achievement of our low-income students.

Identification

Socioeconomically Disadvantaged Students are identified both upon enrollment and on an annual basis. Identification takes place annually with parent completion of the Free or Reduced Price Meal Eligibility Application for the National School Lunch Program.

Meeting the Educational Needs

The design of New Horizons Charter Academy is geared specifically towards the needs of socioeconomically disadvantaged students. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of socio-economic status. Instructional methods and educational components at NHCA are designed to address the needs of this population.

Given that typically over 90% of our students qualify for free and reduced price lunch, NHCA operates a school-wide Title I program and its instructional methodology and program are carefully created and chosen with this population in mind. NHCA School Leaders are primarily responsible for maintaining and analyzing assessments records to ensure we are meeting the needs of this targeted population. For individual students needing additional support, NHCA develops an Individual Learning Plan outlining the areas of strength and areas of need. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we revise our curriculum as necessary to address our students' needs. New Horizons Charter Academy also designed its program so that all students will obtain access to

the grade-level curriculum and there are also opportunities for students to obtain either intervention help during the regular school day or an accelerated curriculum during the regular school day for students who are ready for more challenging work. Additionally, after school intervention and/or summer school is provided for students who are academically behind. New Horizons Charter Academy also plans multiple outside experiential learning opportunities throughout the school year in order to provide all students with firsthand experience outside of the classroom in order to strengthen their “cultural currency” that will enhance their understanding of their grade-level curriculum inside the classroom. Technology access for both students and teachers increases student engagement and allows our students to be not only consumers of technology, but producers as well. Parent education and involvement is encouraged and parents take an active role in the education of their child by attending a variety of events including our Parent Empowerment Workshops, Parent Teacher Conferences, and Informational Meetings.

In addition to ensuring socioeconomically disadvantaged students are academically prepared, we also assist with families in need of uniforms or school supplies. We fundraise money to provide families that need assistance with school supplies like paper, pencils, backpacks, etc. In addition, we connect with local non-profit agencies for referrals for social services if needed by our families.

Monitoring Progress

The progress of socio-economically disadvantaged students is tracked by grade-level general education teachers, intervention specialists, Executive Director/Principal and Assistant Principal(s) alongside our general performance monitoring of all students as well as individually using SRI and SMI results, external assessments such as the CAASPP and CELDT/ELPAC, and at each reporting period based on subject grade performance by creating subgroups within the Illuminate Data and Assessment System and Illuminate SIS system to further assist with progress monitoring.

Students with Disabilities

The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

As noted throughout this petition, New Horizons Charter Academy is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. These students are identified through teacher/family/staff referral. New Horizons Charter Academy provides extensive support for these students in the context of our entire caring, supportive school community. As detailed above, our SST process and teacher training ensures that all students with special needs are promptly identified and provided the support they need, including referrals for students and their families to outside support organizations such as The Salvation Army. While homeless,

foster care or other students are not “statistically significant,” we track these students’ progress both individually and as a group(s) within our data system and analysis process, as we do all other students.

New Horizons Charter Academy will identify foster youth, homeless, those experiencing housing instability, those experiencing personal/family crisis or those who have other special needs through the enrollment process, self- disclosure, teacher/family/staff referral, or interaction with the Department of Child and Family Services. The needs of these students are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as counseling, intervention, social skills groups, will be provided by the school or through community- based organizations.

With our current population and throughout our five year charter, we have had the following subgroups (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, Hispanic/Latino and African-American). We have documented the supports in place for all these groups. Grade-Level general education teachers, Intervention Specialist, Resource Teacher, Assistant Principal (s) and Executive Director/Principal monitor all students and students that have been identified within these subgroups. NHCA has an extensive monitoring system through Illuminate Data and Assessment System by creating subgroups within the Illuminate Data and Assessment System and Illuminate SIS system to further assist with progress monitoring. NHCA provide parents, teachers and other staff with relevant data stories from 5-week progress reports, quarterly report cards, weekly mini-benchmarks, quarterly benchmarks, IStation Reading Inventory and Math Inventory, DIBELS results, SIPPS results, Front Row Analysis Reports, FASTBridge ELA, Math and SEL assessments, CAASPP results, CELDT/ELPAC results and authentic assessments used daily in class. Weekly meetings with students during advisory class are held by teacher to review progress and monitor effective strategies. Data stories are mapped out at the end of each quarter based on school-wide and subgroup data analysis by grade. This information is share amongst staff and intervention teacher and Assistant Principal (s) who possible while prepare an SST referral for students at-risk.

Hispanic or Latino and African-American

The design of New Horizons Charter Academy is geared specifically towards the needs of students from the North Hollywood community. We provide the structural, programmatic, and curricular elements that enable teachers to bridge their students’ academic gaps and demonstrate strong academic achievement at all grade levels - regardless of background. Instructional methods and educational components at New Horizons Charter Academy are designed to address the needs of this population as the design of the school has taken best practices for this population.

Latino and African-American students are identified through parent identification on the enrollment form. This data is collected and reported yearly through CALPADS. Our teachers and staff also receive training on the Latino and African-American community and how the to

create a culturally sensitive learning environment. New Horizons Charter Academy maintains and analyzes assessments records to ensure we are meeting the needs of this targeted population as measured by the California Department of Education for performance on state standardized assessments. Latino and African-American students at New Horizons Charter Academy are currently performing on par with their White counterparts throughout the state as indicated in CAASPP performance in English and Math. We will continue to monitor the academic progress of this subgroups and ensure we are continuing to break the achievement gap.

Monitoring Progress

Student progress will be monitored using a variety of measures such as the SST process and the school's Illuminate Student Information System, which will track students' class grades, attendance, benchmark scores, and all school- wide academic data. Progress will also be analyzed by teachers and school administrators during data analysis at the end of each reporting period.

As with all subgroups, student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, NHCA will utilize strategies described in other sections of this petition. Our Free and Reduced Lunch applications will help us identify students and families who might need additional resources or supports, including referrals to community service organizations. We will assess and monitor these students as we do all of our students.

A Typical Day for a NHCA student

As visitors walk the halls of New Horizons Charter Academy, there hear sounds as diverse as our students themselves. Our Full-Inclusion Model program has been designed to meet the needs of all students and our community is purposefully planned to support student learning. It is definitely a different environment to those from the outside taking a peak into the classrooms. Gone are the days of students sitting quietly in rows of seats, peering at the same text as the teacher lectures to the whole group. The level of activity is somewhat startling to our parents, who probably experience a completely different type of experience. Students of all ages are engaged in animated debate and discussion about group projects, science experiments, and mathematical equations – working at individual desks, round tables, and even on the carpeted floor.

At NHCA, the many different seating options allows for all students to select a workspace best suited to their needs.

Students are engaged in using manipulatives to solve math problems, creating models and dioramas, and charting results from their tests of hypotheses. Student musicians, singers, dancers, artists, writers, and actors are heard creating, practicing, performing, reading aloud, and critiquing. All of these serve as processes for learning and a means to demonstrate their understanding of the arts and core academic content. Students are engaged with educational software on classroom computers, or researching on the internet and taking notes. Students

explore and experiment in the school garden, planting indigenous foods of Native Americans as they study our nation's history and development. There are also quiet times, when only hushed tones are heard as a class full of students and teachers read, write and reflect, individually or in small groups.

Common Core State Standards and California State Content Standards form the clearly defined path for teachers to create the curriculum. The planning process provides for opportunities for student-initiated questions, variations, diversions, or alternate methods of learning that are inspired by experiences of the students. As students engage in active learning and make the curriculum their own in their journey to mastering the Common Core and State Standards, teachers are formally and informally assessing their progress. The insights gleaned from that assessment informs both modest changes in instruction (such as supplemental small group lessons) to more substantive changes (such as reordering units or purchasing additional curricular materials), as needed. Students learn content and skills through a variety of different methodologies to ensure that each student's intelligences, learning styles, talents, and challenges are addressed. Teachers continuously tailor instruction to meet the needs of the particular students in each class. Class structures vary from whole class direct instruction to individual pursuits to small group collaboration and instruction (including combining groups between different classrooms, based on skill level), and any other permutation that fits the intellectual exploration at hand. NHCA teachers are expected to utilize a variety of instructional methods and ongoing formative and summative assessments to continuously determine whether, in fact, the lessons have had the desired outcome: student mastery of standards. All students have access to school-issued chromebooks, to be used primarily during the collaboration and independent stations. NHCA students have access to a mirrored digital platform for the English Language Arts Wonders, enVision Math, InspireScience / DiscoveryEducation, OnlineLearningExchange, Front Row, IStation, RAZKids, Cloud9, SIPPS and Illuminate-(Nationwide Shared-Access CCSS Resources) at school and home 365 days a year.

This virtual tour of the school reveals myriad approaches and structures at play. Based on their reflective analysis of student behaviors, classroom dynamics, and learning outcomes, teachers draw on their rich repertoire of instructional strategies to meet the individual needs of their students. A seamless blend of whole group lessons, small group instruction, and individual student conferencing take place on a daily basis.

Our planned schedule is well-organized and well-structured to make the best use of time and space for students and staff. Clearly defined responsibilities and schedules will ensure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

In a **first grade** classroom, many learning activities are happening simultaneously—and each one focused on ensuring that the students are prepared to meet the CCSS. Some students read self-selected stories at their own reading levels in the book nook. At the same time, a small group of students work with a teaching assistant to review strategies for figuring out tricky words before they start their independent reading as they strive to master the performance indicator “Know and apply grade level phonics and word analysis skills in decoding words.” As she finishes with that small group, the assistant calls a second group of three emergent readers

who are English Learners. She leads them in reading a rhyming pattern book and focusing on phonetic awareness and vocabulary development. In a circle on the carpet, the teacher conducts a guided-reading lesson, modeling how expressive, fluent, oral reading promotes comprehension and enjoyment -- or in kid language *reading like you're talking makes the story more fun to read and easier to understand*. While on the surface the purpose may appear to be to having a good time, the teacher knows that she is driving towards the performance indicator "Read with sufficient accuracy and fluency to support comprehension."

After spending a few moments in several classrooms, it becomes clear that classroom spaces are set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own folders of past work. Student-created resource materials are displayed throughout the classroom and children are encouraged to move throughout the room purposefully to access materials as needed. Students are taught how to find answers without always turning to an adult for support. The teacher alternates roles throughout the day, sometimes delivering instruction and frequently facilitating independent learning activities for individual and small groups of children. While much of this is visible to an observer, what may not be as apparent to a visitor are the standards that drive every aspect instruction across the school.

In a **third grade** classroom, students finish working independently and in pairs to complete the days' *Everyday Math*, Math Challenge in their journals. Then, three pairs of student share out to the class the steps in their different approaches to the getting a solution. The teacher presents a 15-minute lesson on a third possible algorithm for solving 2-digit multiplication problems. Then, students divide into their math groups. One group works on their ongoing statistics project, graphing the results of their student poll and preparing an analysis of the data. One group works with the teacher on a comparison of the three multiplication algorithms and taking a first step toward identifying the one that makes most sense to them as an individual learner. The other group uses the computers to access the online math practice and review materials to support and reinforce single-digit multiplication facts.

As one walks the hallways and drops into classrooms, it is notable that rigorous learning activities and student engagement are apparent in all aspects of the instructional program. Teachers ask students to provide evidence for their reasoning. Children collaborate in small groups to work their way through the challenges presented by the teacher. Questions can be heard as they challenge each other to support their thinking and well-articulated statements soon follow as students work to refine their arguments.

As the tour transitions to **6th to 8th grades**, visits to the classrooms have a similar feel, but learning activities are adjusted to reflect student independence. Students rotate to different classes throughout the day, taking advantage of teachers who are experts in their respective subject area. In History, students will analyze primary sources and literary texts related to ancient, medieval, and U.S. history. Math classes push students to apply their knowledge and skills to complex, real-world problems in collaborative groups.

At this level, Writing By Design in the ELA classroom focuses on structure, genre-based writing, mechanics, revision, and response to writing prompts. Students may participate in debate-like Socratic Seminars, create presentations of their research, and edit one another's essays, while consulting with a teacher. Students explore essential questions in science and design and implement laboratory experiments to collect data to explore original hypotheses. Across all disciplines, students will become adept at using the claim, evidence, and reasoning framework to create sound pieces of argumentative writing. In Advisory, students focus on self-awareness, goal setting, conflict resolution, and topics in social justice. Elective courses are intentionally rigorous, challenging and appealing to students of this age.

Throughout the school, students regularly interact with their peers in their own classrooms and across grades. Students participate in performances and demonstrations, read with upper- grade "book buddies," and come together to work on joint service- learning projects that incorporate and bring to life their academic lessons in real world application. Halls are filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so that their fellow students, teachers, parents, and other visitors can learn from students' work. The work displayed contains not only the finished product but also artifacts that reveal something about the learning process. Displayed work enables other students to reflect on and learn from the learning strategies of their peers, thereby developing their metacognitive skills.

The faculty and staff at New Horizons Charter Academy consistently create and foster a school culture of joy, excitement, and celebration of learning and the work being done within and beyond school walls by our students. The Executive Director/Principal and Assistant Principals greet each child by name and is warmly embraced by students who are eager to report on a recent accomplishment. Parents are a common presence in our school, as enthusiastic supporters of student performances and demonstrations; volunteers in the classrooms, school office, and lunch area; and serving as true "boosters" of our operation. This collaborative effort ensures that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.

7:00am to 7:30am Administrators, teachers and other staff begin to arrive.

Administrators and teachers will be available for conferences, as needed, to accommodate parents' work schedules. Teachers' scheduled hours are 7:30 a.m. to 3:30 p.m. and administrators' hours are 7:00 a.m. to 4:30 p.m. All staff members are on campus beyond their scheduled hours.

Administrators will meet with staff, parents and community members throughout the day for scheduled and unscheduled conferences.

7:55 a.m. School Starts

Teachers will pick up classes from the yard and walk students to classrooms. Administrators will check grounds to ensure that all students are in classes and accounted for.

8:00 a.m. Attendance is taken in the Illuminate SIS and reports given to Pupil Services Clerk. Paraprofessionals arrive.

The Pupil Services Clerk begin issuing “tardy slips” to students who have arrived late through the Main Entrance, documenting reasons for late arrival. After all students have been checked in, the Pupil Services Clerk will begin calling parents of absent students.

Volunteers arrive and sign-in through the Main Office (all volunteers have previously completed clearance and orientation by New Horizons Charter Academy trained staff).

School Counselor, and Speech and Language Therapist may work with selected students and/or conduct assessments as contracted by New Horizons Charter Academy.

The Resource Specialist Teacher may work with selected students, as needed: push-in and collaboration.

Paraprofessionals will report to work in classrooms, supporting the instructional program as directed by teachers.

Instruction begins in all classes. Charter School teachers have carefully planned their daily schedules to integrate art and music throughout the day and throughout the week. They accomplish this while also ensuring the full implementation of the language arts, mathematics, history/social science and science programs.

9:20 a.m. Nutrition/Recess (Kindergarten and 1st Grade)

Kindergarten and first grade students will be supervised by paraprofessionals at assigned areas. Equipment is marked for each set of areas and selected ball monitors from each room pick up equipment.

9:50 a.m. Students line up to return to classroom instruction.

Students will line up at assigned areas and teachers will pick up students. Instruction in language arts continues, to be followed by instruction in mathematics. Selected classes participate in arts or music instruction according to set schedules.

10:00 a.m. Nutrition/recess (2nd Grade-4th Grade)

10:30 a.m. Students line up to return to classroom instruction.

12:00 p.m. Lunch

1:00 p.m. Teachers will pick up students and return to classrooms to work on history/social science or science curriculum (or work with art or music specialists depending on schedule). Teachers will be teaching at least two core subjects and provide advisement, or conduct enrichment or intervention classes to differentiate academic support to students.

When students are in Art or Physical Education classes, Teachers conduct Grade level meetings and share current research for best instructional practices and strategies to strengthen their practice and support to students: teachers also work on lesson planning, reviewing and monitoring pacing of each curricular area, and review assessments, benchmarks and progress of students. Teachers explore ideas and monitoring examples about how to involve students in establishing learning goals to monitor their progress. Teachers summarize grade level meetings and include next steps.

3:00 p.m. Dismissal begins

Campus supervisor and assigned paraprofessionals oversee dismissal. Teachers walk classes to assigned gates for dismissal. Teachers who will be teaching intervention classes (two days per week), ask the students to form two lines (to ensure the safety of children at all times): one line for students who go home with their families, and the second line is for students who will return to their classrooms for academic tutoring/intervention.

Students who remain for programs and walk to the assigned meeting areas:

- Playground
- Students receiving tutoring by classroom teachers remain in classrooms.

4:00 p.m. Office Manager leaves for the day.

6:00 p.m. Administrator of New Horizons Charter Academy closes school Parents check students out at assigned gates.

NOTE: 5th through 8th Grade are on a LAUSD co-location campus and have same start and finish time, however nutrition and lunch are different. Consult New Horizons Charter Academy Class Schedules above.

Kindergarten through 2nd Grade have an Early-Bird and Late-Bird Schedule. Each class is fairly balanced with Early-Bird and Late-Bird student enrollment. Parents complete an Early-Bird/Late-Bird Preference Form to indicate which preference they would prefer. The Early-Bird and Late-Bird students have a concentrated 80 minutes of Common Core focused small group instructional time on Monday, Thursday and Friday. As students are developing their foundational skills, this small class size promotes an effective small-group instructional environment for learning.

Most staff members will have departed for the day unless parents have requested a late conference or committee or parent informational meetings have been scheduled for the community. Custodial staff will check all classrooms, offices, and gates to ensure all areas are locked and inaccessible.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of New Horizons Charter Academy educational program.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Please refer to the LCFF State Priorities table in Element 1 for a description of the specific performance targets (pupil outcomes), for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Other Performance Targets

Please refer to the LCFF State Priorities table in Element 1 for a description of all other measurable goals, including goals for any innovative components in the program, name each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes.

STUDENT-LEVEL OUTCOMES

Baseline measurements of language arts, mathematics, and English Language Development (ELD) will be taken at the beginning of the school year to determine the current level of academic achievement of all students (these same tests will be given again at the end of the year to determine academic and social growth). Students entering a certain grade level will be given an assessment from their grade level during the previous year to determine skill acquisition. NHCA will use publisher-designed (Wonders-ELA, enVision-Math, InspireScience, DiscoveryEducation) and school-designed tests derived from the CCSS to measure literacy and mathematics skills for each student at the beginning of every academic year. For example, English Language Arts assessments include publisher created pre-tests, unit tests and post-tests (both selected and constructed response), teacher created pre, post and unit tests, rubric-scored projects, essays, oral presentations, the SBAC, and fluency/phonics assessments. Students will complete at least one formal writing assessment each quarter. NHCA students will prepare and present at least one formal oral presentation each quarter. NHCA teachers use standardized Writing By Design rubrics for each genre of written and oral communication. The entry level assessments will aid teachers in planning intervention opportunities for students who are underperforming as well as enrichment activities for students who are advanced. During the school year, teachers engage in both informal and formal assessments of students using a variety of measures in order to ensure that instruction is differentiated to meet each individual student's needs. These tools provide teachers with a snapshot of each student's mastery of English language arts and math standards at any given interval.

It is important to note that while our primary focus in all aspects of our curriculum – direct subject- matter instruction, project- based learning time and instruction in the arts – is in ensuring each student's mastery of grade level standards in the core content areas, as a mission- based school, we also value highly qualities and skills above and beyond the core state standards. As detailed throughout this petition, our “backwards design” approach to lesson planning and our focus on data- informed instruction both work to clearly define and then assess which state standards and other objectives are desired and then achieved.

NHCA utilizes a variety of assessment tools in evaluating student achievement of stated objectives across all disciplines. Among the assessments used will be teachers' assessments of student work and mastery of applicable standards and other learning objectives via student work portfolios, teacher observation, and conversation with students.

The skills, knowledge, and attitudes in the chart below are measureable learning goals derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

New Horizons Charter Academy outcome measurement process will continue to use a variety of resources to ensure that assessment guides instruction and that major outcomes are met. The process consists of a series of assessment tools, including:

- Entry Level Assessments
- Monitoring Assessments
- Summative Assessments

The assessments used to measure student outcomes include state-mandated assessments such as the California Assessment of Student Performance and Progress (CAASPP), the California English Language Development Test (CELDT)/English Language Proficiency Assessments for California (ELPAC), and the California Physical Fitness Test. NHCA will follow the data collection procedures that are provided by each corresponding agency. Results will be presented in a format that allows for the disaggregation of assessment data. New Horizons Charter Academy will also use other assessments in addition to assessments mandated by the State. These include publisher-designed and school-designed assessments, homework, class work, teacher observation, and/or core assessments. To keep track of data and to make data useful, New Horizons Charter Academy uses Illuminate Education's Student Information System and Data and Assessment platforms.

These different data, assessment, and accountability tools make information more easily accessible for program evaluation in order to drive instruction and to redirect resources to ensure that all students are meeting grade-level standards. Student and school performance data are analyzed on an ongoing basis when information is made available to the School. Information is communicated to students, parents, and teachers on a regular basis via parent meetings, staff meetings, school newsletters, and/or other written communication.

The review of assessment data occurs during staff meetings in order to use achievement information to drive instruction and to inform professional development needs. Students' report cards will help parents understand whether their children are meeting grade-level standards based on traditional letter grades, with the expectation that students must achieve a grade of C or better to pass each class.

Achievement data is collected and saved over time in order to track the long-term progress of students. This longitudinal data will be kept on file at the Charter School, and when appropriate, will be made public in aggregate. For example, achievement data will be graphed and displayed visually on posters, in newsletters, and/or on the school website. This information allows administrators, teachers, and instructional leaders to evaluate the progress students have made during their entire elementary school career, helping to ensure that the academic goals of the Charter School are met. Students' achievement data is also used by the school community to help establish, evaluate, and improve the Charter School's education programs and policies as well as to monitor the Charter School's progress toward meeting the set benchmarks.

Entry Level Assessments

New Horizons Charter Academy takes a proactive approach and assesses all students at the beginning of the school year (or upon admission if they enter after the School year has begun). Students will be tested on their reading and math skills using the IStation-Reading and Math, respectively. These entry level assessments are necessary to plan for early intervention opportunities for students who may be at-risk of not performing at grade level, as well as planning for enrichment activities for students who are proficient or advanced. The expectations are that students are at grade-level. However, NHCA is aware that students are performing at different levels at the beginning of the year. NHCA will plan accordingly to support student based on the school-wide baseline assessments.

Monitoring Assessments

Throughout the school year, teachers engage in regular, on-going assessment of students using a variety of measures as described below in order to ensure that assessment guides instruction. For instance, they administer publisher-created and/or teacher-created language arts and math chapter and/or unit tests.

Benchmark assessments are also conducted at regular intervals and core assessments may be administered to track student progress throughout the year. Assessments may be administered weekly, monthly, and/or quarterly depending on the grade-level and subject matter. The Reading Inventory and Math Inventory are administered 2-3 times a year to track student progress and growth. Teachers may keep track of students' homework, class work, and assessments using grade books and/or computer software. Students may also participate in self-evaluation during student-led parent conferences in order to help them assume more responsibility for their learning. Beginning in 2017-18 FASTBridge Assessments will be administered 2 times a year (September and May).

This information is used to guide instruction and to make sure that major outcomes are met. If during the course of the year, students are at-risk of not meeting exit outcomes and promotion requirements, appropriate intervention is administered. This information is also communicated to parents/guardians during regularly scheduled student-led parent conferences. NHCA has a mastery level set at 75% and monitors students who fall below that level or greatly exceed that level for consideration for GATE testing.

Summative Assessments

Summative assessments include the CAASPP and end of the year publisher-designed and/or school-designed assessments. Students take tests at the end of the year to see how well they met exit outcomes. Teachers compare students' core assessments at the beginning of the year versus the end of the year. This shows student growth over time. Since assessment occurs throughout the year, there should be no surprises at this point. Overall school performance is measured using the Academic Indicators on the California State Dashboard. NHCA has a mastery level set at 75% and monitors students who fall below that level or greatly exceed that level for consideration for GATE testing.

The following table illustrates the formal assessments used at New Horizons Charter Academy.

Assessment	Subject(s)	Frequency	Type
DIBELS	ELA	2 times per year	Formative
ISTATION	ELA	2 times per year	Summative
ISTATION	Math	2 times per year	Summative
FASTBridge	ELA, Math	2 times per year	Formative
SBAC Block Assessments	ELA and Math	3 times per year	Formative
CELDT/ELPAC	ELD	1 time per year	Summative
SBAC	ELA and Math	1 time per year	Summative
CAST	Science	1 time per year	Summative

Data Analysis and Reporting

New Horizons Charter Academy regularly utilizes assessment data to make changes in the implementation of the educational program, professional development activities, and resource allocations. Basing decisions on student data is core to our decision-making process and evaluation of the success of the decision.

Teachers implement a variety of formal and informal assessments to determine student achievement and use common planning time within subject areas and/or grade levels to calibrate both the assessments and expected outcomes. To measure student understanding throughout lessons, teachers use such strategies as exit tickets, short writing prompts, do nows, and fact tests. Assessments are modified and/or accommodations are provided to students with special needs in accordance with the student's IEP. All students are given an opportunity to retake a test or resubmit a paper or project to improve their grade and demonstrate progress or mastery toward the objectives or standards being taught.

The above-mentioned methods were selected to provide a variety of measures that describe student achievement without having to rely on a single measure. The information involves both quantitative and qualitative measures that include standardized tests, publisher-designed and school-designed assessments, core assessments, and teacher observation. No single measure can paint a complete picture of student achievement by itself, and that is why a variety of measures are used.

The Charter School's administration coordinates the collection, analysis, and reporting of pupil achievement data to school staff and to pupil's parents and guardians in order to utilize the data continuously to monitor and improve New Horizons Charter Academy educational program. For example, at the beginning of each school year, New Horizons Charter Academy holds a parent meeting to explain the school's results from the previous year's administration of state standardized tests. This information is also explained in the School's newsletter. Sharing this information helps parents understand the School's educational focus for the upcoming year so that they can better support the School's efforts (i.e., making sure their children read at home every day). Additionally, before each school year begins, New Horizons Charter Academy conducts an analysis of test scores, which helps the School set its curricular focus and professional development focus for the upcoming year, and it helps to ensure that there is instructional coherence throughout the School during the entire school year.

The different assessment methods selected ensure that assessment data guides instruction and that there are no surprises at the end of the year. For instance, since assessment occurs throughout the year, teachers are able to immediately implement new strategies or re-teach lessons based on their students' current assessment data. Additionally, students may be recommended for intervention programs based on the results of on-going assessment data.

Throughout the school year, parents are informed of their child's academic progress. Official progress reports and/or report cards are generated eight times a year. Teachers and counselors may send out interim progress reports as needed. Student Success Team meetings are also held throughout the school year with parents if their children are having difficulty meeting grade-level standards. Parents are invited to call teachers for private conferences whenever they have a concern about their child's progress. Parents are also able to access real time data regarding their

child's attendance, assignments, and current grades through Illuminate's online grade portal and smartphone app.

As a result of New Horizons Charter Academy on-going assessments, teachers, parents/guardians, administrators, and students should always know how well students are performing at any given point in time. They should not need to wait until the end of the year to find out how well students are performing. The entry level assessments will show how New Horizons Charter Academy's proactive approach ensures that intervention does not come only when it is too late to do anything about it. Assessment data is also used throughout the year to help determine professional development needs so that teachers can obtain the help and support they need in order to assist their students in a timely manner. For example, if periodic assessment of students' reading fluency scores reveal that students are not yet reading at the benchmark reading fluency rate, professional development will be planned that addresses effective teaching practices that improve students' reading fluency.

Board members, faculty, students and parents are involved at various levels in the assessment and monitoring of student progress. The level of impact of each stakeholder group dictates the level of involvement. Board members and parents are the most removed group from the day-to-day practices of creating assessments and monitoring student achievement. Board members receive an updated dashboard at board meeting, which includes information such as enrollment figures, assessment scores, attendance rate, and budget updates. Parents receive similar dashboards during parent meetings with the principal. Students receive their individual score reports. In addition to receiving the same dashboards as board members and parents, teachers are given all of the scores of their individual students and comparison data when applicable. The creation and distribution of our school dashboard to board members, teachers, and parents has been an effective process in keeping all stakeholders informed about our students' progress toward achieving the academic standards. From recipients, positive feedback on the frequency and layout of the dashboards has been provided. Students and parents are also provided logins to the online grade-book portal where they can access grades and scores on assessments in real-time. Families without internet access at home can access the online grade book at any time during the school day via the school office.

Grading, Progress Reporting, and Promotion/Retention

Results from these myriad assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the school. NHCA regularly report on and distribute information about school progress every 5th and 15th week, teachers generate progress reports and send home. NHCA distributes the standards-based reports card on a quarterly basis to our parents/guardians to ensure they are informed about student progress. Our reports are available in the main school office for the school community and interested members of the community.

The staff worked together to develop a school-wide standards-based grading policy including make up work opportunities, grade scales, rubrics, grades for Learning and Study Skills, and partial credit. Standardized tests, which are both valid and reliable measures of student achievement, are used in conjunction with school-based assessments for students across all

grade levels. Longitudinal tools such as skills inventories and CAASPP results provide a valuable measure of literacy and math skills by providing data from formative and summative assessments. The leadership team coordinates the collection, analysis and reporting of this student achievement data to school staff and to each student's parent(s) or guardian. NHCA holds a back to school night in September to explain grading and state standardized tests. Teachers and administrators also frequently encourage parents to become involved in their child's learning process and outcomes. Parents have access to their children's progress through conferences three times per year.

When report cards are issued (and more frequently for students at risk and students with IEPs), teachers schedule student-led parent conferences to discuss these reports. Grades on report cards are aligned with California State Common Core Standards for content skills and English Language development. English Language Learner portfolios consist of writing samples, information on reading levels and other work samples, and placement, assessment and 're-designation' criteria.

Annually, the NHCA leadership team presents to the parents, the Board, results of the CAASPP testing, school assessments, and other student data that has been compiled and analyzed. This data is used by the Board to review the effectiveness of the school's academic program. Additional criteria used to evaluate these areas are based on indicators such as student, parent and teacher satisfaction rates, annual results on the California Dashboard, and student redesignation and promotion rates. This allows NHCA to improve the overall educational program to meet the needs of all students.

New Horizons Charter Academy 3rd-8th grade school students will receive letter grades of A, B, C, D or F. Students must pass their classes with a letter grade of "C" or better. Grades Kindergarten through 2nd Grade receive a rubric grade of 1 through 4.

New Horizons Charter Academy holds parent conferences three times during the school year. Parents are given their child's report card during the parent conference and the final report card is sent home at the end of the year.

Promotion to the next grade level depends on the grades earned. Students who do not make satisfactory progress each year are at risk of being retained. If a student is recommended for retention, the school will maintain documentation that he/she has informed the student's parents in writing such as on the student's report cards and/or verbally informed the parents during a meeting or parent conference that the student may be retained. The purpose of retention is to help a child develop a more solid academic foundation from which they can build upon. Some goals of retention include:

- Strengthening a student's academic knowledge and skills
- Providing additional time and instruction for a student to meet grade-level standards
- Helping a student catch-up to master grade-level standards
- Developing a student's self-confidence in his/her academic abilities

Student Retention Policy

If a student is not making adequate progress and becomes a candidate for retention, New Horizons Charter Academy will notify the parent in writing and will also contact the child's parent by phone. At least mid-way through each semester, and at the latest before March 1 of each year, the child's teacher will consult with the Executive Director/Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

Educational Plan

Teachers, with support of the Executive Director/Principal (or designee), will develop an education plan for each student at risk of retention, including highlighted, time-tracked areas of need in reading, writing and mathematics. The education plan will be reviewed quarterly. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

Retention Folder

Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the Executive Director/Principal. This folder will also maintain records of school parent communications, including signed proof of parent notification. The following data will be recorded on or attached to a student information page of the retention folder:

1. Assessment data as appropriate to grade level
2. Report card scores and comments
3. Samples of representative work as compared with proficient work at the same grade level
4. Written summary of student's strengths and weaknesses
5. Location and Storage of Records
6. Other important information

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

Retention List

On or before May 1 of the current year, an Academic Review Committee will receive a list of any student being considered for retention. The Academic Committee will collaborate with parents to review each student's academic history, as well as interventions and support provided by the school. Then the committee in consultation with parents will determine whether each student would benefit more from retention or from a modified program of study the following year to remediate gaps. If the determination is made to retain a student, parents, who would have already been notified of their students' status and involved in interventions.

Every family has the right to appeal a retention recommendation. The appeal must be submitted in writing within 7 calendar days of the date the retention recommendation was issued. The appeal must be submitted in person to an office staff member and the letter must be addressed to the Executive Director/Principal. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the Executive Director/Principal will review the documentation provided with the appeal statement. The Executive Director/Principal is responsible for reviewing all of the evidence, and making a determination within 14 days. The response to this appeal will be rendered to the family no more than 14 calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The Executive Director/Principal's decision will be final.

Academic Monitoring of Retained Students

The student's classroom teachers (in the current year) will collaborate with prior year teachers to create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. In cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.

Standards-based Outcomes and Assessments

Grade and Subject	Measurable Outcomes	Assessment Tools
K English Language Arts	Students will develop phonemic knowledge of early reading skills, and will develop oral communication to successfully participate in their academic preparation; students will attain strong reading and writing foundations as articulated in the California Content and Common Core State Standards.	DIBELS Teacher Observations Kindergarten Checklist Student Portfolios Student Benchmarks ISTation-Reading Quarterly Benchmarks

Grade and Subject	Measurable Outcomes	Assessment Tools
K Math	Students will understand the concept of small numbers, quantities, and shapes in their environment. They will learn to compare objects, sort, describe, and will have an understanding of properties and patterns. They will also develop reasoning skills.	K-math assessments Teacher Observations Student Projects Student Mastery Goals ISTation- Math Quarterly Benchmarks
K Science	Students will understand that physical materials can be observed, measured, and predicted. They will learn that different plants and animals inhabit the earth.	Teacher observations Student projects Teacher Checklists Science Benchmarks Objectives and Rubrics Student Drawings
K History	Students will develop an understanding of learning and working long ago and the geographic connections between now and long ago. Through the stories of ordinary and extraordinary people, students will learn about the concept of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility.	Teacher observations Student projects Teacher Checklists Student Drawings
K Physical Education	Students will develop and demonstrate standards-based motor skills to perform movement patterns for a variety of physical activities. Students will maintain physical fitness levels to improve health and performance.	Objectives and Rubrics Teacher Observations Grade-level PE Benchmarks

Grade and Subject	Measurable Outcomes	Assessment Tools
1 English Language Arts	Students will learn the basic concepts about print to decode grade level text and will apply reading skills to develop vocabulary, grammar, comprehension, spelling, reading fluency, and oral skills. Students will improve their writing skills as they learn to write for different purposes, and develop a paragraph with a central idea.	CELDT (for English Learners) DIBELS Student Progress Reports Objectives and Rubrics Student Portfolios Teacher Observations IStation-Reading Quarterly Benchmarks
1 Math	Students will improve on their understanding of number sense and will memorize addition and subtraction facts to 20; students will learn words and symbols for addition and subtraction and will create problems using +, -, = symbols. Students will justify their reasoning, and will learn to identify, describe, and compare concepts and skills relating to geometry and measurement.	Envision Math Unit Assessments Student Progress Reports Student Projects Teacher Observations Portfolios Quarterly Benchmarks IStation-Math
1 Science	Students will conduct careful investigations to learn the three states of matter, they will study that animals and plants meet their needs in different ways, and will learn to use tools to understand that weather can be observed, measured, and described.	Student Progress Reports Performance-based projects End of unit Tests Teacher Observation Drawings and comparisons Quizzes Quarterly Benchmarks

Grade and Subject	Measurable Outcomes	Assessment Tools
1 History	Students will learn that in our society decisions are made with respect for individual responsibility, for other people, and will learn concepts of fair play, good sportsmanship, and respect for the rights and opinions of others. Students will explore the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students will be exposed to the backgrounds of many cultures to learn about citizenship, symbols, icons, and songs that reflect our common heritage.	Student Progress Reports Performance-based projects End of unit Tests Teacher Observation Drawings and comparisons Quizzes
1 Physical Education	Students will learn the necessary motor skills and patterns needed to perform a variety of physical activities that include an understanding of concepts, principles, and strategies. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork, cooperation, and sportsmanship skills.	Performance-based Activities Student Progress Reports Teacher Observations Check Lists
2 English Language Arts	Students will develop an understanding of the basic features of reading and will apply that knowledge to increase their achievement in oral and silent reading. Students will apply the strategies they learn to reading and analyzing texts of different complexity to discuss and write about various genres. Students will use the writing process to improve their writing skills to include central ideas in paragraph writing.	Quarterly Benchmarks CELDT (for English Learners) DIBELS Objectives and Rubrics Student Portfolios Teacher Observations Formative Assessments Student Progress Reports IStation-Reading

Grade and Subject	Measurable Outcomes	Assessment Tools
2 Math	Students will improve their understanding of place value, adding and subtracting three-digit problems, solve fractions, and money problems. Students will develop the necessary skills in measurement and geometry to meet grade level benchmarks. Students will learn to defend their reasoning of numerical data and graph-recording interpretations.	Quarterly Benchmarks Student Progress Reports Envision Math Unit Assessments Student Projects Teacher Observations Portfolios Formative Assessments IStation-Math
2 Science	Students will conduct investigations and experimentation to demonstrate that the motion of objects can be observed and measured; students will improve their understanding of the predictive life cycle of animals and plants; students will learn that earth is composed of materials that have distinctive properties which people use as resources for various activities.	Performance-based projects Student Progress Reports End of unit Tests Teacher Observation Drawings and comparisons Quizzes Journal writing and logs Quarterly Benchmarks
2 History	Students will learn about individuals who made a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have impacted them directly or indirectly. Students will understand the contributions of contemporary people who supply goods and services to gain a deeper understanding of toward the understanding of the complex interdependence in our free- market system.	Teacher Observations Student Progress Reports Check Lists Projects School Performances Quarterly Benchmarks

Grade and Subject	Measurable Outcomes	Assessment Tools
2 Physical Education	Students will learn the necessary motor skills and patterns needed to perform a variety of physical activities that include an understanding of concepts, principles, and strategies. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork, cooperation, and sportsmanship skills.	Performance-based Activities Student Progress Reports Teacher Observations Check Lists Grade level and school-wide Athletic competitions
3 English Language Arts	Students will develop an understanding of the basic features of reading and will apply that knowledge to increase their achievement in oral and silent reading. Students will apply the strategies they learn to reading and analyzing texts of different complexity to discuss and write about various genres. Students will use the writing process to improve their writing skills to include central ideas in paragraph writing that address diverse purposes and domains. Students will improve on their ability to generate questions and justify their statements with examples and text evidence.	CAASPP CELDT (for English Learners) DIBELS Student Progress Reports Formative Assessments Objectives and Rubrics Student Portfolios Teacher Observations Quarterly Benchmarks
3 Math	Students will deepen their understanding of place value, learn with automaticity the addition, subtraction, and multiplication facts; students will improve on adding, subtracting, multiplying, and dividing whole numbers; students will demonstrate growth in estimating, measuring, and describing objects in space; They will improve in using patterns to solve problems, and representing number relationships.	CST Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations Portfolios Formative Assessments IStation-Math

Grade and Subject	Measurable Outcomes	Assessment Tools
3 Science	Students will attain a greater understanding of physical science principles: energy and matter have many forms and can be changed from one form to another; students will demonstrate a deeper understanding of life science concepts: an organism's survival improves through the adaptations in physical structures or behavior. They will learn that objects in the sky move in regular or predictable patterns.	Student Progress Report Performance-based projects End of unit Tests Teacher Observation Drawings and comparisons Quizzes Journal writing and logs Quarterly Benchmarks
3 History	Students will develop a deeper understanding of how regional and national government and traditions have developed and impacted our current society. Students will learn about the physical and cultural landscape of California, and the historical and cultural background of American Indians, as well as the colonization of early immigrants, and the impact they have had in the development of our contemporary society.	Student Progress Reports End of Unit Tests Teacher Observation Student Projects Multimedia Projects School Performances
3 Physical Education	Students will learn the necessary motor skills and patterns needed to perform a variety of physical activities that include an understanding of concepts, principles, and strategies. Students will develop a physical fitness mindset to improve their level of health performance. Students will improve on their teamwork, cooperation, and sportsmanship skills.	Performance-based Activities Student Report Progress Teacher Observations Check Lists Grade level and school-wide Athletic competitions

Grade and Subject	Measurable Outcomes	Assessment Tools
4 English Language Arts	Students will demonstrate growth in understanding and responding to a wide range of grade level reading materials; Students will advance in their ability to make predictions, and compare information from various resources. They will read, analyze, compare, and discuss literary elements of a significant body of children's works. Students will improve their writing skills by using the writing workshop and word processing to demonstrate a command of Standard American English. Students will develop oral presentations organized around a cohesive thesis statement.	CAASPP CELDT (for English Learners) Quarterly Benchmarks Student Progress Report Formative Assessments Objectives and Rubrics Student Portfolios Teacher Observations Multimedia Presentations
4 Math	Students will develop a deeper understanding of adding, subtracting, multiplying, and dividing large whole numbers, and how decimals relate to simple fractions; students will understand the properties and relationship between plane geometric figures; Students will improve in learning how to collect, analyze, and represent data to answer questions. Students will improve on their ability to think critically and provide support of how they solve problems.	CAASPP Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations Portfolios Formative Assessments Quarterly Benchmarks IStation-Math
4 Science	Students will develop questions and will conduct investigations and experimentations to develop a greater understanding of the properties of electricity and magnetism and their applications in everyday life; they will understand that organisms need energy and matter to live and grow; and students will learn that rocks and minerals reflect the processes that formed them.	Quarterly Benchmarks Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations Portfolios Formative Assessments

Grade and Subject	Measurable Outcomes	Assessment Tools
4 History	Students will learn that in our society decisions are made with respect for individual responsibility, for other people, and will learn concepts of fair play, good sportsmanship, and respect for the rights and opinions of others. Students will explore the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students will be exposed to the backgrounds of many cultures to learn about citizenship, symbols, icons, and songs that reflect our common heritage.	Student Progress Report Teacher Observations Student Projects End of Unit Tests Quizzes Multimedia Projects
4 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	Student Progress Report Performance-based Activities Teacher Observations Check Lists Grade level and school-wide Athletic competitions
5 English Language Arts	Students will develop a deeper understanding of word origins and word relationships to help them attain knowledge of historical and literary context clues which they will use to determine the meaning of Tier 3 (core) vocabulary and facilitate the understanding of grade-level words. Students will expand their academic understanding of reading comprehension, literary analysis, and writing skills.	CAASPP Student Progress Report IStation-Reading Quarterly Benchmarks Teacher Observations Portfolios Formative Assessments

Grade and Subject	Measurable Outcomes	Assessment Tools
5 Math	Students will increase their ability to use the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. Students will improve on learning common measurement units for length and area, and will understand which formulas to use for finding the volume of simple figures. Students will advance their knowledge of analyzing and recording data on various graphs, and utilizing measuring tools to find angle measurements and to solve problems.	CAASPP Student Progress Report Envision Math Unit Assessments Student Projects/Investigations Teacher Observations Portfolios Formative Assessments Quarterly Benchmarks ISTation-Math
5 Science	Students will learn that all kind of matter in the world evolves from the combination of elements; students will develop a better understanding about the structures that plants and animals have regarding respiratory, digestive, waste elimination, and transport of materials; Students will learn that on Earth water moves between the oceans through the process of evaporation and condensation.	Student Projects/Investigations Student Progress Report Teacher Observations End of Unit Tests Journal/Logs Multimedia Projects CAST Quarterly Benchmarks
5 Social Studies	Students will develop critical thinking skills and will engage in deep discussions to reason, reflect, and research the chronological and spatial historical interpretations of how this nation was build. Students will improve their research skill by citing text evidence to support their understanding and point of view.	Student Progress Reports Formative Tests Teacher Observations Research Projects Oral Debates Quarterly Benchmarks

Grade and Subject	Measurable Outcomes	Assessment Tools
5 Physical Education	Students will develop an enduring mind-set to reflect a new approach to physical fitness that will include a greater motivation to learn about nutrition and health. Students will demonstrate an increased level of sportsmanship, teamwork, and collaboration to achieve goals in all competitive activities.	Fitness Test Student Progress Reports Athletic Competitions
6 English Language Arts	Students will improve on their reading fluency and understanding of great works of literature; Students will expand their vocabulary and will learn to analyze great literature works of various complexities; they will improve their oral communication skills, and will speak clearly and to the point. Students will write clear, well-articulated persuasive arguments.	CAASPP Student Grade Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations IStation-Reading Quarterly Benchmarks
6 Math	Students will improve on their study of algebra and will use various media to apply learned strategies to develop a conceptual understanding as they work with fractions, decimals, percents, statistics, probability, and mathematical formulas (i.e., circumference and the area of a circle, the Pythagorean theorem), as well as learn ratios, proportions, equations, exponents, and conversions between different units of measurement and graphing.	CAASPP Student Grade Reports Teacher Observations Portfolios Formative Assessments IStation-Math Quarterly Benchmarks

Grade and Subject	Measurable Outcomes	Assessment Tools
6 Science	Through investigation and experimentation students will learn important principles of physical science, Earth science, life science; students will also gain a deeper understanding of ecology, and will improve in discussing current issues that impact people's lives and planet.	Quarterly Benchmarks Student Grade Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations
6 History	Through research, discussions, written reflections, and role playing to provide evidence and point of view, students will improve on developing intellectual, high critical thinking skills related to chronological and spatial historical interpretations of events. Students will study the people and events that changed the physical and cultural world from the Paleolithic to the agricultural revolution era. Students will study the raise and decline of Western and non-Western civilizations, as well as their contributions and ideas about social, economic, and political structures.	Quarterly Benchmarks Student Grade Reports Teacher Observations Portfolios Formative Assessments (End of Unit Tests) Multimedia Presentations
6 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	Student Grade Reports Athletic Competitions

Grade and Subject	Measurable Outcomes	Assessment Tools
7 English Language Arts	Students will improve on their reading fluency and understanding of great works of literature; Students will expand their vocabulary and will learn to analyze great literature works of various complexities; students will improve their oral communication skills and will speak clearly and to the point. Students will write clear, well-articulated persuasive arguments.	CAASPP Student Grade Reports Teacher Observations Portfolios Formative Assessments ISTation-Reading, Ma
7 Math	Students will improve on their study of algebra and will use various media to apply learned strategies to develop a conceptual understanding as they work with fractions, decimals, percents, statistics, probability, and mathematical formulas (i.e., circumference and the area of a circle, the Pythagorean theorem), as well as learn ratios, proportions, equations, exponents, and conversions between different units of measurement and graphing.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments
7 Science	Through investigation and experimentation students will learn important principles of physical science (anatomy and physiological structure of plants and animals), Earth science (connection between rocks and evolution), life science (cell biology, evolution, and genetics); students will also gain a deeper understanding of ecology, and will improve in discussing current issues that impact people's lives and our planet.	Quarterly Benchmarks Student Progress Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations

Grade and Subject	Measurable Outcomes	Assessment Tools
7 History	Students will study Medieval and Modern Times to explore the important events that helped shape our democracy. Students will learn world history and geography through research, class discussions, written reflections, and role playing to provide evidence and point of view; students will improve on developing intellectual, high critical thinking skills related to chronological and spatial historical interpretations of events.	CST Student Grade Reports Teacher Observations Portfolios Formative Assessments Multimedia Presentations Quarterly Benchmarks
7 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	Student Grade Reports Athletic Competitions
8 English Language Arts	Students will improve on their usage and knowledge of word origins and historical and literary contexts to understand and apply specialized vocabulary to explore and analyze the essential ideas they discover in grade-level texts; students will also improve their understanding of the texts' structure, organization, and purpose in their written compositions.	CAASPP Student Progress Report Formative Tests End of Unit Assessments Teacher Observation Student Portfolios Student Projects
8 Math	Students will develop a deeper conceptual understanding of mathematical principles related to Algebra I, II, Geometry, and Probability and Statistics; students	CAASPP Student Progress Report Teacher Observations Formative

Grade and Subject	Measurable Outcomes	Assessment Tools
8 Science	Students will learn the principles of motion and force, related to velocity; They will learn the distinct atomic structure (protons, neutrons, and electrons) of the more than 100 elements of matter. Students will study the evolution of stars and galaxies. Through investigation and experimentation, students will study the chemical reactions and processes of molecules.	CAST Student Progress Report Teacher Observations Formative Assessments End of Unit Tests Student Projects Quarterly Benchmarks
8 History	Students will study the ideas, issues, and major events from the framing of the American Constitutional Democracy to World War 1. Students will improve their oral and intellectual reasoning skills through class discussions and text evidence support.	Quarterly Benchmarks Student Progress Report Teacher Observations Formative Assessments End of Unit Tests Student Projects
8 Physical Education	Students will learn the necessary motor skills and patterns needed to engage in a variety of physical activities that include an understanding of concepts, principles, and strategies of grade-level benchmarks. Students will develop a physical fitness mindset to improve their level of health performance. They will improve their teamwork abilities, cooperation, and sportsmanship skills.	Fitness Test Student Grade Reports Athletic Competitions

Weekly Mini-Benchmarks

Grade level weekly mini-benchmarks are pulled from McGraw-Hill Wonders Common Core English Language Arts program that is our core ELA program. The weekly mini-benchmarks are administered online via our Illuminate Data and Assessment system. Grade level mini-benchmarks are pulled from Pearson envision and Digits Common Core Math curriculum. The quarterly benchmarks are administered online via our Illuminate Data and Assessment system. The mini-benchmark analysis drives the differentiated instructional direction going into each week. This detailed analysis by our Intervention Specialist further assists in our RtI Comprehensive Intervention Program. Students have access to Illuminate Data and Assessment system and Illuminate Student Information System (Gradebook/Attendance). Students and

Parent can access system via the Portal, which allows students to become highly empowered by following their own progress on a weekly and quarterly basis. Students and parents can celebrate mastery and add laser focus to areas of need by supporting ~~after-school~~ tutoring, Saturday School and reinforcement at home. Students have full access to all core curriculum via the digital platform for content and can reinforce learning 365 days a year.

Quarterly Benchmarks

Grade level benchmarks are pulled from McGraw-Hill Wonders Common Core English Language Arts program that is our core ELA program. The quarterly benchmarks are administered online via our Illuminate Data and Assessment system. Grade level benchmarks are pulled from Pearson enVision and Digits Common Core Math curriculum. The quarterly benchmarks are administered online via our Illuminate Data and Assessment system. NHCA has calendared a pupil-free day following each of the quarterly benchmarks to complete a full detailed analysis of benchmark results. The benchmark analysis drives the differentiated instructional direction going into the next quarter. This detailed analysis by our Intervention Specialist further assists in our RtI Comprehensive Intervention Program.

Grade level benchmarks are created by teachers from McGraw-Hill (K-6) InspireScience curriculum and DiscoveryEducation Techbooks (7th-8th) for Science and Pearson (onlinelearningexchange K-5) and DiscoveryEducation TechBooks (6th-8th) for History according to NGSS and California Content Standards for History taught during the quarter. The benchmark assessments will be uploaded into Illuminate Data and Assessment System. This program will be a Standards-based Adaptive Measurement (SAM) that utilizes an innovative computer- adaptive, internet-based model to target the instructional level of each student by altering question difficulty based on previous answers. Once the test has been completed, the results are immediately available, providing an accurate evaluation of the student's abilities. This research-based program will be a reliable, valid diagnostic test that has been shown to predict performance on standardized tests such as the California Common Core Standards Tests and has been an effective tool for identifying specific student needs in schools with demographics similar to New Horizons Charter Academy.

Quarterly Benchmark testing will be conducted prior to finalizing student grades each quarter (every 10 weeks).

Accountability For Student Success

As required by the Every Student Succeeds Act, the Executive Director/Principal and Assistant Principals work with the staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress toward meeting grade level standards and objectives, and that all core teachers are properly credentialed. The Executive Director/Principal and Assistant Principals and faculty are accountable for academic achievement of the students at NHCA. The Executive Director/Principal and Assistant Principals are ultimately responsible for meeting target goals, and are held accountable by the Executive Director/Principal and Board of Directors.

To meet the accountability targets, school leaders guide NHCA teachers in examining and analyzing pupil outcomes regularly. During the beginning of the school year, teachers participate in a professional development institute, which gives them the opportunity to analyze data from the previous school year and review our report cards. When state testing data arrives, teachers review the data and reflect on their teaching methodologies. Teachers also engage in vertical articulation with one another. Throughout the school year, students are assessed regularly and student results are examined and discussed in grade level teams in order to determine if curriculum modifications are necessary.

Varied and Authentic Assessments

NHCA defines assessment as the systematic and ongoing process of collecting, describing, and analyzing of information about student progress and achievement in relation to curriculum expectations. We believe assessment serves a dual purpose: 1) to assess individual students or groups of students to note progress; and 2) to assess the quality of instruction to improve future learning. The data collected from assessments assists NHCA in analyzing progress so that staff can modify and refine the teaching/learning cycle to better meet student needs.

NHCA believes that assessment is vital to ongoing school success and will use multiple measures of assessment to provide a richer and more in-depth view of each student's progress. We use assessment data to evaluate the progress of the school as a whole, drive instruction, create differentiated instructional programs for individual students, communicate with parents about their students' progress, and help empower students to self-reflect on their own learning.

At NHCA, we believe that assessment is a valuable informational tool used to gather data about the students we serve. NHCA will use both ongoing and periodic assessments tools to provide a balanced assessment approach. Teachers use a variety of strategies to provide a clear picture of student progress and how the instructional approach can be adjusted to increase student achievement. Our balanced assessment approach utilizes both formative and summative assessment strategies to monitor student progress and report out on how students are meeting standards-based learning objectives. The following is a description of the assessment tools to be used:

- **NWEA MAP and FASTBridge:** In the areas of Math, Language Usage and Reading, students have taken the NWEA MAP assessments and FASTBridge Assessments. This assessments are Common-Core aligned, nationally normed, and taken online (via student computers). Administered twice a year, the MAP tests adjust as a student works, generating assessment questions that get harder or easier depending on how each individual student fares. Therefore, one can determine not only if a student is at grade level but also how far below or above that child is. These features enable the timely collection and analysis of student data. At a leadership level, NWEA MAP / FASTBridge assessments generate data reports and comparisons to see how students perform compared with national averages based on grade level and subject area. At the

teacher level, data reports are broken down for each student so teachers can see what areas the students has mastered, which helps teachers align instruction specifically for what each student needs and is ready for at different points of the school year. Results are also reviewed by student race/ethnicity and student program (Free and Reduced Price Lunch eligibility, English Learner designation, and Special Education services). Students will be expected to perform on or above grade level relative to the national average and to demonstrate growth that meets or exceeds the national average.

- **ISTATION READING / MATH ASSESSMENT SYSTEM:** ISTATION Reading are a series of texts that can be used to identify a student's current reading level and progress along a gradient of text levels over time. It is designed to gauge student strengths and weaknesses against grade-level standards. ISTATION provides: 1) quick feedback on how students are progressing; 2) information at the class or grade level on the strengths and weaknesses of particular writing strands; and 3) targeted strategies for helping students master grade-level skills. ISTATION is a diagnostic Math Assessment which provides detailed strands of math students have mastery in and where their areas of need are. These ISTATION assessments are administered twice a year
- **WRITING BY DESIGN:** This commonly used rubric assesses both writing craft and conventions. It provides a means to monitor student progress during the year, as well longitudinally over multiple years.
- **RUBRICS BASED ON THE CRITERIA PRESENTED IN A CURRICULAR PLAN FOR THE WRITING WORKSHOP (K-8):** The Curricular Plans are standards-based curricular materials for teaching writing workshop. Each unit identifies the core learning objectives for the genre under investigation.
- **MATH SUMMATIVE ASSESSMENTS:** We use a variety of assessment tools to assess student learning. enVision and Digits (Pearson), RevolutionK12, Front Row and Illuminate SBAC Checkpoint and BLOCK Interim are the assessments used. There are many opportunities to collect data to: 1) see how each student's mathematical understanding is progressing; and 2) to provide feedback to the teacher about each student's instructional needs.
- **BACKWARDS BY DESIGN RUBRICS & CHECKLISTS:** With the guidance of the Executive Director/Principal, teachers develop valid and reliable rubrics and checklists using the *Backwards by Design* approach to be used for evaluating student projects. These tools provide ongoing data about students' progress towards meeting state and grade-level standards and incorporate additional learning goals for social and emotional learning.

- Teachers refer to these assessment tools as they observe students and analyze student work. Students also will be guided in developing awareness of their own progress toward achieving standards mastery through on-going formal and informal conferences with their teachers.
- **OBSERVATION & DOCUMENTATION:** Written observations of student learning are used to help teachers evaluate students as both individuals and as participants in a group setting. Teachers are guided in documenting student progress against criterion-referenced checklists and benchmarks that are derived from content standards. Documentation plays a role in assessing student learning in all areas of the curriculum.
- **PORTFOLIOS:** Portfolios can be used first and foremost as a means to demonstrate student growth over time. Consistent with our instructional philosophy, portfolios can give students opportunities for choice and to show their individual interests and talents. In addition to offering teachers a tool for gauging students' progress, strengths, and challenges, the portfolio design includes procedures to bring students and families into the assessment process. By asking students to reflect on their own performance, we empower them to recognize and be responsible for their own learning.

Teachers use these assessment tools to gather data several times per year to track individual student success and to give a profile of the overall success and development of achievement at the school. School leaders then analyze this data to identify trends and address specific needs.

Teachers are guided by Executive Director/Principal- designated professional development programs to specifically address the needs of learners who are not making adequate progress. Students who show a continued lack of progress toward meeting grade-level standards are referred to resources mentioned in Element 1.

USING STANDARDIZED TEST SCORES IN MEASURING PUPIL PROGRESS

NHCA believes that standardized tests provide only a part, albeit a key part, of the picture in determining student achievements. Our students take all standardized tests required by the state and will participate in CAASPP testing starting in 3rd grade. These are the chief accountability measures in place from the state and federal government. NHCA will comply with all changes to these testing requirements (e.g., additional grades taking additional portions of the test, etc.).

In addition to using standardized tests to evaluate the effectiveness of the instruction and educational program offered, NHCA considers standardized test scores to provide a small, but important, window into the achievement levels of students. NHCA intends to demonstrate progress on the aggregate results of a standards- based reports. Further, this report and standardized test data will be disaggregated to show how sub- groups (e.g., EL vs. non-EL) perform.

The following is a listing of the standardized assessments used by NHCA:

- **CAASPP:** CAASPP is administered during the spring to all students in grades 3-8. This multiple-choice test is assumed to measure student progress in various subjects. NHCA will comply with all changes to these testing requirements (e.g., additional grades, taking additional portions, etc.).
- **THE CALIFORNIA ALTERNATE ASSESSMENTS (“CAA”)** for ELA and mathematics are given in grades three through eight and grade eleven. The CAAs are a part of the California Assessment of Student Performance and Progress system. Only eligible students may participate in the administration of the CAAs. IEP teams “shall determine when a child with a significant cognitive disability shall participate in an alternate assessment aligned with the alternate academic achievement standards.” (Title 1, Part A, Subpart 1, Sec. 1111(b)(2)(D)(ii)(I)—Every Student Succeeds Act, 2015) CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards for students with significant cognitive disabilities. The goals of the CAAs are to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for postsecondary options.
- **CELDT/ELPAC:** As described above, the CELDT and eventually ELPAC will be provided to English learners until they are reclassified.
- **FITNESSGRAM:** The Fitnessgram, California’s state testing in physical fitness, are scheduled and adopted as a measurement of physical fitness for students in grade 5 and 7. Other assessment tools are also used to measure physical fitness in grades K-8.

NHCA will meet all statewide standards and conduct pupil assessments required pursuant to Education Code Sections 60602.5 and 60851, and any other statewide standards authorized in statute.

Data Management System

NHCA utilizes a student information system (“SIS”), Illuminate, that has the capacity to capture data and create a variety of reports and analyses on topics such as student achievement, student subgroup, grade- level, and classroom data, tailored to the needs of our school and our instructional methodologies. We will continue to ensure that our SIS integrates with District-systems and/or reporting requirements.

Use of Data to Inform Decision Making at ALL Levels

Student performance data is utilized by all members of the New Horizons Charter Academy community. Guided by the Executive Director/Principal (who is held accountable by the Board of Directors), in conjunction with the review and collaboration with Executive Director/Principal, the Assistant Principals take an active role in monitoring student progress towards identified goals and adjusting the academic program to meet those goals as needed. Executive Director/Principal, Assistant Principals and NHCA staff work together to implement an effective reporting system to share data with students, families, and the community. Data are collected, analyzed and reviewed to monitor student progress toward meeting grade-level standards and to inform instructional practice. The following are ways in which data are utilized and shared:

School Level Data

School level data is used to inform school-wide decisions by the Board of Directors, Executive Director/Principal and/or Assistant Principal. Identifiable trends in student performance data form the basis for key leadership decisions, including changes to the academic program, resource allocation, professional development focus areas, and targeted instructional coaching for teachers. A variety of school-level data is shared with the community and Board of Directors. NHCA reports on mandated state testing and sub-group data (FRL, EL, Latino, African American, etc.). NHCA uses the School Accountability Report Card to share other relevant data, where appropriate.

Class Level Data

Class-level data is used to inform decisions within the classroom and across the Charter School, as needed.

At the start of each school year, each returning teacher meets with the teachers in the next grade and the preceding grade to discuss students from the previous school year. A first grade teacher sits with a kindergarten teacher to learn more about the students entering his new class. Information such as overall student progress, specific improvements or challenges, and successful approaches will be shared. After this meeting, the first grade teacher sits with a second grade teacher to complete the same process. These meetings allow specific data to be shared about each student in the grade. Teachers use the information gathered during these conversations, along with the pre-assessments given at the beginning of the year, to design their instruction.

In partnership with school leaders, teachers reflect on the progress each child is making and the appropriateness of the educational program being offered. Through this work, they will be coached to modify instructional approaches based on student data. As a result of these meetings, teachers may choose to re-teach units and skills, condense upcoming lessons, or restructure student grouping. Teachers may also use the data to realign their curriculum or revise their pedagogical techniques for future units and/or school years.

School leaders analyze assessment data regularly. Gaps in student knowledge become the focus of teacher development in the classroom and help determine appropriate professional development experiences. The staff are trained on how to interpret both formative and standardized test data and will be engaged in critical analysis of all assessment data in real-time including that created and derived from their classroom activities in order to determine how best to address any performance deficiencies or negative data trends, both for groups of students as well as individual children. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs.

Individual Student Data

Individual student data are used to provide families, teachers and students with detailed information about each student's achievement. In addition to tracking student progress toward grade level standards, it can be used for in-depth analysis of student strengths and areas of concern. When necessary, this analysis is used to design intervention programs that meet student needs. It may be used to help inform supplemental remedial instruction, special education evaluations, or more challenging enrichment.

Progress reports, based on state standards and school-generated goals and objectives, are issued at least twice each year. The progress report explains both learning and behavioral objectives and marks the student's progress toward mastery of the expectations. These reports can also be used as part of teacher-parent conferences.

Use of Assessment Data

The Instruction Leadership Team (ILT), an advisory committee that reports to the Executive Director/Principal, will continue to analyze student assessment data at regularly scheduled monthly meetings. Percentages on weekly publishers' tests for each classroom along with other teacher developed assessments, anecdotal records, and trimester grades will be reviewed by Lead Teachers prior to each reporting period for school progress reports. Positive as well as negative results will be shared by Lead Teachers and evaluated by the council to determine the specific causes for upward and downward trends, and specific action will be taken to modify or revise current instructional practices as necessary.

Longitudinal Analysis of Progress

Results from our assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the school. NHCA regularly reports on and distributes information about school progress to the school community, including, but not limited to summary data on the following key outcomes and milestones:

- **Student progress** toward the school's goals and outcomes from assessment instruments and techniques as described in this section
- **Major Board decisions and policies** established or changed by the Board during the year
- **Annual parent satisfaction survey**
- **Major school community accomplishments**, including fundraising efforts, facility developments, community partnerships and more
- **Additional information**, including other information regarding the educational program and the administrative, legal and governance operations of the Charter School

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.²³

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

²³ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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.

Non Profit Public Benefit Corporation

New Horizons Charter Academy is a directly funded independent charter school and operated by Dharma Educational Institute ("DEI"), a California Nonprofit Public Benefit Corporation, pursuant to California law.

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

Board of Directors

New Horizons Charter Academy shall be governed by the DEI corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

The DEI Board shall have no less than five (5) and no more than nine (9) directors. All directors, except for the representative appointed by the authorizer, (if any) shall be designated by the existing Board of Directors at the corporation's annual meeting of the Board of Directors.

Regular meetings will be held monthly unless otherwise scheduled by the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been designated and qualified. Directors may serve a maximum of (3) three consecutive terms. After serving (3) three consecutive terms, a director will become eligible to serve on the Board after a (1) one year hiatus from Board service.

The DEI Board shall have at least one parent representatives, and community representatives appointed by the Board. The parent representative(s) must have at least one child currently enrolled in NHCA. The community representatives shall be recognized in the community, have a minimum of 5 years of business or professional experience, and have a demonstrated vested interest in supporting education. Parent and community representatives shall be appointed in June as necessary including but not limited to, filling member vacancies, and adding members with expertise not currently represented on the Board.

Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities and public relations. Board members shall be nominated, approved, and removed by the Board of Directors in accordance with the procedures set forth in the bylaws. No persons serving on the Board of Directors may be “interested persons” as defined in the bylaws.

In accordance with Education Code Section 47604(b), the District may appoint a representative to sit on the Board of Directors. If the District chooses to do so, the Charter School shall appoint an additional member to ensure that the Board is maintained with an odd number of directors.

Board Meetings and Duties

The DEI Board of Directors shall meet regularly, at least once a month (except during the summer), possibly on Saturday mornings, and in accordance with the Brown Act. The Board of Director’s annual calendar of meetings shall be established at the Board’s annual meeting in June. The Board of Directors shall meet within the jurisdictional boundaries of LAUSD.

Agendas for regular meetings shall be published in advance and distributed to each member of the Board of Directors and are posted near the entrances of New Horizons Charter Academy at the entrance of New Horizons Charter Academy’s main office, and on the NHCA website for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings are posted at least 24 hours before the meeting via the same means as a regular meeting. In the event of an emergency meeting, the Board will comply with the one-hour notice provisions of the Brown Act.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and terminate the position of Executive Director/Principal of the Charter School;
- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director/Principal;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as the fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School (e.g., monthly review of profit and loss statement, balance sheet, cash flow analysis, and revenue statement; review of interim reports, unaudited actual and final audit; review and approval of initial and final annual budget, and any budget revisions);
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;

- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in Charter School programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Review request for out of state or overnight;
- Approve the school calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Act as appellate body for student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

The DEI Board maintains a Conflict of Interest Bridge Policy which complies with the Political Reform Act, LAUSD's interpretation of Government Code Section 1090, Corporation Code Conflicts of Interest rules, and which shall be updated with any Charter School-specific conflicts of interest laws or regulations.

The DEI Board of Directors shall attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

Administrative Leadership

NHCA shall have an Executive Director/Principal who has substantial educational experience. The Executive Director/Principal shall assume a role much like a principal in a traditional public school.

The Executive Director/Principal is the head of the Charter School. It is the primary responsibility of the Executive Director/Principal to ensure the organization meets annual financial goals and generates an appropriate surplus without compromising the quality of the program, in order to secure the Charter School's long-term sustainability. The Executive Director/Principal will manage the daily operation of the school and work closely with the Board of Directors to execute the long-term, strategic growth of the Charter School and its mission and vision.

The Executive Director/Principal reports to the Board of Directors and is responsible for the overall operations of the Charter School, collaborating with the Assistant Principal(s), on operational and instructional needs of the Charter School.

The Executive Director/Principal will be responsible for the following:

- Develop and refine strategic goals, with the Board of Directors, to achieve its mission and vision, establish clear benchmarks, and track and measure progress.
- Recruit, develop, manage, and retain high quality, culturally and linguistically diverse senior leadership team and administrative staff.
- Supervise, support and manage school leadership and staff in all aspects of their work including effective support for faculty, maximizing student achievement outcomes and closing the achievement gap between sub-groups as identified in the strategic goals.
- Oversee the fiscal health of the school for effective operation and long-term sustainability, including management of the operational budget and development of adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Ensure operational integrity of the school including satisfactory and proactive compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and successful charter petition renewal.
- Ensure that diversity, as defined by the Board, is a principle and practice articulated throughout the organization including in the culturally and linguistic student demographics, leadership and organizational policies.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including the district charter office, local leadership, school faculty, staff, students, parents, community members, and other private and public partners.
- Establish strong ties to the professional staff from the Charter School of Education at California State University, Los Angeles and Northridge and with the adjacent community resources to provide additional resources to support NHCA's academic growth.
- Represent and advocate for the school at the local and State level including the California charter school community.
- Inform and ensure that the Board of Directors has the necessary information to effectively perform its fiduciary duty.
- Works with the Board on fundraising, including a capital campaign to secure and develop a permanent Charter School site
- Develops and maintains relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Oversees and manages the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office providers
- Ensures that the annual fundraising targets are met
- Represents the Charter School as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as

well as with community leaders to maintain support from the local community

- Develops and maintains effective relationships with LAUSD, and oversees all aspects of charter renewal, review and compliance
- Conducts outreach and serves as a liaison with local leadership, Charter School faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establishes and maintains partnerships with community service organizations, businesses and local councils and residents
- Assists Assistant Principals, as requested, in coordinating parent involvement and volunteering
- Ensures that an effective performance management system is in place for all staff under his/her direct supervision
- Oversees self-evaluation efforts of the Charter School, including parent surveys
- Supervises creation of Charter School computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.
- Hires additional staff to support the Charter School, as needed, as the Charter School continues to grow
- Prepares and updates as appropriate the Employee Handbook and Family Handbook and ensures that all parties receive and acknowledge receipt
- Recruits the Assistant Principals and collaborates with the Assistant Principals to assist him/her in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise
- Recruits, develops, and retains high-performing individuals who are passionate about the Charter School and its mission
- Diagnoses the gaps between where the Charter School is, versus where it aspires to be, and ensures that appropriate strategies and practices are implemented to close these gaps

Instruction

Serve as the instructional leader of New Horizons Charter Academy and work with the Assistant Principals to ensure:

- Assume primary responsibility for curriculum and instruction.
- Mentor and support teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Coach teachers in accordance with organizational policy, including implementing teacher support plans when necessary.
- Coach Teacher Assistants who are providing instructional support assigned to general education classes.
- Ensure teachers implement effective daily and yearly pacing plans and lesson plans.
- Coordinate Professional Development and staff meetings.

- Support the implementation of New Horizons Charter Academy's instructional strategies and scholar lessons at the school site.
- Evaluate and select instructional materials.
- Regularly collect, analyze, and share data to drive student achievement and inform instructional practices.
- Oversee and coordinate the school's applicable testing programs, including the administration of required state assessments such as CELDT/ELPAC, CAASPP, Physical Fitness Test, etc.
- Oversee the school's Beginning Teacher Support and Assessment (BTSA) program.
- Oversee the school's special education programs and services by working with Assistant Principal in charge of ~~Director of~~ Special Education and Student Services and the school site's Special Education team. This may include:
 - Serve as the main administrator in charge of special education, including serving as the main administrator on Welligent and in IEP meetings.
 - Regularly communicate with the Assistant Principal in charge of Special Education and Student Services to ensure compliance with special education policies, procedures, and timelines.
 - Evaluate Special Education Teachers and Level II Campus Assistants assigned to special education.
- Oversee/coordinate intervention, Saturday school, and/or summer school programs.
- Coach Assistant Principals.

Safety and Supervision

- Appropriate procedures are in place for discipline, supervision, and success team meetings.
- Collaborate on supervision schedule of Teacher Assistants to ensure student safety.
- Collaboration with LAUSD campus partners to:
 - Share instructional practices
 - Provide for a safe campus
 - Oversee the campus' maintenance and operations
 - Review and update the campus' safety plan
 - Coordinate emergency drills
 - Coordinate campus-wide meetings and events
- Compliance and effectiveness of NHCA's special education programs and services by working with the Assistant Principal in charge of Special Education and Student Services and the school site's Special Education team.

Parent Engagement and Student Activities

Supervise the Assistant Principal and Director of Operations to ensure:

- Organization of parent meetings and workshops both during the school day and in the evenings and weekends.
- Implementation of NHCA's School Operations Committee and English Learner Advisory Committee (ELAC) and School Site Council
- Effective coordination of parent conferences, Back to School Night, and other school wide events.
- Attendance policies are being adhered to and meetings are taking place with truant students and families.
- Coordination between Assistant Principal and other positions to best serve students and families.
- Effectiveness of school's fundraising activities.
- Implementation of required student health screenings such as vision screening, hearing screening, and scoliosis screening, depending on the grade levels served.

Operations

Supervise NHCA's office staff to ensure:

- Maintenance of student information systems, student records, and school records, including the confidentiality of student information.
- Appropriate procedures are in place for situations such as student enrollment procedures, lottery procedures, student record requests, etc.
- Appropriate staff are compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork by designated due dates to LAUSD and the CDE.
- Coordinate, if applicable, to review, complete, and submit any data and paperwork for the school's LEA Plan, CALPADS, CBEDS, SARC, Title I Parent Involvement Policy, and other paperwork as needed.
- Keep the school in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Update policies and procedures, employee handbooks, and parent/student handbooks.
- Manage the NHCA's budget.
- Ensure the staff has adequate resources to do their jobs.
- Oversees Prop. 39 application process and related activities
- Secures appropriate furnishing, materials, supplies, and equipment for Charter School operations
- Secures permanent site for Charter School
- Pursues appropriate temporary facilities for the Charter School as needed

Maintain internal and external community relations

- Effectively communicate with staff, parents, students, and community members.
- Treat others fairly, equitably, and with dignity and respect.
- Immediately address any stakeholders' concerns.
- Represent the school at off-campus events.
- Develop and maintain partnerships with community members, businesses, and organizations.
- Serve as the main liaison between NHCA and the school's authorizer LAUSD.
- Oversees the Charter School's website, email/list-serves, mobile app, twitter, newsletter, and other means of communication with the parents, teachers, volunteers, and other community members
- Serve as the main liaison between NHCA and New Horizons Charter Academy's Board of Directors, including submitting written reports on the school's operations to the Board of Directors.

Qualifications:

- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do "whatever it takes" to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Works with attention to detail and is able to meet deadlines.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Has either a Master's degree in education, an administrative credential, or at least two years of school administrative-related experience such as in a coordinator or assistant principal position at a High School.
- Demonstrates an in-depth understanding of and commitment to the school's mission and vision.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.

Assistant Principal

Supervisor: Executive Director/Principal

New Horizons Charter Academy has an Assistant Principal at each location (private site K-4) and co-location facility (5th-8th). The Assistant Principals are experienced and innovative educators with exemplary academic and professional credentials while also being people who are especially invigorated by a new charter school environment. Our Assistant Principals report directly to our Executive Director/Principal to help facilitate, manage and develop ongoing and new aspects of our program while also supporting the smooth running of daily operations and our Charter School's facility.

Director of Operations

Supervisor: Executive Director/Principal

The Director of Operations is responsible for overseeing and managing New Horizons Charter Academy's financial and operational health, including human resources, budgeting, financial reporting, procurement, payroll, audits, and compliance reporting. The Director of Operations also serves as the organization's on-site Fiscal Manager.

Advisory Committees

New Horizons Charter Academy utilizes advisory committees as a means for soliciting stakeholder input, and supporting the work of the Board. Staff, parents and community members may participate in any committee, but may only serve as a voting member on one committee.

Staff, parents and community members may apply for a committee of their choice on an annual basis. Placement of staff members will be made by the prior year's representatives based on the employee's preference and the additional responsibilities of each individual. Every attempt will be made to proportionally distribute the membership of each committee, with a membership of between 5 and 10 members on each committee.

Each full-time employee must be a participating member of a committee. All other employees will be encouraged to participate.

The following are committees which NHCA currently maintains:

- **Parent Community Advocacy Committee**

Tasks:

- Encourage community activities and recruitment of volunteers;
- Function like a School Site Council and Parent/Teacher/Student Association;
- Monitor school-wide incentive programs;
- Monitor and review policies for student and parent activities;
- Review and make recommendations regarding the Parent Handbook, including the section about parent engagement

- Review NHCA LCAP
- Review NHCA SARC
- **Finance Committee**
 - Tasks:
 - Review yearly budget;
 - Review expenditures and cash flow;
 - Review budget adjustments as needed;
 - Review interim and year-end fiscal reports;
 - Recommend commission of annual fiscal audit;
 - Review the monitoring of ADA (student enrollment) and revenues;
 - Recommend fund reserves utilization;
 - Apply for grants and funds;
 - Solicit private and corporate donations;
 - Review Mandated Cost Reimbursement Program;
 - Review E-Rate Program, if applicable;
 - Review contracts;
 - Review facilities utilization and insure a safe campus;
 - Review long-range facilities plan;
 - Coordinate and oversee school emergency plans;
 - Review maintenance needs.
 - Review NHCA LCAP budget
 - Review NHCA Option 3 Budget
- **Instruction Committee**
 - Tasks:
 - Review the implementation of State Board of Education-approved Common Core State Standards;
 - Ensure ongoing articulation among teachers and across grade levels;
 - Monitor scheduling of grade level meetings;
 - Monitor use of ELD portfolios;
 - Ensure the use of publishers' tests, and other assessments as designated by the committee;
 - Review student outcomes annually and design action plans centered around the following assessment tools;
 - CAASPP (including review of SBAC Assessments); CELDT/ELPAC;
 - Recommend instructional materials, including all state adoptions;
 - Recommend a yearly plan and schedule for staff development activities;
 - Coordinate parent education activities related to instructional program with the Family Center;
 - Review ongoing implementation of New Horizons Charter Academy's Technology Plans;
 - Review the Special Education program;
 - Recommend a plan and schedule for staff development related to serving students with disabilities;

- Review compliance with federal and state regulations;
 - Review student assessment, placement, and mainstreaming of special education students;
 - Review the continuous implementation of a differentiated instructional program for English Learners, students with disabilities, socioeconomically disadvantages, and academically low- and high- achieving students.
- **Personnel Committee**
Tasks:
 - Design and review the recruitment and selection process for personnel;
 - Develop employee job descriptions and contracts to be recommended to the Board of Directors;
 - Design the development of schedules and organization of classes to be recommended to the Board of Directors;
 - Review and recommend track and grade assignments (with Instruction Committee);
 - Recommend policies related to leaves of absence, staff attendance, release and vacation days;
 - Review and recommend all decisions related to hiring;
 - Review and recommend annual school-wide salary adjustments and benefits (with Finance Committee);
 - Review staff evaluation process;
 - Review all personnel policies to determine they are in compliance with existing law.

Parent Involvement in Governance

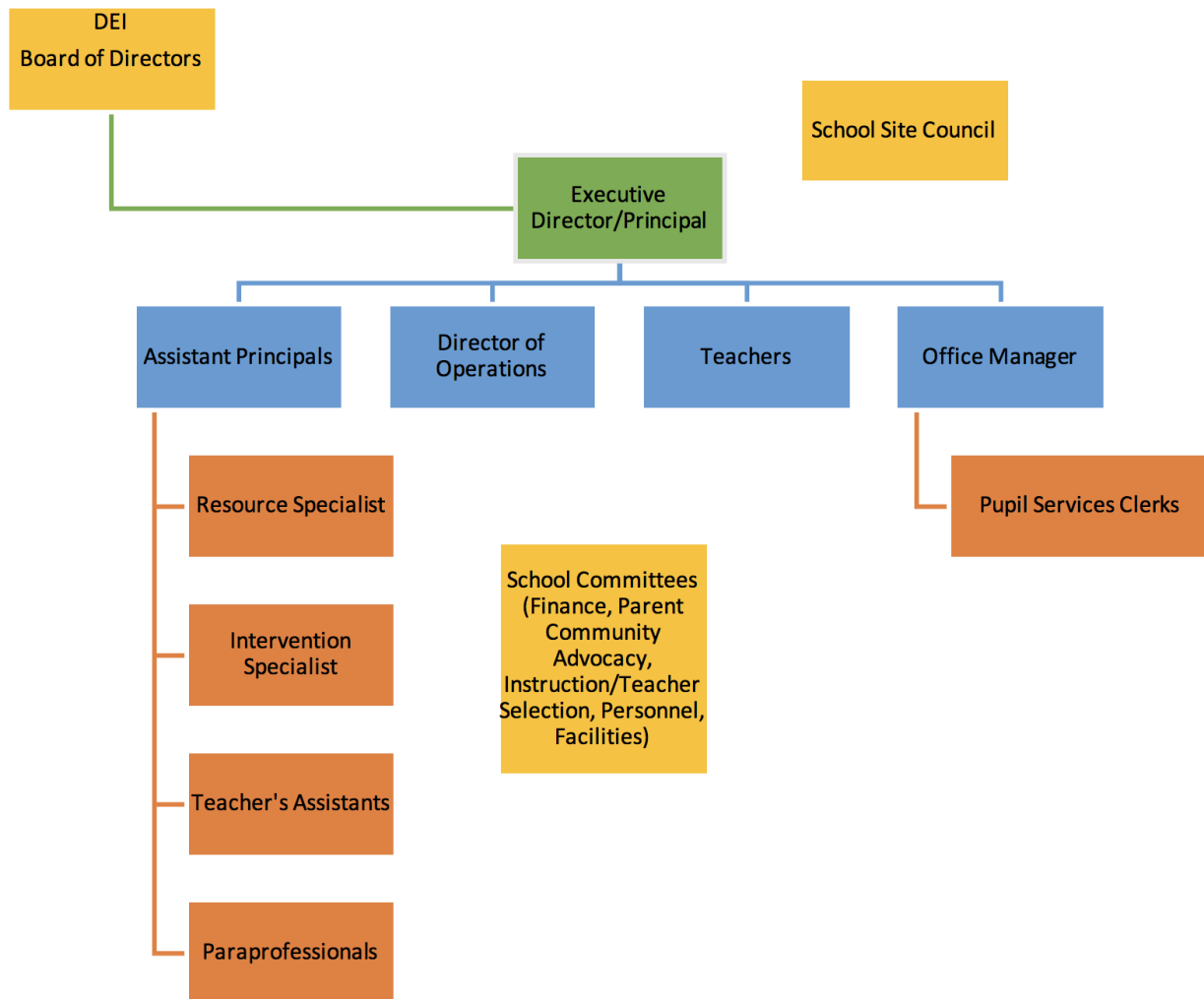
Parents are involved at New Horizons Charter Academy's governance in multiple ways. As stated above, a minimum of one parent will be a DEI Board member. Additionally, parents sit on all New Horizons Charter Academy committees. These are not elected positions; rather, all parents are invited to participate. Parents may also volunteer with the New Horizons Charter Academy and in the classroom. Parent are not required to volunteer. New Horizons Charter Academy offers a number of schoolwide events in which parent participation is encouraged, but not required including, for example: Room Parent Program, Parent in Action Committee, School Site Council, ELAC, Back to School, Open House, Parent Orientation meetings, Halloween Festival, Winter Program, Latino Heritage Month, African American Heritage Month, and the International Dance Festival. New Horizons Charter Academy shall not require a parent or legal guardian of a student to perform volunteer service hours, as a condition of his/her child's admission, continued enrollment, attendance, or participation in New Horizons Charter Academy'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 New Horizons Charter Academy. This is explained to parents and guardians during parent orientation, outlined in student/parent handbook, school website, Family Handbook, Volunteer Handbook, back to school night/open house events, parent meetings and during the enrollment process. Finally, the New Horizons

Charter Academy offers classes for parents in English as a Second Language, referrals to legal, health, vision, dental assistance; and classes in nutrition and Parent Tech Workshops. Parents must provide proof of TB clearance before enrollment in classes.

New Horizons Charter Academy shares the LCAP with all staff and Board Members to garner input via a comprehensive Stakeholder Survey. Based on the survey results, discussions are held with NHCA staff regarding suggestions and comments made on Survey. New Horizons Charter Academy posts the LCAP on its website along with a link to an online Survey for students, parents and community to provide input regarding the schools goals outlined in the LCAP. NHCA posts the annual SARC on school website to inform Board, staff, parents, students and community. NHCA also posts the LCAP on its Mobile App to inform all stakeholders with a link to the Stakeholder Survey. NHCA holds discussions with parents and community at the monthly parents in action meeting, public Board meetings, back to school night/open house events to gather input. NHCA holds quarterly meetings, pupil-free days and professional development days to gather data and information about instructional and school climate suggestions, celebrations and concerns.

The role of the Family Center is for parents to hold meetings regarding their involvement in the Charter School, especially in regard to increasing parental involvement. NHCA uses the school website to share information and provide link to submit Stakeholder input when LCAP and SARC is posted for review. Also NHCA has a contact us section on NHCA school website for Stakeholders to submit input. Additionally, NHCA has a new Mobile App where Stakeholders can provide input/feedback via the Mobile App. NHCA has Facebook Page and Twitter page which is available for Stakeholders to provide input. NHCA adds the Stakeholder Input to the monthly Parent In Action agenda for discussion with parents to obtain relevant feedback on surveys and to discuss any questions regarding LCAP goals and budget. The surveys are also made available during the open house event in April. The LCAP is shared at the School Site Council and the ELAC meetings for discussion and further feedback. They are also an important liaison to welcome new parents joining the Charter School to share opportunities for involvement, share relevant Charter School information, and provide support in other areas such as helping teachers prepare materials that require cutting, and collating sets of learning materials when needed, if the teachers ask for this help. The role of the Family Center is to encourage parental involvement and a very inclusive Charter School community. The Family Center is staffed and managed by parent volunteers who want to be involved in providing Charter School community support through the various activities they can plan, lead, and organize to benefit students. Parents can take leadership roles such as presenting ~~after-school~~ mini-workshops to share their expertise or assisting students in teacher/staff-led enrichment classes.

Organizational Chart



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.

Qualifications of School Employees

New Horizons Charter Academy will be committed to ever-increasing standards of professional excellence. Employees in all job categories assume increased responsibility and ownership of the New Horizons Charter Academy and will be encouraged to be innovative problem solvers. A New Horizons Charter Academy of interdependence, which fosters an atmosphere of flexibility and encourages individuals and groups to work together, has been created to overcome challenges. All employees, regardless of position, will have a genuine commitment to create an enhanced and supportive environment in which academic achievement, hard work and pro-social behaviors are valued and modeled.

The strength and distinctiveness of New Horizons Charter Academy lies in its high expectations and noble vision of creating a rigorous instructional program that will allow its students to become the next generation of problem solvers. Thus, it is critical that the experiences, knowledge, and philosophies of personnel reflect this vision. In addition to being well-qualified, teachers must demonstrate a high degree of content knowledge (what to teach) and instructional ability (how to teach). Additionally, they must be collaborative, be willing to learn and

implement effective instructional approaches, and possess strong classroom management skills. New Horizons Charter Academy currently employs the following positions:

- Executive Director/Principal
- Assistant Principals
- Director of Operations
- HR/Office Manager
- Pupil Service Clerks
- Classroom Teachers
- Resource Specialist Teachers
- Counselors
- Teacher Assistants
- English Language Learner/Intervention Specialists

The qualifications for New Horizons Charter Academy's employees shall be sufficient to ensure the health and safety of the Charter School's faculty, staff, and pupils. Following are job descriptions and qualifications of personnel at New Horizons Charter Academy and New Horizons Charter Academy's central office support staff:

Job Descriptions

Executive Director/Principal

The Executive Director/Principal is the head of the Charter School. It is the primary responsibility of the Executive Director/Principal to ensure the organization meets annual financial goals and generates an appropriate surplus without compromising the quality of the program, in order to secure the Charter School's long-term sustainability. The Executive Director/Principal will manage the daily operation of the school and work closely with the Board of Directors to execute the long-term, strategic growth of the Charter School and its mission and vision.

The Executive Director/Principal reports to the Board of Directors and is responsible for the overall operations of the Charter School, collaborating with the Assistant Principal(s), on operational and instructional needs of the Charter School.

The Executive Director/Principal will be responsible for the following:

- Develop and refine strategic goals, with the Board of Directors, to achieve its mission and vision, establish clear benchmarks, and track and measure progress.
- Recruit, develop, manage, and retain high quality, culturally and linguistically diverse senior leadership team and administrative staff.

- Supervise, support and manage school leadership and staff in all aspects of their work including effective support for faculty, maximizing student achievement outcomes and closing the achievement gap between sub-groups as identified in the strategic goals.
- Oversee the fiscal health of the school for effective operation and long-term sustainability, including management of the operational budget and development of adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Ensure operational integrity of the school including satisfactory and proactive compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and successful charter petition renewal.
- Ensure that diversity, as defined by the Board, is a principle and practice articulated throughout the organization including in the culturally and linguistic student demographics, leadership and organizational policies.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including the district charter office, local leadership, school faculty, staff, students, parents, community members, and other private and public partners.
- Establish strong ties to the professional staff from the Charter School of Education at California State University, Los Angeles and Northridge and with the adjacent community resources to provide additional resources to support NHCA's academic growth.
- Represent and advocate for the school at the local and State level including the California charter school community.
- Inform and ensure that the Board of Directors has the necessary information to effectively perform its fiduciary duty.
- Works with the Board on fundraising, including a capital campaign to secure and develop a permanent Charter School site
- Develops and maintains relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Oversees and manages the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office providers
- Ensures that the annual fundraising targets are met
- Represents the Charter School as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community
- Develops and maintains effective relationships with LAUSD, and oversees all aspects of charter renewal, review and compliance
- Conducts outreach and serves as a liaison with local leadership, Charter School faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establishes and maintains partnerships with community service organizations, businesses and local councils and residents

- Assists Assistant Principals, as requested, in coordinating parent involvement and volunteering
- Ensures that an effective performance management system is in place for all staff under his/her direct supervision
- Oversees self-evaluation efforts of the Charter School, including parent surveys
- Supervises creation of Charter School computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.
- Hires additional staff to support the Charter School, as needed, as the Charter School continues to grow
- Prepares and updates as appropriate the Employee Handbook and Family Handbook and ensures that all parties receive and acknowledge receipt
- Recruits the Assistant Principals and collaborates with the Assistant Principals to assist him/her in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise
- Recruits, develops, and retains high-performing individuals who are passionate about the Charter School and its mission
- Diagnoses the gaps between where the Charter School is, versus where it aspires to be, and ensures that appropriate strategies and practices are implemented to close these gaps

Instruction

Serve as the instructional leader of New Horizons Charter Academy and work with the Assistant Principals to ensure:

- Assume primary responsibility for curriculum and instruction.
- Mentor and support teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Coach teachers in accordance with organizational policy, including implementing teacher support plans when necessary.
- Coach Teacher Assistants who are providing instructional support assigned to general education classes.
- Ensure teachers implement effective daily and yearly pacing plans and lesson plans.
- Coordinate Professional Development and staff meetings.
- Support the implementation of New Horizons Charter Academy's instructional strategies and scholar lessons at the school site.
- Evaluate and select instructional materials.
- Regularly collect, analyze, and share data to drive student achievement and inform instructional practices.
- Oversee and coordinate the school's applicable testing programs, including the administration of required state assessments such as CELDT/ELPAC, CAASPP, Physical Fitness Test, etc.
- Oversee the school's Beginning Teacher Support and Assessment (BTSA) program.

- Oversee the school's special education programs and services by working with Assistant Principal in charge of Special Education and Student Services and the school site's Special Education team. This may include:
 - Serve as the main administrator in charge of special education, including serving as the main administrator on Welligent and in IEP meetings.
 - Regularly communicate with the Assistant Principal in charge of Special Education and Student Services to ensure compliance with special education policies, procedures, and timelines.
 - Evaluate Special Education Teachers and Level II Campus Assistants assigned to special education.
- Oversee/coordinate intervention, Saturday school, and/or summer school programs.
- Coach Assistant Principals.

Safety and Supervision

- Appropriate procedures are in place for discipline, supervision, and success team meetings.
- Collaborate on supervision schedule of Teacher Assistants to ensure student safety.
- Collaboration with LAUSD campus partners to:
 - Share instructional practices
 - Provide for a safe campus
 - Oversee the campus' maintenance and operations
 - Review and update the campus' safety plan
 - Coordinate emergency drills
 - Coordinate campus-wide meetings and events
- Compliance and effectiveness of NHCA's special education programs and services by working with the Assistant Principal in charge of Special Education and Student Services and the school site's Special Education team.

Parent Engagement and Student Activities

Supervise the Assistant Principal and Director of Operations to ensure:

- Organization of parent meetings and workshops both during the school day and in the evenings and weekends.
- Implementation of NHCA's School Operations Committee and English Learner Advisory Committee (ELAC) and School Site Council
- Effective coordination of parent conferences, Back to School Night, and other school wide events.
- Attendance policies are being adhered to and meetings are taking place with truant students and families.
- Coordination between Assistant Principal and other positions to best serve students and families.
- Coordination of all outside experiential learning opportunities.
- Effectiveness of school's fundraising activities.

- Implementation of required student health screenings such as vision screening, hearing screening, and scoliosis screening, depending on the grade levels served.

Operations

Supervise NHCA's office staff to ensure:

- Maintenance of student information systems, student records, and school records, including the confidentiality of student information.
- Appropriate procedures are in place for situations such as student enrollment procedures, lottery procedures, student record requests, etc.
- Appropriate staff are compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork by designated due dates to LAUSD and the CDE.
- Coordinate, if applicable, to review, complete, and submit any data and paperwork for the school's LEA Plan, CALPADS, CBEDS, SARC, Title I Parent Involvement Policy, and other paperwork as needed.
- Keep the school in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Update policies and procedures, employee handbooks, and parent/student handbooks.
- Manage the NHCA's budget.
- Ensure the staff has adequate resources to do their jobs.
- Oversees Prop. 39 application process and related activities
- Secures appropriate furnishing, materials, supplies, and equipment for Charter School operations
- Secures permanent site for Charter School
- Pursues appropriate temporary facilities for the Charter School as needed

Maintain internal and external community relations

- Effectively communicate with staff, parents, students, and community members.
- Treat others fairly, equitably, and with dignity and respect.
- Immediately address any stakeholders' concerns.
- Represent the school at off-campus events.
- Develop and maintain partnerships with community members, businesses, and organizations.
- Serve as the main liaison between NHCA and the school's authorizer LAUSD.
- Oversees the Charter School's website, email/list-serves, mobile app, twitter, newsletter, and other means of communication with the parents, teachers, volunteers, and other community members
- Serve as the main liaison between NHCA and New Horizons Charter Academy's Board of Directors, including submitting written reports on the school's operations to the Board of Directors.

Qualifications:

- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do “whatever it takes” to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Works with attention to detail and is able to meet deadlines.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Has either a Master’s degree in education, an administrative credential, or at least two years of school administrative-related experience such as in a coordinator or assistant principal position at a High School.
- Demonstrates an in-depth understanding of and commitment to the school’s mission and vision.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.

Assistant Principal

Classification: Full-Time Certificated Salaried Employee

Supervisor: Executive Director/Principal

New Horizons Charter Academy has an Assistant Principal at each location (private site K-4) and co-location facility (5th-8th). The Assistant Principals are experienced and innovative educators with exemplary academic and professional credentials while also being people who are especially invigorated by a new charter school environment. Our Assistant Principals report directly to our Executive Director/Principal to help facilitate, manage and develop ongoing and new aspects of our program while also supporting the smooth running of daily operations and our Charter School’s facility.

- Collaborate with Executive Director/Principal regarding reviewing and observing that the instructional programs are delivered with fidelity.
- Assist the Executive Director/Principal with evaluating and selecting instructional materials mentoring and supporting teachers, and facilitating staff meetings and staff development.
- Assist the Executive Director/Principal with supervising and evaluating teachers;
- Conduct ongoing classroom observations.

- Coordinate, implement, and troubleshoot appropriate supplemental enrichment and intervention programs, including computer based and online programs.
- Research and coordinate appropriate external professional development, guest speakers, and fellowship opportunities for teachers (i.e., CUE, ECCLA).
- Oversee the school's Beginning Teacher Support and Assessment (BTSA) program.
- Oversee opportunities for students (i.e., MESA, STEM, AVID).
- Coordinate and oversee the school's intervention, Saturday school, and/or summer school programs.
- Serve as the main liaison between the school and those staff members supporting our Saturday school, and/or summer school providers or volunteers.
- Assist with the collection and analysis of data to drive student achievement and inform instructional practices.
- Help track the progress of student subgroups, including English Learners and students with special needs, and provide timely intervention.
- Help determine and communicate student promotion criteria with stakeholders and oversee implementation of the student retention policy.
- Coordinate local field trip logistics with teachers.
- Manage data and assessments.
- Manage systems and procedures to collect, analyze, and drive instruction with student achievement data, including managing data via Illuminate.
- Oversee parent conference logistics.
- Oversee school-wide formative and summative assessments, including coordinating and administering the CAASPP, FASTBridge, DIBELS, ISTATON, CELDT/ELPAC, Common Core assessments, and Fitnessgram.
- Coordinate the communication of student information to parents via Illuminate's online parent portal.
- Prepare and confirm student academic achievement reports for local and state accountability purposes as well as for grants, staff meetings, and board reports.
- Assist with implementing and maintaining a strong positive school culture, including implementing key New Horizons Charter Academy strategies such as New Horizons Charter Academy's scholar lessons.
- Assist with the supervision of students on campus.
- Assist with student discipline.
- Hold students to New Horizons Charter Academy's expectations follow through with behavior management plans, implement appropriate and restorative consequences for infractions and offenses.
- Assist teachers with appropriate behavior management techniques informed by adolescent development trajectories, trauma-sensitive practices, and culturally sensitive practices.
- Maintain high standards of student conduct and ensure all students are safe and fully engaged in learning, including implementing New Horizons Charter Academy's school-wide discipline plan.
- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Assist with the day-to-day operations of the school in accordance with school policies.

- Help maintain safety procedures to ensure campus security.
- Help organize and maintain important school documents.
- Help ensure that the school is in compliance with all applicable laws.
- Help supervise special events both on and off campus.
- Assist with other duties as needed.

Qualifications:

- Demonstrates an in-depth understanding of and commitment to support New Horizons Charter Academy's mission, vision, policies, procedures, and charter petition.
- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do "whatever it takes" to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Proficient in the use of computers, including but not limited to typing, word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Works with attention to detail and is able to meet deadlines.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Possesses strong organizational skills.
- Is willing to help teach as needed such as during summer school, Saturday school, during school breaks, and/or during the regular school day.
- Able to work 7:30 a.m.-4:30 p.m. during the week as well as on evenings and weekends as needed.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.
- Possesses a clear California multiple subject or single subject teaching credential.
- Has either a Master's degree in education, an administrative credential, or at least two years of school leadership experience such as serving as a BTSA Support Provider, coordinator, or grade-level or subject matter chair at a school site.
- Has at least three years of teaching experience in a K-12 setting (elementary, middle, and/or high school).

Director of Operations

Classification: Full-Time, Classified - Exempt

Supervisor: Executive Director/Principal

The Director of Operations is responsible for overseeing and managing New Horizons Charter Academy's financial and operational health, including human resources, budgeting, financial reporting, procurement, payroll, audits, and compliance reporting. The Director of Operations also serves as the organization's on-site Fiscal Manager.

- 1) Manage NHCA's fiscal operations
 - a) Interface with independent auditors in coordination with back-office service provider
- 2) Assist with NHCA's fundraising and grant-writing efforts:
 - a) Monitor grant account activities and balances to ensure adherence to agency restrictions
 - b) Provide and prepare financial information as part of grant applications and grant reports
 - c) Assist with budget preparation for grant proposals
 - d) Assist with NHCA's fundraising efforts, organization-wide and school-specific, such as helping to reconcile money collected with actual items sold for a fundraiser
- 3) Oversee compliance reporting and provide support to operations at all New Horizons Charter Academy campuses
 - a) Coordinate and lead regular training sessions for Operations, Office, and Nutrition Program staff
 - b) Provide support in the hiring of Operations, Office, and Nutrition Program staff
 - c) Work with Operations staff as needed to review attendance reporting policies and practices, student data management, etc.
 - d) Oversee Nutrition Program, including certification process to become a School Food Authority, creation and implementation of the Wellness Policy, and selection of food vendors in accordance with National School Nutrition Program guidelines
 - e) Work with Nutrition Program staff and food vendors as needed to review meal reporting policies and practices, prepare for nutrition program audits, etc.
 - f) Work to support school program attendance and funding reporting, and other compliance reporting on each campus
 - g) Oversee the preparation and submission of various reports (in collaboration with each school site and with back-office service provider) that are required by federal, state, and local governments as part of compliance reporting requirements, including, but not limited to:
 - i) Calpads
 - ii) Consolidated Application for Federal Funding
 - iii) Attendance Reports (P1, P2, P3, etc.)
 - iv) CBEDS
 - v) CNIPS

- vi) Civil Rights Data
 - vii) Annual School Survey
 - viii) PENSEC
 - ix) Other reports
- h) Facilitate the implementation of NHCA's student information system, Illuminate Education Student Information System, including maintaining system administration and providing user training
 - i) Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information
 - j) Develop timelines and a standardized process for collecting information required for various reports and tracking key data such as student achievement data, student attendance and enrollment data, and other data as needed on a monthly basis
 - k) Serve as a point person with LAUSD on attendance, prepare and submit attendance reports (i.e.: LAUSD Classification, LAUSD Statistical and P attendance reports, etc.)
 - l) Assist and coordinate in distribution of requested data to schools and leadership team
 - m) Prepare and submit quarterly/yearly district and state reports for all school sites (CALPADS, SARC, CBEDS, CNIPS, CRDC, etc.)
 - n) Coordinate data and prepare binders for annual district oversight visits
 - o) Complete monthly data edit checks of applications and eligibility information in FoodSolutions, the student food program database
 - p) Compile and submit information for government and foundation grants
 - q) Prepare and distribute monthly dashboard report for leadership team and Board of Directors
 - r) Train and coach school site personnel involved in data management
 - s) Update the organization's website with current information
 - t) Maintain the organization's social media pages and keep up to date with current events at school sites
 - u) Represent the organization at external events in the evening and weekends as needed
- 4) Manage the organization's E-rate program
 - a) Oversee NHCA's E-rate application process and reporting requirements for technology funding
 - b) Coordinate with the Technology Support Personnel, Executive Director, Special Education Case Manager, and School Assistant Principal/Dean of Students and Office Manager on the technology budget
 - 5) Maintain positive relationship with staff, students, parents, board members, community members, and other organizations
 - 6) Ensure that the organization and its schools are in compliance with all applicable laws
 - 7) Demonstrate knowledge and support of NHCA's mission, vision, values, policies, procedures, and charter petitions

- 8) Attend meetings and events in the evenings and on weekends, as needed
- 9) Perform other duties as needed

Qualifications and Desired Characteristics

- Experience with multiple aspects of managing an organization, including but not limited to the management of:
 - Human resources (including employees and volunteers)
 - Financial resources, and
 - Material resources (including furniture, equipment, textbooks, school supplies, etc.)
- Experience with budgeting, accounting, and fiscal management of an organization
- Experience with compliance paperwork, reporting requirements, and meeting deadlines
- Experience with team leadership and supervision
- Experience with various financial processes, including payroll, accounts receivable, and account payable
- Strong computer skills, including experience with typing, word processing (MS Word, Pages, etc.), spreadsheets (MS Excel), multimedia presentations (PowerPoint, Keynote, etc.), e-mail, the Internet, and digital media
- Strong interpersonal skills, including the ability to interact effectively with staff members, students, parents, board members, district personnel, vendors, and other external parties
- Positive attitude and friendly demeanor
- Excellent phone, oral, and written communication, organizational, and problem solving skills
- Comfortable with creating and delivering presentations to both small and large audiences
- Experience with supporting grant-writing and/or fundraising efforts
- Experience with program evaluation
- In-depth understanding of and commitment to NHCA's mission and vision
- Willing to take initiative and be a team player
- Must be able to move/lift up to 30 lbs.

Education and Experience

- Bachelor's degree required; Master's degree preferred
- Preferred major in Business or Public Administration
- At least 2-3 years of related experience (previous charter school experience and/or non-profit experience preferred)
- Prior experience working with and/or serving on a Board of Directors is desired

Teacher

Classification: Full-Time Salaried Employee

Supervisor: Executive Director/Principal

- Demonstrate knowledge and support of New Horizons Charter Academy mission, vision, policies and procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.
- Deliver instruction in order to carry out the instructional vision of New Horizons Charter Academy.
- Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, NHCA, and of the ESEA are met.
- Provide intervention and enrichment as necessary to address students' specific needs.
- Regularly track and report students' progress to the Executive Director/Principal (via report cards, periodic assessments in language arts and mathematics, etc.).
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students' education.
- Actively participate in staff development and weekly meetings.
- Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
- Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students.
- Maintain high standards of student conduct, including implementing New Horizons Charter Academy's school-wide discipline plan.
- Establish a culture of high expectations that include college preparation for all students.
- Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.
- Maintain accurate student records, including attendance, in accordance with New Horizons Charter Academy's procedures.
- Perform other related duties as required and assigned.

Qualifications:

- Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher, teacher intern, student teacher, and/or teacher assistant.
- Hold at least a Bachelor's degree.
- Possess a valid Commission on Teacher Credentialing certificate, permit, or other document that includes an EL Authorization (if teaching a core subject).
- Possess positive communication and relationship building skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentation, e-mail, the Internet, and/or digital media.

- Demonstrate strong classroom management skills.
- Be familiar with the California State Content Standards (if still utilized) and the Common Core State Standards.
- Possess an in-depth understanding of and commitment to the School's mission and vision.
- Able to lift heavy objects up to 30 lbs.

Resource Specialist Teacher

Classification: Full-Time Salaried Employee

Supervisor: Executive Director/Principal

- Demonstrate knowledge and support of New Horizons Charter Academy mission, vision, policies and procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.
- Help oversee the school's special education program, including writing IEPs, monitoring NHCA's compliance with students' IEPs, and holding IEP meetings.
- Deliver instruction in order to carry out the instructional vision of the school, which is to make sure that all of our students are college ready.
- Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, the school, and any state or federal academic progress goals are met.
- Provide intervention and enrichment as necessary to address students' specific needs as stated in the student's IEP.
- Regularly track and report students' progress to the Executive Director/Principal (via report cards, progress reports, periodic assessments, etc.).
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students' education.
- Actively participate in staff development and weekly staff meetings.
- Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
- Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students.
- Maintain high standards of student conduct, including implementing New Horizons Charter Academy school-wide discipline plan and teaching New Horizons Charter Academy scholar lessons.
- Establish a culture of high expectations that include college preparation for all students.
- Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.

- Maintain accurate student records, including attendance, in accordance with New Horizons Charter Academy procedures.
- Be proactive and initiate in helping out in any way needed.
- Perform other related duties as needed.

Qualifications:

- Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher, teacher intern, student teacher, and/or teacher assistant.
- Hold at least a Bachelor's degree.
- Possess a valid California Special Education Teaching Credential for mild to moderate disabilities or moderate to severe disabilities, and possess an autism certificate or is able to obtain this certificate before the first day of school. We will also consider candidates who hold an Intern Credential.
- Possess a CLAD or BCLAD certificate or has authorization to work with English Learners embedded in the teaching credential, or has an Emergency EL Authorization.
- Possess positive communication and relationship building skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media.
- Demonstrate strong classroom management skills.
- Be familiar with the California State Content Standards, Next Generation Science Standards, ELD Standards and Common Core State Standards.
- Possess an in-depth understanding of and commitment to the school's mission and vision.
- Able to lift heavy objects up to 30 lbs.

English Learner / Intervention Specialist

Classification: Full-Time Salaried Employee

Supervisor: Assistant Principal

- Travel between 2 school site locations to provide instruction, coaching, and professional development in support of EL/SPED students.
- Consult on initial and triennial IEPs where ELL is a concern and/or impacts eligibility.
- Improve instruction for SPED/ELLs within our charter organizations by providing small group instruction.
- Improve instruction for SPED/ELLs within our charter organizations by coaching teachers.
- Provide targeted professional development to all Charter Operated Program schools within Option 3 (COP3).
- Create a revised SPED RFEP criteria sample plan for COP3 schools to adopt if they chose.
- Assist schools/teachers with analysis of SPED/ELL data.

- Respond to requests of support from partner charter schools, travel to other sites when needed.
- Demonstrate knowledge and support of New Horizons Charter Academy's mission, vision, policies, and procedures, and charter petition.
- Demonstrate knowledge and support of Charter Operated Programs' mission, vision, and goals.
- Be proactive and initiate in helping out in any way needed.
- Adhere to the California Standards for the Teaching Profession.
- Maintain a professional manner when working with students, staff, parents/families via both oral and written communication.
- Collaborate with teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students and staff.
- Establish a culture of high expectations that include college preparation for all students. Maintain accurate student records, in accordance with New Horizons Charter Academy's procedures.
- Perform other duties, as required and assigned.

Qualifications and Desired Characteristics

- Teaching experience required
- Ed Specialist, BCLAD, CLAD credential or degree in related field
- MA in education, or related field
- Experience and expertise in English Language Learning
- Knowledge and experience working with students with disabilities
- Speech & Language Pathologists with knowledge of ELL needs may apply
- Knowledge of federal, state, and district mandates and laws regarding English Language Learners and Special education.
- Spanish language written and oral abilities a plus.
- Possess positive communication and relationship building skills as well as strong organizational skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media.
- Possess an in-depth understanding of and commitment to the school's mission and vision.
- Ability to travel between locations.
- Able to lift heavy objects up to 30 lbs.

Teacher Assistants

Classification: Full-Time, Classified Non-Exempt Salaried Employee

Supervisor: Assistant Principal

Key responsibilities include:

- Supports the classroom teacher's curricular and behavioral goals, and assists with planning and instruction
- In cooperation with the classroom teacher, develops and implements engaging lessons that incorporate the multiple intelligences while running a workshop-based classroom
- Promotes safe and supportive Charter School and classroom communities
- Engages in ongoing assessment of student progress using a variety of means, maintains accurate records, and uses assessment data to tailor instruction to individual student needs
- Participates in extensive professional development activities
- Maintains frequent communication with students, students' families, colleagues, and other Charter School stakeholders

Qualifications include:

- An AA degree or two years of college with a minimum of 60 semester units or LAUSD Instructional Assistant Exam
- A California teaching credential or an intern certificate/credential desired but not required
- A commitment to the mission and culture of NHCA
- An exhibited ability to work with children in a caring and respectful manner, adhering to a more "positive discipline" approach of interaction
- Fluency in a second language (ideally Spanish/Armenian) preferred but not required

HR/Office Manager

Classification: Full-Time, Classified Non-Exempt Salaried Employee

Supervisor: Executive Director/Principal

- Maintain New Horizons Charter Academy's human resources files and processes:
 - Maintain employees' HR paperwork
 - Monitor employees' credentials to ensure that employees meet the required credentialing standards of the State of California
 - Monitor employees' TB tests and notify them when updates are needed
 - Monitor employees' sick and vacation time and provide regular reports on their sick and vacation time balances
 - Oversee benefits paperwork processing and help New Horizons Charter Academy research benefits options
 - Assist with preparation and revision of employee manuals and other HR documents as needed
- Provide payroll and accounting support:

- Ensure timesheets and Personnel Activity Reports (PARs) are completed correctly and in a timely fashion
- Prepare payroll documentation for submission to New Horizons Charter Academy's back-office service provider
- Interface with staff and back-office service provider to address any questions or unusual situations related to payroll
- Monitor hours of hourly employees
- Prepare bills for approval on a weekly basis
- Provide other payroll and accounting support as needed
- Coordinate reporting and other operations functions between all of New Horizons Charter Academy's campuses:
 - Create and maintain a master reporting calendar of deadlines and responsible staff member(s)
 - Supervise Pupil Services Clerks at both campuses
 - Ensure that compliance reporting on each campus is done in a consistent fashion
 - Maintain central documentation of compliance reporting
 - Provide needed compliance reporting data to New Horizons Charter Academy's back-office service provider
 - Interface with Executive Director/Principal, Director of Operations, Assistant Principals, and other staff to monitor reporting and provide support as needed
 - Prepare reports as needed for the Board of Directors
 - Facilitate central planning of key events that affect all schools, including the lottery and enrollment process and the end-of-year assemblies
 - Ensure that student data is kept in a consistent manner between all NHCA campuses
 - Greet and assist students, parents, staff, and any visitors warmly and in a professional manner. Maintain appropriate visitor documentation
 - Type, translate, and distribute school correspondence including letters, memos, and weekly newsletters
 - Answer busy phones, provide answers, take messages, and direct calls to the appropriate staff member;
 - Assist in purchasing, receiving, and organizing supplies and materials.
 - Prepare outgoing student mailings and distribute incoming mail.
 - Manage substitute staff check-in and check-out.
 - Maintain a clean and presentable desk space and office environment.
 - Oversee the maintenance and upkeep of the school's printers, photocopy machines, fax machine, and scanners, including ordering toner, paper, and contacting maintenance as needed.
 - Oversee OneCall phone message system to send important messages to families.
 - Maintain and replenish the visitor sign in sheets and stickers at both the Welcome Center of the LAUSD main office and the New Horizons Charter Academy school office.
 - Help to maintain a positive, nurturing, and achievement-oriented school culture that includes college preparation for all students.

- Build relationships with families to keep them well-informed and support their needs
- Assist with and attend meetings on evenings and weekends when necessary.
- Complete compliance reports for governmental and granting agencies
 - Complete any compliance reports needed for New Horizons Charter Academy which are not the responsibility of the individual school sites
 - Assist individual school sites with compliance reports when needed.
 - Provide financial and other information needed by granting agencies
 - Create a calendar of reporting dates for grants received by NHCA
 - Complete reports for granting agencies by the deadlines they have established
- Provide support for the New Horizons Charter Academy Board of Directors
 - Prepare packets for each Board Meeting and maintain files of Board Meeting documents
 - Create reports and other documents needed by the Board of Directors for their meetings
 - Track attendance and terms of Board Members
 - Maintain binder of all policies approved by the Board of Directors
 - Provide any administrative support needed by the Board and Board Committees, including reserving rooms, posting agendas, and creating sign-in sheets and agendas
 - Assist the Executive Director/Principal and Director of Operations with any other support needed for the Board of Directors
- Provide for safe campuses by assisting school administration in preparing and maintaining safety policies and procedures.
- Maintain positive relationships with staff, parents, community members, and other organizations.
- Ensure that the organization is in compliance with all applicable laws.
- Perform other related duties as assigned or requested.

Qualifications:

- Possess a Bachelor's and/or Master's Degree in Business or similar subject matter.
- At least 2-3 years of related experience (non-profit experience preferred).
- Experience with multiple aspects of charter school administration, including but not limited to the areas of:
 1. human resources (including employees and volunteers),
 2. financial resources, and
 3. material resources (including furniture, equipment, textbooks, school supplies, etc.).
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets (MS Excel), multimedia presentations, e-mail, the Internet, and digital media.
- Strong oral and written communication skills.

- In-depth understanding of and commitment to the school's mission and vision.
- Detail-oriented and able to meet deadlines.
- Able to lift heavy objects up to 30 lbs.

Pupil Services Clerk (Central Office)

Classification: Full Time, Non-Exempt

Supervisor: HR/Office Manager

Human Resources

- Organize and file confidential personnel records.
- Format the quarterly employee newsletter.
- Assist staff with the preparation and dissemination of offers, agreements and other communication with employees.

Payroll

- Assist the Director of Operations with the management of bi-monthly payroll including the management of records and the timely submission of payroll reports.

Lunch Program

- Distribute lunch applications and information to families at beginning of the school year;
- Work with New Horizons Charter Academy central office to get families qualified for free or reduced price lunch prior to the start of the school year;
- Maintain qualification records and ensure that school site has accurate information to update student records in Illuminate;
- Enter annual student lunch program information in Food Solutions, the web-based management program for the lunch program;
- Participate in trainings relevant to the lunch program including food handler's training and Mealtime training;
- Communicate with the vendor on a weekly basis to ensure accurate lunch counts are delivered and on time;
- Train NHCA site staff as needed on the lunch operations including the passing out of food and the recording of student lunches taken;
- Ensure that the lunch area is clean and maintained on a daily basis after lunch service is complete;
- Enter daily lunch counts in Food Solutions and confirm student absences with the HR/Office Manager;
- Submit monthly lunch records and verify that claims are submitted on time to the State of California;

Attendance

- Participate in the daily student attendance process by tracking tardies, absences, and medical leaves, verifying attendance taken by teachers, and updating attendance information in Illuminate.
- Assist in the preparation of monthly attendance reports.

Accounts Payable

- Open, sort and code mail with appropriate accounting codes.
- Contact vendors when necessary to follow up on invoices, update account information.
- File paid invoices and other financial records.

Mail

- Retrieve mail from NHCA post office boxes three times each week.
- Retrieve headquarters mail from Maurice Sendak Elementary School

Development

- Assist the Executive Director/Principal with the preparation of donor newsletters, annual reports, annual fund drive and special events including school tours.

Data Management

- Enter data in excel, payroll system, donor management software, Food Solutions, Illuminate (Student Information System) or other programs utilized by the organization.

Other Responsibilities

- Greet and assist students, parents, staff, and any visitors warmly and in a professional manner. Maintain appropriate visitor documentation.
- Type and distribute school correspondence including letters, memos.
- Answer phones, provide answers, take messages, and direct calls to the appropriate staff member.
- Help to maintain a positive, nurturing, and achievement-oriented school culture that includes college preparation for all students.
- Assist with and attend meetings on evenings and weekends when necessary.
- Assist leadership team with various tasks as needed.

Qualifications:

- Oral and written proficiency in English and Spanish preferred.
- Strong working knowledge of Microsoft Word and Excel.
- Ability to type 35+ words per minute.
- Knowledge of student information systems a plus.
- Experience with managing and entering data.
- Detail-oriented individual who is willing to do what it takes to get the job done.
- Ability to multi-task in a fast-paced environment.
- Ability to take direction as well as take initiative.
- Positive, professional demeanor.
- Must have a valid California driver's license and provide proof of insurance.
- Must have reliable transportation.
- High school diploma or equivalent required. Some college preferred.
- Coursework in computers, word processing, data management, file-keeping, etc., a plus

Selection of Highly Qualified Personnel

Consistent and well-defined hiring policies and practices will ensure that all employees of the New Horizons Charter Academy have the abilities and attitudes necessary to implement the programs and fulfill the goals delineated in the charter.

The Board of Directors will develop job descriptions for all positions to ensure that applicants have a clear understanding of New Horizons Charter Academy's expectations.

A well-defined and commonly understood mission and vision allows all interview and hiring committees to focus on each applicant's specific qualities and whether the applicant will be successful at New Horizons Charter Academy. All potential applicants are given a copy of the charter and are strongly encouraged to visit the New Horizons Charter Academy during the application process to better understand the mission, goals, and programs.

Staff Member Selection

New Horizons Charter Academy shall select its own staff. New Horizons Charter Academy shall be solely responsible for the selection, hiring, disciplining, and termination of its employees. The District shall not be responsible for any employment related matters involving New Horizons Charter Academy and its employees.

New Horizons Charter Academy staff shall reflect the diversity of the community. Staff will be expected to show potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Some support staff will be selected on their strong English-Spanish bilingual skills to provide classroom assistance (as needed) to teachers, students, and parents during conferences.

Selection of Administrators

New administrators shall be recruited and interviewed by a committee selected by the DEI Board of Directors. Selection will be made by the total membership of the Board of Directors. Any future change in the current structure and/or responsibilities of the Executive Director/Principal must be approved by the Board of Directors.

Selection of Teachers

Prior to selection, all teacher candidates are observed by the teacher selection committee either teaching in their current classroom or are asked to do a demonstration lesson in a classroom at New Horizons Charter Academy.

Selection of Paraprofessionals

Recruitment, testing, interview and selection of paraprofessionals will be overseen by the Executive Director/Principal.

Selection of Day-to-Day Substitutes

New Horizons Charter Academy will utilize fully credentialed (CTC), qualified substitutes from New Horizons Charter Academy's substitute pool of credentialed teachers. An hourly rate of pay will be established yearly.

A High Quality Work Environment

New Horizons Charter Academy is committed to retaining a highly qualified staff by providing a quality work environment and implementing consistent and recognized personnel procedures.

Personnel Handbook

A Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Board of Directors, will be implemented. All employees will receive a copy of the Personnel Handbook upon hire, and continue to receive revisions to policies as approved by the Board of Directors.

The following list represents a selection of the major topics addressed in the Personnel Handbook. *(For more detail, please refer to the copy of the Employee Handbook, attached as Appendix C.)*

- Internal Complaint Review
- Contracts of Employment
- Child Abuse Reporting
- Regular Status, Seniority and Reduction in Force

- Employee Reviews and Evaluation
- Work Basis, Attendance and Tardiness
- Hours of Work, Salary Schedules, Overtime and Paydays
- Employee Benefits and Leaves
- Termination of Employment

Compensation and Benefits

New Horizons Charter Academy Board of Directors with consultation with the Executive Director/Principal will review its salary schedules on an annual basis with the intent that employees be appropriately compensated for their level of performance and expertise.

Payroll will be bi-monthly.

New Horizons Charter Academy will provide the following for all employees:

- Unemployment Insurance
- Any other insurance required by law
- Worker's Compensation Insurance

Full-time qualified employees may receive New Horizons Charter Academy furnished:

- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Short/Long-Term Disability Insurance

Professional Responsibilities and Evaluation

Once hired, all employees will be encouraged to develop and maintain a high level of expertise through on-going professional development opportunities. New Horizons Charter Academy will provide all employees with a wide variety of professional development opportunities, which are not limited to their particular job category, but also include those which promote better understanding of charter school and educational issues in general.

The Professional Responsibilities of hired employees at New Horizons Charter Academy are the following:

Teachers will be responsible for providing California Content Standards and Common Core State Standards-based academic instruction for students in grades K-8.

Teachers will be responsible for continuous participation in professional development that relates to school policies, explore academic research to discuss, collaborate with grade level peers and peers from all grade levels to reflect and plan effective teaching practices relating to student learning and differentiation for all students, explore and collaborate to develop effective strategies to increase student achievement that will address all students' needs; be

involved in various school committees such as safety, curriculum, budget planning, and discipline; participate in welcoming parents, students, and community members to their respective classroom; and conducting ongoing communication with parents, families, and administrators to share and discuss student progress, especially during parent conferences and as needed.

Support Staff will be responsible to provide academic support to students as directed by grade-level teacher; follow school-wide policies; supervise students during recess, lunch, and/or dismissal if needed. Attend staff meeting that require their presence for school-wide professional development, provide translation during parent conferences for teachers who might not speak the student's home language, and provide student support to teachers and students conducting intervention classes and/or content area tutoring.

Administrators such as the Executive Director/Principal and Assistant Principals are responsible to adhere to all the policies and regulations to oversee the school's day-to-day functioning, including evaluating teachers, meeting with the Board of Directors, reaching out to community members to bring resources to the charter, collaborate and dialogue with personnel from LAUSD to be in good standing as it relates to the charter school issues.

All employees are evaluated annually using criteria including, but not limited to, the review of fulfillment of responsibilities according to specific job descriptions and general professionalism.

Teachers

Teachers, regardless of experience level, will use the framework of the Common Core State Standards to engage in reflective practice, plan lessons and instructional strategies, organize professional portfolios, develop cognitive coaching projects and set professional goals. The framework additionally provides teachers with a common language and foundation to engage in meaningful discussions with colleagues and administrators, and to further enhance their teaching skills.

Multiple criteria are utilized for annual teacher evaluations, including, but not limited to, classroom observations and review and analysis of student achievement data. At New Horizons Charter Academy, the Executive Director/Principal and the Assistant Principals will be in charge of evaluating teachers.

Executive Director/Principal

The Executive Director/Principal is committed to consulting the most current research to guide the instructional program and personnel practices of the New Horizons Charter Academy. In addition, the Executive Director/Principal will continue to actively promote the New Horizons Charter Academy's mission statements by seeking innovative solutions to all challenges and by disseminating current educational research and resources to staff members.

Each year, the Executive Director/Principal, working in conjunction with and under the advisement of the Board of Directors, review and update the job descriptions of employees, as needed. The quality and extent to which the Executive Director/Principal have fulfilled his/her specific responsibilities is reviewed by the Board of Directors at the end of the year and recommendations for improvement or next steps are presented.

Non-certificated Staff and Teacher Assistants

All non-certificated staff members will be evaluated yearly by their immediate supervisors, usually the Executive Director/Principal and Assistant Principals. Teacher assistants will be evaluated twice yearly by each of the teachers to whom they are assigned and reviewed by Assistant Principals.

Teacher Credentialing

The Charter School actively recruits credentialed teachers. Teaching assistants and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Credential Records

NHCA Executive Director/Principal will bear responsibility for ensuring that teaching staff provides appropriate documentation of their credentials and will track renewals and other updates as needed.

Financial Administration

In order to run the administrative financial functions of the Charter School, NHCA has contracted with CharterImpact, similar to the other schools in the Los Angeles region, although this structure may change over the course of the charter term. CharterImpact provides full service accounting services in accordance with generally accepted accounting principles (“GAAP”) and school accounting standards, giving NHCA strong internal controls within the system. The Executive Director/Principal bears primary responsibility for the fiscal administration of the Charter School, overseeing the work of CharterImpact.

Staff Evaluations

NHCA believes that all staff benefit from regular and constructive developmental coaching and feedback. In order to ensure the professional growth of all staff at NHCA, regular performance reviews are part of the staff development model. The Executive Director/Principal and Assistant Principals work with all staff to ensure that the development of their goals is appropriate to the description of their position and their role within the Charter School community. The NHCA Board reviews the Executive Director/Principal and supervisors review other staff.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

The Director of Operations and the HR & Office Manager will serve as NHCA's Custodian of Records per the California Department of Justice requirements.

Student Health and Wellness

All students will have opportunities, support, and encouragement to be physically active on a regular basis. Our food vendor provides students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and provides clean, safe, and pleasant settings and adequate time for students to eat.

During Advisory Class - Life Skills, students will engage in health education, including nutrition and the importance of physical activity, drug and alcohol abuse awareness, healthy relationships, sexual health and more. Counseling services will be provided for all students in need of additional social and emotional health support. NHCA is committed to creating a healthy school environment that enhances the development of lifelong wellness practices to promote healthy eating and physical activities that support student achievement. The New Horizons Charter Academy Board reviews our policy each year to ensure we maintain our commitment to wellness. NHCA publishes wellness tips and policies to families in a variety of formats, such as the Family Handbook.

New Horizons Charter Academy is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. NHCA participates in the National School Lunch Program, which follows stringent nutrition standards outlined by the Healthy, Hunger-Free Kids Act of 2010.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

Medication in School:

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

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 shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- 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.
- A description of treatments and prevention of methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

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

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

Drug Free/Alcohol Free/Smoke Free Environment

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

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. NHCA will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at NHCA (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's sexual harassment policy.

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.

As stated in its mission, New Horizons Charter Academy schools seek to bring about fundamental changes in public school instruction that create and share solutions that will eliminate the achievement gap among educationally disadvantaged students. This will be done regardless of students’ racial and ethnic backgrounds. As such, New Horizons Charter Academy strives to maintain a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District’s territorial jurisdiction. In order to accomplish this, New Horizons Charter Academy will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the Charter School.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish and Armenian (the languages of the families in the surrounding neighborhood).

- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Since New Horizons Charter Academy is located in North Hollywood, and it recruits and serves educationally disadvantaged students, outreach efforts (i.e., distribution of physical flyers, brochures, and recruitment materials) will be targeted at the North Hollywood geographic area. This will ensure that New Horizons Charter Academy's racial and ethnic balance is reflective of the District schools nearby since only this population will physically receive printed outreach materials and information about the Charter School.

Outreach Languages

Outreach will be conducted primarily in English, Spanish and Armenian, though we will continue to assess the need to provide outreach in additional languages. As noted previously, our target community is remarkably diverse and includes a multitude of nationalities.

Achieving Racial and Ethnic Balance

As noted throughout this document, our mission is based in a concept of creating a truly diverse Charter School that reflects the neighborhood it serves, and the broader demographics of Los Angeles. As detailed extensively in Element 1, our target community is one of the most diverse areas of this city. New Horizons Charter Academy seeks to embrace this diversity in our student enrollment and ensure a multi-cultural environment rich with unique experiences for our students to learn from one another. NHCA will continuously monitor our progress toward achieving diversity, including a racial and ethnic balance, over the course of the charter term.

New Horizons Charter Academy conducts outreach in its surrounding North Hollywood neighborhoods. This outreach familiarizes local organizations and leaders with New Horizons Charter Academy, and notifies families of how they can enroll their students in the Charter School. Informational presentations may be offered about New Horizons Charter Academy for parents and interested community members. Additional communication channels may also be used, such as sending out press releases to the local media and/or updates via the Charter School website, FaceBook page, Twitter account and NHCA Mobile App.

On-going Recruitment Plan

NHCA continues to have to inform our diverse parents, neighbors and community members about the charter school and what the school has to offer the community. It is our intent to attract a diverse student body reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District; we are reaching out to the community accordingly.

New Horizons Charter Academy plans to utilize a broad-based community outreach program. The initial plan will call for the use of the internet, print media, FaceBook, Twitter, NHCA Mobile App, mailings and local groups and regional organizations.

New Horizons Charter Academy's website is the main source of information about the Charter School. Those searching on the internet for elementary/middle schools in the North Hollywood area should be able to find our school easily. NHCA would also want the parents to be able to read more about the Charter School and its goals and accomplishments before visiting. All of this will be communicated by the Charter School's website and Mobile App. The website is designed to be a source of information about the Charter School and also to highlight important aspects of the educational program and operation that parents may want to know. Besides the website, other marketing websites such as Yelp, Schooldigger.com, localschooldirectory.com, greatschools.com, and laparenthood.com can be used to promote the Charter School online and help parents in finding the school.

With print media, the focus would be on several sources. The first would be a popular parenting magazine called LA Parent and would start in May 2018. This publication is often found at grocery stores and other neighborhood stores. It is a "go-to" guide for parents in the Los Angeles area. Additionally, advertisements would be placed in La Opinion and the Los Angeles Times also starting in May 2018. These newspapers would be the ones that would most likely be accessed by perspective parents. The ads would announce the Charter School and highlight the benefits of attending.

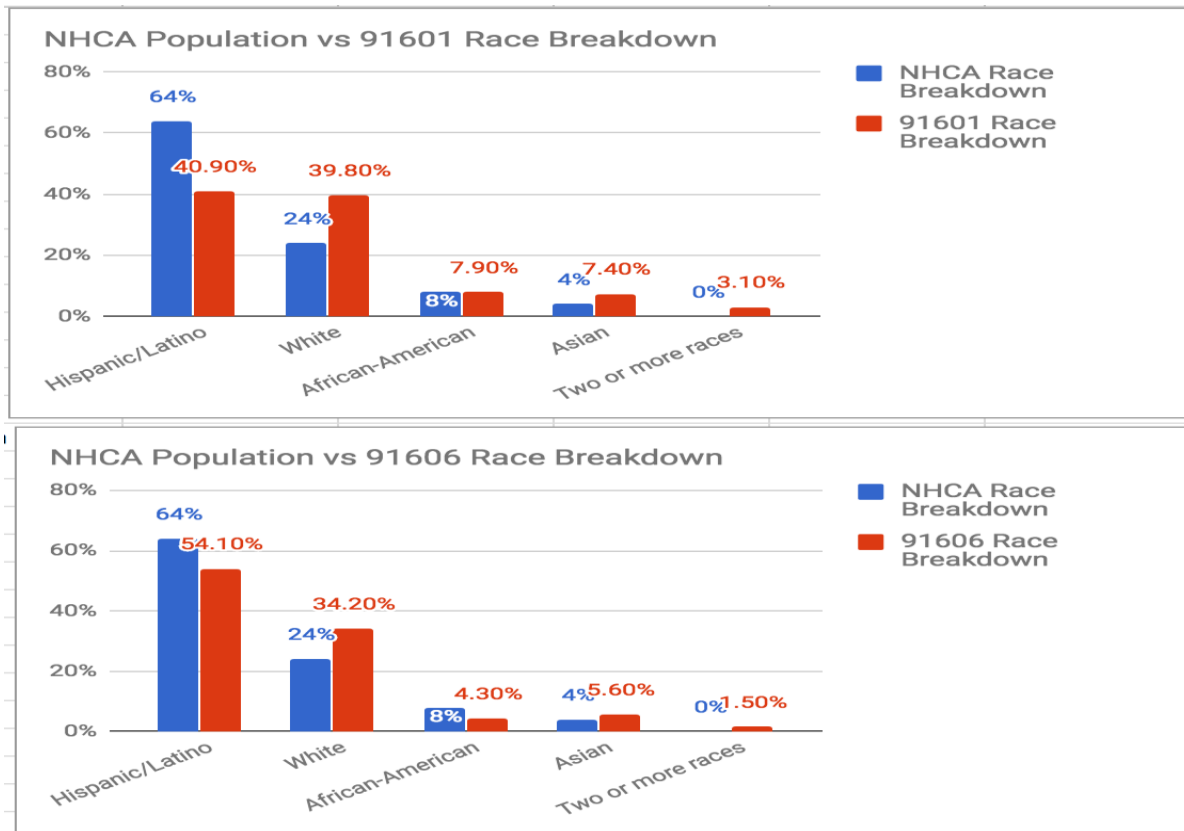
NHCA will conduct a direct mail campaign that targets the homes in the neighborhoods around the Charter School. High quality pictures will assure that our facility will be noticed in mailboxes. This will begin in July 2018 and run until June 30, 2019.

Next, NHCA has utilized the North Hollywood Chamber of Commerce and its resources and strengths to publicize the Charter School. The Chamber of Commerce is well organized and connected to so many groups. It holds mixers and networking events that would be very beneficial to the Charter School. The Charter School would host one of these events to show the business owners and representatives how great NHCA truly is. The Chamber members would then tell associates, friends and family about the Charter School.

NHCA will be talking to the local churches and synagogues to let each congregation know about the New Horizons Charter Academy in their area. These kinds of gatherings would be ideal to get the Charter School's message out to large groups. Some of the churches in the area include: Christ Chapel of the Valley, First United Methodist Church, St. David's Church and St. Paul First Lutheran.

NHCA has a very close relationship with its local councilmen, Tom LaBonge and Paul Krekorian. These two political offices will be used to extend to Los Angeles and the greater Valley's knowledge of the Charter School. As representatives of their communities, their role is to promote new endeavors and successes in their districts. It is anticipated that part of their discussions will include education and of course the new charter school opening that will greatly enhance the community.

The National Council of La Raza works to promote opportunities for Hispanics. One of its primary focuses is on education. NHCA will be working with NCLR and using its experience to help build a school that supports Hispanics and other ethnic groups to excel and reach their educational goals. It is our goal to broaden the involvement of these communities within the greater Los Angeles and Valley communities, which will definitely benefit the Charter School's enrollment.



Demographic Data 15-16							
	SED	EL	SPED	AA	Asian	Hispanic	White
NHCA K-8	86%	32%	8.0%	10.0%	3.2%	61.0%	24.7%
Sendak ES	94%	57%	13%	2.90%	2.50%	87.60%	4.60%
Victory Blvd ES	92%	49%	16%	3.10%	2.30%	84.70%	9.30%
Lankershim ES	86%	37%	13%	5.90%	3.80%	81.60%	4.40%
Bellingham ES	93%	54%	14%	2.40%	1.60%	90.80%	3.80%
Oxnard St ES	90%	48%	13%	1.30%	1.10%	89.60%	5.80%
Burton St ES	98%	9%	8%	4.20%	0.00%	95.30%	0.30%
Camellia Ave ES	90%	47%	10%	1.30%	1.20%	94.00%	2.60%
Coldwater Canyon ES	94%	56%	13%	2.70%	1.70%	85.00%	8.50%
Fair Ave ES	92%	41%	11%	0.80%	1.20%	91.30%	5.00%
Hazeltine Ave ES	93%	48%	10%	2.50%	1.30%	85.20%	8.20%
Monlux ES	78%	30%	13%	3.20%	3.20%	34.50%	55.60%
Korenstein ES	95%	56%	11%	3.20%	0.70%	89.50%	3.60%
Strathern St. ES	92%	36%	9%	0.70%	1.00%	87.30%	8.10%
James Madison Middle	91%	21%	13%	2.10%	2.60%	71.50%	21.10%
Roy Romer Middle	93%	25%	14%	2.30%	1.10%	91.80%	3.50%
Sun Valley Magnet	91%	26%	16%	2.00%	1.20%	92.70%	2.70%
Walter Reed Middle	54%	9%	10%	6.40%	10.90%	46.90%	31.20%
Van Nuys Middle	85%	23%	13%	3.00%	2.70%	82.50%	7.90%
CHARTER SCHOOLS							
CHIME K-8	15%	12%	17%	4.20%	4.80%	21.90%	61.10%
Celerity-Dyad	98%	62%	9%	1.40%	0.10%	98.40%	0.00%
Fenton STEM	89%	18%	11%	2.10%	1.40%	84.10%	10.30%
Fenton Avenue Charter	86%	28%	13%	3.90%	0.70%	93.30%	0.90%
Citizens of World #2	50%	23%	12%	3.00%	13.70%	36.50%	35.70%
Valley Charter ES	29%	9%	10%	0.40%	1.90%	35.60%	49.60%
Ivy Academia K-8	59%	12%	11%	8.90%	6.60%	53.60%	18.80%
Celerity-Palmati	97%	55%	9%	2.30%	1.60%	90.40%	3.00%
Ararat	79%	54%	7%	0.60%	0.00%	11.20%	88.20%
Vaughn Next Century	98%	28%	7%	0.50%	0.40%	98.60%	0.50%
Sherman Oaks ES	26%	9%	10%	7.70%	5.00%	19.00%	60.00%
PUC Community Charter ES	80%	39%	7%	0.40%	0.00%	93.60%	1.20%

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.

NHCA actively recruits a socio-economically and ethnically diverse student population from the District and surrounding areas. As a charter school, NHCA is a school of choice. NHCA shall admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2)(B) and all federal requirements.

The Charter School shall 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.)

The Charter School shall admit all residents of the State of California who wish to attend New Horizons Charter Academy. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. 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).)

NHCA offers school orientation meetings for families to learn about the school; however, attendance at an orientation meeting is optional and will not affect the admission or continued enrollment of any student.

To enter the lottery, families must complete a student Intent to Enroll form.

Once a student has been admitted via the lottery system, enrollment packets for students who are admitted will also gather the following:

1. Completed Enrollment Form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission; with the exception of existing students who are exempt from the lottery and guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given via a staged drawing to the following students in the following order:

1. Siblings of enrolled students
2. Students of Charter School teachers and staff, not to exceed 10% of total enrollment
3. All other students who reside in LAUSD boundaries
4. All other students who do not reside in LAUSD boundaries

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. In no circumstance will a waiting list carry over to the following school year. The Charter School will contact the families of students promoted off the waiting list by phone, email, and mail, and families will have three school days to respond to the school's main office.

The Executive Director/Principal is responsible for overseeing the public random drawing process. Lottery rules, deadlines, dates and times for the random drawing will be communicated on the Intent to Enroll application and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date, so that all interested parties may observe the lottery. The lottery will occur at the Charter School and, in order to ensure that the most number of interested parties will be able to attend, the public random drawing will be held either on a Saturday or on a weekday in the evening. The lottery will be conducted publicly, which will ensure that lottery procedures are fairly executed. The Charter School will keep application forms and all documentation of the lottery on file to document the fair execution of lottery procedures.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the DEI Board as necessary.

November	Application forms available at school administrative office or online at the Charter School's website.
Last week of January	Public random drawing conducted (if necessary). Admission notification and enrollment packets are distributed upon student's selection at public random drawing.
Two Weeks After Lottery/ Approximately the Second Week of February	Completed enrollment packets due back to the Charter School within two (2) weeks of date of the public random lottery, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

If a public random drawing is necessary, families will be informed of the date, time, and place of the drawing via mail, telephone, and e-mail/on the Charter School's website. In order to ensure that the most number of interested parties will be able to attend, the public random drawing will be held either on a Saturday or on a weekday in the evening. NHCA will hold the public random drawing in a public location to ensure that the lottery is open to any interested parties to observe. For example, the public random drawing may be held in the Charter School's auditorium or public meeting room, in the community meeting room of a local police station or community organization center, or another publicly-accessible place, which is near to the location of the Charter School.

New Horizons Charter Academy utilizes a broad-based community outreach program to recruit students, including students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. The Charter School's recruitment plan calls for the use of the Internet, print media (such as La Opinion), Facebook, Twitter, the NHCA Mobile App, mailings, and outreach to local groups and regional organizations, including churches and other houses of worship.

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

The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The DEI Board will select an independent auditor through a request for proposal format. The Executive Director/Principal will work and support the audit and will be responsible for following up with any audit requirements. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable

Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director/Principal, along with the audit committee, if one is appointed by the Board, will review any audit exceptions or deficiencies and report to the DEI Board of Directors with recommendations on how to resolve them. The 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. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of New Horizons Charter Academy verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any the staff of the organization, including the Executive Director/Principal. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Board of Directors will review and approve the audit no later than December 15.
- The Director of Operations will be responsible for submitting the audit to all reporting agencies no later than December 15.

Audit exceptions and deficiencies are resolved in conference with the auditor to the satisfaction of LAUSD. New Horizons Charter Academy, specifically the Executive Director/Principal, resolves any outstanding issues within three weeks from the audit prior to the completion of the auditor’s final report. New Horizons Charter Academy provides the District, the County, the State Controller, the CDE and/or any other required agencies with the final audit results within four months following the close of the fiscal year.

The independent financial audit of the Charter School is 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 Discipline System

New Horizons Charter Academy recognizes that appropriate school behavior is critical to the academic success and creating an effective learning community. A strong discipline foundation policy should minimize the loss of student instruction time due to removal from classes caused by misbehavior.

Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at New Horizons Charter Academy. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the

ability of all to learn.

Effective discipline maximizes the amount of time student and staff spent on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process.

Effective discipline also considers the age and development of the student in framing instruction of appropriate behavior and consequences for misbehavior. It is educational not punitive and includes building relationships and using restorative practices to reengage students in their learning community.

NHCA bases its Discipline Foundation Policy on its focus on our guiding principles outlined in our Mandala Words. These values hold true for the entire school community.

Academy Mandala Words

The word "mandala" means circle. It represents wholeness, and can be seen as a model for the organizational structure of life reminding us of our relation to the infinite, the world that extends both beyond and within our bodies and minds. Each member of our community, which makes up New Horizons Charter Academy is expected to embrace the guiding principles represented by our Academy Mandala Words:

Community

- We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others. We take responsibility for the life of our community.

Empowerment

- We claim our power to define ourselves and to struggle for liberty.

Well-Being

- We nurture our minds, bodies and spirits by practicing healthy habits.

Creator

- We express our uniqueness, imagine new possibilities, shape ourselves and, and impact the world.

Love

- We care deeply about others, and ourselves and express this through our actions.

Integrity

- We constantly seek understanding by asking questions of ourselves and of the world around us.

Scholars

- We are critical thinkers engaged in a lifelong pursuit of knowledge.

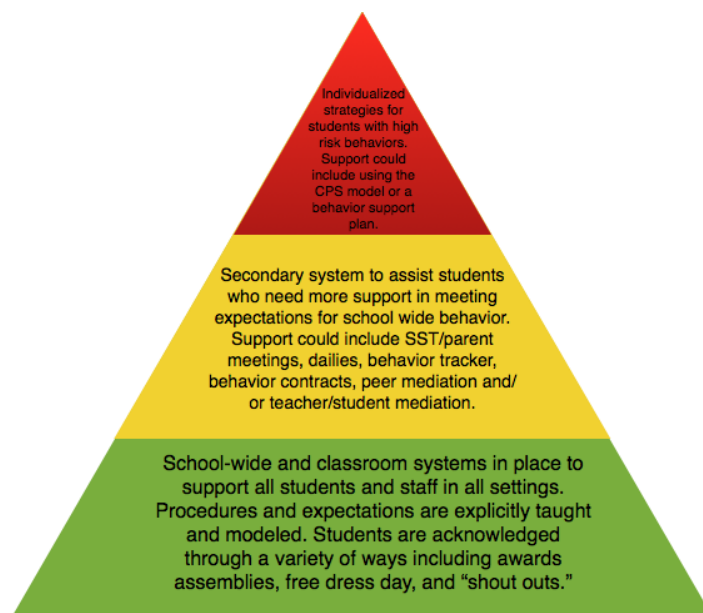
Activists

- We envision a just and humane world, strive to make it real, and inspire others to do the same.

Courage

- We have the strength to recognize and challenge our fears.

New Horizons Charter Academy implements Restorative Justice practices in conjunction with School-wide Positive Behavior Intervention and Support and Support which both promote trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The Restorative Justice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm.



The first tier is prevention. Students are introduced and taught the NHCA Cloud9 Advisory Social Emotional Scholar Lessons and the school wide expectations during the first three weeks

of school. NHCA Cloud9 Advisory Social Emotional Scholar Lessons are one to two sentence lessons posted in each classroom that remind students and staff of the expectations of behavior. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary. These lessons and expectations are reinforced by all staff members on campus on a daily basis. Additionally, relationships based on trust and respect is developed between students and staff helping to strengthen the school culture.

When a student engages in a behavior that does not match school-wide expectations, teachers and staff members can use a variety of strategies to redirect the behavior. The following illustrates Level I behaviors and possible responses:

Level I Behaviors*	Level I Responses*
Off task/not focused, not keeping hands to him/herself, name calling, passing notes, visible electronic devices/ear buds, excessive noise making, out of seat, excessive talking, chewing gum/eating/drinking in class, throwing objects, yelling, not following directions, inappropriate/vulgar comments, out of uniform	Restate rules/expectations, redirect student, model and provide examples, proximity, precise praise, move students' seat, have student repeat behavior correctly, speak to the student privately, use positive framing

Tier II encompasses a smaller group of students (15-20%) who will require a more intensive intervention in order to consistently follow behavioral expectations. Tier III students (about 5%) will require the most intensive interventions for progress toward mastery of behavioral skills. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences. The following tables illustrate Tier II and Tier III behaviors, as well as possible responses.

Level II Behaviors*	Level II Responses*
Repeated Level I behaviors with little positive response to Level I responses, rude or disrespectful behavior, throwing dangerous objects, horseplay, profanity, verbal harassment, no show for detention or reflection, violation of safety rules, committing dangerous acts, lying or misleading staff, misuse of school property, bullying, threatening bodily harm, severe tardiness	Peer mediation/ conflict resolution, detention/reflection in classroom (arranged by teacher), phone call to parent (best used in tandem with other responses), parent conference with or without admin, parent supervision, referral to counselor, referral to admin, student/teacher conference with admin, establishment of behavior tracker or daily check in, admin detention request, pre-suspension conference, confiscation, Saturday School, lunch detention, school beautification, parent/student conference, SST referral, home visit, buddy classroom/teacher, school based mentor

Level III Behaviors*	Level III Responses*: Immediate Office Referral and Incident Report
Repeated Level II behaviors with little positive response to Level II responses, vandalism, using force against another student or staff member, leaving class or otherwise designated area without permission, weapons possession, drug possession, use, or distribution, fighting, threatening violence, participating in group violence, leaving school premises without permission, theft or possession of stolen property, lewd or indecent behavior, posting of slanderous, humiliating, bullying, or threatening materials around school or the Internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity	<p>The following will serve as alternatives to suspension/expulsion: Parent/student conference, SST referral, individual behavior student contract, CPS (Collaborative Problem Solving) support plan, home visit, parent supervision, individual counseling, referral to drug counseling, community service, threat assessment, school based mentors, multi-agency collaboration</p> <p>Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion</p>

*It is important to note that these lists are examples of behaviors and responses and there are behaviors and responses that are not listed. Depending on the severity of the infraction, suspension and law enforcement intervention may be the legally required consequence.

It is important to note that all school stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff.

Student Responsibilities:

- Take responsibility for their behavior and hold themselves to high standards
- Work to achieve at high levels
- Come to school every day, on time, ready to learn
- Follow school and classroom expectations and rules
- Participate as members of the learning community
- Treat teachers, administrators, staff, other students and themselves with respect
- Help teachers and other students understand their culture and learn about and be respectful of the cultures of others
- Comply with reasonable requests from school staff
- Model positive behavior
- Participate in problem solving for individual and school concerns

Family Responsibilities:

- Take responsibility for the behavior of their student as determined by law, community practice and school expectations
- Participate in and support school activities
- Teach students to be respectful of others and reinforce school expectations
- Model positive, respectful and appropriate school behavior
- Teach students that behavior has consequences
- Encourage and praise their student's achievements
- Discuss feedback on progress with their student
- Communicate with school staff to ensure that staff know and understand their student better and are better able to teach them effectively.
- Share information and insights with school staff to help them teach their child

School Responsibilities:

- Develop a school wide behavior plan and share with staff, students and families
- Ensure that new teachers, administrators and other staff know and understand the school wide plan and regularly review the school plan with all staff
- Review outcomes and modify plan, with particular attention to whether the school is reducing the number of out of school suspensions
- Provide a process for addressing student concerns
- Implement a defined system for teaching the expectations at the beginning of the school year and periodically throughout the year; Teach social skills to increase students' repertoire of appropriate responses
- Ensure that the school is welcoming to families of all cultures and backgrounds
- Communicate school expectations to families
- Inform families of both their student's positive behavior and of behavior-related concerns
- Communicate with families whose students have been victimized at school
- Ensure that teams of teachers and support staff provide interdisciplinary problem solving and to address identified needs

Every student has the right to be educated in a safe, respectful, and welcoming environment and every educator has the right to teach in an atmosphere free from disruptions that impede instruction and learning. This discipline foundation policy will establish the culture needed for students to achieve both academic and social success.

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, NHCA has developed a comprehensive set of student discipline policies and is compliant with California Education Code Section 48900 and principles outlined in the District's Discipline Foundation Policy and School Discipline Policy. Teachers receive professional development annually on alternatives to discipline and positive behavioral support, and individual support is provided to teachers who are demonstrating excessive behavior referrals or classroom management challenges.

Policies regarding suspension or expulsion follow LAUSD guidelines and conform to applicable state and federal laws regarding all students, including California Education Code 48900, Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree.

NHCA understands that elementary school children may misbehave as they experiment with the boundaries of their community, and develop pro-social behaviors as positive members of their community. We always seek first to understand what may be driving a student to make inappropriate choices, and to address the root causes rather than just the observed behavior. However, we also must prioritize maintaining the safety of our community, and will take action as needed to make that a priority.

In-School Suspension

If deemed necessary, NHCA will use In-School Suspension for Level III behaviors. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.

DISCIPLINE POLICY

New Horizons Charter Academy will adhere to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. While based on NHCA's successful discipline policies for students at our other schools, in order to ensure stakeholder "buy-in," the school-wide discipline policies at NHCA's were developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. This policy includes, but is not limited to the students' rights and responsibilities while on school grounds as well as the school's suspension and expulsion policies. We design the school to focus on a positive school climate consistent with the School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, which include teacher conversation using Restorative Justice and redirection (See alternatives to suspension table). The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process.

NHCA ALTERNATIVES TO SUSPENSION

Coordinated Behavior Plan for Any Student Whose Behavior has Impeded Learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of data and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student's schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program should be tailored to the student's needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self-charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student's behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready to provide.
Counseling	Students are referred for participation in group or individual counseling.
Parent Supervision in School	Following existing school-site visitation policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Problem-Solving/Contracting	Used negotiation/problem-solving approaches to assist student to identify alternatives. Develop a contract which includes reinforcers for success, and consequences for continuing problems.

Upon enrollment and at the beginning of each school year, NHCA families will each receive a copy of the Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the School's discipline policy, which reflect the discipline policy as outlined in this petition. Parents will receive notification of all suspension and expulsion policies. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include extra recess or privileges such as free dress and negative consequence include completing a reflection. Students who do not adhere to stated expectations for behavior and who violate the school's rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Executive Director/Principal or Assistant Principals or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and disrupted school activities, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

New Horizons Charter Academy's Executive Director/Principal bears primary responsibility for overseeing all student discipline. The Executive Director/Principal and Assistant Principal (s) have the authority to suspend students.

Student Suspension and Expulsion Policy

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 Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time 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.

Suspended or expelled students shall be excluded (e.g. not permitted to participate) from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; 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 of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 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.
- g. Stole or attempted to steal school property or private property.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to 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.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school- sanctioned events.

- q. Made terroristic threats against school officials and/or school property. 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
- r. the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s. 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.
- t. Caused, attempted to cause, threaten 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.
- u. Intentionally harassed, threatened or intimidated 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 student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v. 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 acts 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:
 - a. 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.
- b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. 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 transmission 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:
- a. A message, text, sound, or image.
 - b. 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.
 - c. 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.

- a) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet
- b) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- c) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal 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 students had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee’s concurrence.
- b) Brandishing a knife
- c) Unlawfully selling or otherwise furnishing a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- d) Committing or attempting to commit a sexual assault, as defined in subdivision (n) of Section 48900 or committing a sexual battery, as defined in subdivision (n) of Section 48900
- e) Possession of an explosive

Any student who commits or attempts to commit a sexual assault or who commits a sexual battery must be recommended for expulsion, regardless of grade level. In some instances, sexual harassment, sexual battery or sexual assault may also constitute child abuse. Child abuse reporting procedures, sexual harassment policies and procedures, and disciplinary policies and procedures must be effected in a coordinated manner. If child abuse is suspected or alleged, a suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

The following offences must constitute a recommendation of expulsion unless the Executive Director/Principal determines that the expulsion is inappropriate:

1. Causing serious injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

If it is determined by the Board of Directors that a student has brought a fire arm 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.

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.

c. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director/Principal or the Administrator’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director/Principal-or designee.

The conference may be omitted if the Executive Director/Principal-or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s 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. This conference shall be held within two school days of when the Executive Director/Principal-or designee determines that the student committed a suspension offense, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Executive Director/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 state the date and time when the student may return to school. If the Executive Director/Principal-or designee of New Horizons Charter Academy ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, or twenty (20) school days per year. Upon a recommendation of Expulsion by the Executive Director/Principal or Executive Director/Principal’s designee, 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 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 Executive Director/Principal or Executive Director/Principal's designee upon either of the following:

- 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director/Principal or designee and/or the classroom teacher, to complete instructional activities missed due to his suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

Access to Education

The Executive Director/Principal or administrative designee will make arrangements with parents/guardians to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For students who are suspended pending expulsion, independent study will be offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. For students who do not voluntarily agree to this option, the Charter School will provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Appeal of In-school and Out-of-School Suspension

If a parent or guardian disagrees with a suspension, he/she must file a written objection to the co-Principal to the suspension within five (5) school days, explaining the reason for the disagreement. The Executive Director/Principal or administrative designee (e.g., another NHCA administrator not involved in the suspension) will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the Executive Director/Principal will have authority to determine whether to:

- a. Uphold the suspension in all respects.
- b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
- c. Overturn the suspension and expunge the suspension from the student's records.

The Executive Director/Principal or administrative designee's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, such as a medical emergency, the hearing, if requested, shall be held within thirty (30) school days after the Executive Director/Principal determines that the pupil has committed an expellable offense and has made a recommendation for expulsion.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days by the Executive Director/Principal 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 expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. 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 which shall be examined only by the Charter School or the hearing officer who is selected among the Administrative Panel members). Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Presiding Officer conducting the 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 Presiding Officer 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 Presiding Officer 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 person presiding over the hearing from removing a support person whom the

presiding person finds is disrupting the hearing. The Presiding Officer 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 person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the 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 the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person 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.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence 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 hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing, whether the Administrative Panel or the Board conducts the hearing. The Board shall make its decision during a public meeting. The decision of the Board of Directors is final.

If the Board adopts a recommendation to expel a student, the procedures outlined below will be followed. If the Board rejects a recommendation to expel a student, the student shall immediately be returned to his/her educational program. If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

If the Board hears a case and it decides to expel a student, the procedures outlined below will be followed. If the Board decides not to expel a student, the student shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director/Principal, within 10 schooldays following a decision of the Board of Directors to expel, shall send by mail written notice of the decision to expel, including the Board of Directors' adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense(s) committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
- c. Reinstatement eligibility review date
- d. A copy of the student's rehabilitation
- e. The type of educational placement during the period of expulsion
- f. Notice of appeal rights/procedures

Appeal of Expulsion

An expulsion may be appealed within ten working days of expulsion decision and must be submitted in writing to the Executive Director/Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal will be considered by the New Horizons Charter Academy Governing Board and the family will be able to file a written appeal to the hearing finding. The appeal and the Governing Board's review of the Administrative Panel's decision shall be limited to the following questions:

- Whether the Administrative Panel acted without or in excess of its jurisdiction
- Whether there was a fair hearing
- Whether there was a prejudicial abuse of discretion in the hearing
- Whether there is relevant material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel

For a student who is not reinstated upon appeal, the family will be sent written notification by the Executive Director/Principal, within 24 hours of such decision, including specific reasons why appeal was denied. The decision of the NHCA Board of Directors will be impartial and final. New Horizons Charter Academy will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

Rehabilitation Plans and Readmission

The readmission process will include a meeting with the Executive Director/Principal, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Executive Director/Principal shall make a recommendation the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. New Horizons Charter Academy is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. NHCA shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. New Horizons Charter Academy's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, NHCA shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

In the event of a decision to expel a student from NHCA, New Horizons Charter Academy works cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If the decision is to "not expel" the student, the student remains enrolled at the Charter School.

The Executive Director/Principal shall send by mail a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

The Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

NHCA will help provide the parent necessary information and a list of placement options. Pupils 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.

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.

NHCA Board of Directors will determine salaries and benefits, working conditions, calendars, holidays, vacations, work days, and the work year, or may delegate these responsibilities to the CEO with the exception that the Executive Director’s salaries and benefits will be determined by the Board of Directors. When appropriate, the Board may obtain feedback from the school community (i.e., administrators, teachers, parents) on these items.

NHCA Director of Operations will be responsible for working with any applicable vendors (e.g., payroll companies, etc.), to ensure that the following retirement program data, paperwork, and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members.

State Teachers’ Retirement System (STRS)

Any full-time certificated employees who are eligible may elect to participate in the State Teachers’ Retirement System. Participating employees will contribute the required percentage, and NHCA will contribute the employer’s portion required by STRS. NHCA Director of Operations will oversee that retirement data will be reported and payments will be made via the Los Angeles County Office of Education (LACOE) in accordance with procedures established by STRS. NHCA will continue STRS participation for the duration of the Charter School’s existence under the current County-District-School (“CDS”) code.

403 (b) or Federal Social Security

All non-certificated and certificated employees are eligible to contribute to the 403 (b) Retirement Account based on their own choice of deductions. All non-certificated employees will participate in the federal Social Security system. NHCA will continue 403 (b) participation for the duration of the Charter School's existence under the current 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.

New Horizons Charter Academy works to communicate to all prospective and current parents and students that NHCA is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students are informed of their public school attendance alternatives during the enrollment process by sharing district literature such as the Choices brochure and refer them to LAUSD Pupil Services for additional support. No student will be required to attend New Horizons Charter Academy.

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

Richard Thomas, Executive Director/Principal
New Horizons Charter Academy
5955 Lankershim Blvd.
North Hollywood, CA 91601

- 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

Richard Thomas, Executive Director/Principal
New Horizons Charter Academy
5955 Lankershim Blvd.
North Hollywood, CA 91601

- 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.

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. *Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.*
9. *Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.*

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf

of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the

nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its

regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand

to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. The policy shall be endorsed to name the Los Angeles Unified School District *and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

New Horizons Charter Academy (also referred to herein as “[NHCA]” 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.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.

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

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

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(1).

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration,

administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
New Horizons Charter Academy
5955 Lankershim Blvd.
North Hollywood, CA 91601

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise

on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
New Horizons Charter Academy
5955 Lankershim Blvd.
North Hollywood, CA 91601

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and

reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf

of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer

irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than

Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS**District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and

- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)