

LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 12/16/2025
(BR: 204 -25/26)
TERM: 2026 – 2031



N.E.W. Academy of Science and Arts

Petition for Charter Renewal

379 Loma Drive
Los Angeles, California 90017
213-413-9183

Los Angeles Unified School District
Charter Schools Division
333 South Beaudry Ave., 20th Fl.
Los Angeles, CA 90017

Submitted: September 19, 2025

Charter Term: July 1, 2026 – June 30, 2031

Table of Contents

<i>Assurances, Affirmations, and Declarations</i>	2
<i>Element 1: The Educational Program</i>	4
General Information.....	8
Self-Reflection for Charter School	8
CHARTER RENEWAL CRITERIA AND ELIGIBILITY	14
Goals and Philosophy	26
Annual Goals of the Charter School	30
Instructional Design	37
Professional Development	58
Meeting the Needs of All Students	62
<i>Element 2: Measurable Pupil Outcomes and</i>	81
<i>Element 3: Method by which Pupil Progress Toward Outcomes will be Measured</i>	81
<i>Element 4: Governance</i>	91
<i>Element 5: Employee Qualifications</i>	108
<i>Element 6: Health and Safety Procedures</i>	113
<i>Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance</i>	120
<i>Element 8: Admission Policies and Procedures</i>	123
<i>Element 9: Annual Financial Audits</i>	132
<i>Element 10: Suspension and Expulsion Procedures</i>	134
<i>Element 11: Employee Retirement Systems</i>	165
<i>Element 12: Public School Attendance Alternatives</i>	167
<i>Element 13: Rights of District Employees</i>	168
<i>Element 14: Mandatory Dispute Resolution</i>	169
<i>Element 15: Charter School Procedures</i>	173
<i>Additional Provisions</i>	180

Assurances, Affirmations, and Declarations

N.E.W. Academy of Science and Arts (also referred to herein as “NASA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

General Information

The contact person for the Charter School is:	Dr. Eric Todd
The contact address for the Charter School is:	379 S. Loma Drive Los Angeles, 90017
The contact phone number for the Charter School is:	(213) 413-9183
The current addresses of the Charter School are:	379 S. Loma Drive Los Angeles, 90017 303 S. Loma Drive Los Angeles, 90017 345 Columbia Avenue Los Angeles, 90017 375 Columbia Avenue Los Angeles, 90017
Location is in the LAUSD Board District:	2
Location is in the LAUSD Region:	East
The grade configuration of the Charter School is:	TK-5
The number of students in the first year will be:	406
The grade levels are:	TK-5
The total enrollment capacity will be:	450
The type of instructional calendar will be:	Traditional
The regular bell schedule will be:	M, W, Th, F: 8:00 am – 2:40 pm Tuesdays & Minimum Days: 8:00 am – 1:00 pm
The term of this Charter for Middle and High performing schools:	July 1, 2026 – June 30, 2031

Self-Reflection for Charter School

Academic Performance Data and Other Absolute and Comparative Performance Indicators + Areas of Challenge

A comprehensive review of academic performance can be found in the “Charter Renewal Criteria” section below.

N.E.W. Academy of Science and Arts serves a uniquely high-needs student population: 73% English Learners, 100% Socioeconomically Disadvantaged, 14.5% Students with

Disabilities, and 98.5% Hispanic/Latino. Despite these demographics, NASA has consistently outperformed the state and district in several academic indicators. However, performance data from the 2023-2024 California School Dashboard (Dashboard) and verified NWEA MAP assessments also highlight specific areas of challenge that must be addressed to ensure equity and ongoing growth.

Strengths to Leverage

Despite these challenges, NASA has demonstrated notable successes:

- **Math Achievement and Growth:** Math results have continued to improve from 2021 to 2025 on the CAASPP, from 45.7 points below standard in 2022 to 26.6 points below standard in 2025, according to the California Dashboard.
- **Suspension Rates:** NASA consistently earns Blue on the California School Dashboard (“Dashboard”), significantly surpassing state averages.
- **Stability Rate:** With an average of 95% over 7 years, compared to 88% for neighborhood schools and 90% for the district, NASA ensures most students have a full year of uninterrupted learning. This is based on the DataQuest Stability Rate report and uses schools where NASA students would have otherwise attended as the list of neighborhood schools.
- **Equity Context:** NASA outperformed both the state and neighborhood schools in Math and ELPI, despite serving significantly higher concentrations of EL and SED students.
- **Local Indicators:** All local indicators (teacher credentials, instructional materials, academic standards implementation, parent engagement, climate surveys, and course access) were rated as “Standard Met” in 2023, 2024, and 2025.

N.E.W. Academy of Science and Arts demonstrates strong performance relative to its neighborhood schools¹ (see Charter Renewal Criteria subsection on page 14 below) and state averages, particularly in Math and school climate indicators. However, attention is required in ELA achievement and growth, sustained English Learner progress, Students with Disabilities outcomes, and consistent literacy development in the early grades. By addressing these challenges, NASA can leverage its strong foundation in math achievement, student stability, and safe school climate to ensure equitable outcomes and long-term academic success for all students.

Success of the Key and/or Innovative Features of the Educational Program

NASA’s educational program is rooted in the school’s mission and vision and designed to help students become leaders in a multicultural environment.

LANGUAGE ACADEMY PROGRAM. NASA offers a dual-language program with two cohorts per grade level. The Language Academy aims to give all students the opportunity to achieve high academic success and language proficiency in at least two languages, English and

¹ Schools that NASA students might otherwise attend if NASA wasn’t an option in their community.

Spanish. Students join this program in Transitional Kindergarten/Kindergarten or first grade and continue through elementary school.

CULTURAL-RELEVANT INSTRUCTION. Latino American/Latino literature and cultural references are integrated into the instructional experience to increase the relevance of school in students' lives. The background and culture of all students are respected and valued.

SMALL-GROUP INSTRUCTION. Teachers implement small-group instruction to support students based on their proficiency level and promote student interaction. In small-group instruction, teachers are able to focus on specific needs.

INTERDISCIPLINARY PROJECT-BASED CURRICULUM. Teachers engage students in project-based learning by organizing curricula around central ideas, building on students' prior knowledge, connecting learning to students' lives, and addressing learning expectations. Students are able to understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers.

TECHNOLOGY INTEGRATION. Teachers integrate technology into their instruction, using videos, computers, TV screens, and application software. By implementing technology in the curriculum, students will learn to problem solve and develop critical thinking skills to meet the demands and be successful in the 21st century.

RESEARCH-BASED PRACTICES. NASA uses curriculum and instructional strategies founded on proven, effective best practices. Some of the practices teachers use in the classroom include sentence starters, word banks, and hands-on activities (Olds et al., 2021). They use the students' background knowledge and primary language (L1) (Cummins, 2007) as best practices to support language development. Other practices our teachers utilize include Specially Designed Academic Instruction in English (SDAIE) strategies (Zulmara & Necochea, 2003), such as graphic organizers, visuals, realia, scaffolding, teaching academic vocabulary, modeling, student collaboration, small group interactions, and Total Physical Response (TPR).

INTERVENTION, TUTORING, AND INTERSESSIONS. Teachers create intervention groups in the classroom to help struggling students in ELA and Math. These additional supports target specific student needs. N.E.W. Academy of Science and Arts also implemented expanded learning opportunities for students performing below grade level in ELA/Math to receive support and improve their reading, comprehension, writing, and math skills.

SCHOOL CULTURE AND CLIMATE. NASA implements the Character Counts! Framework (Character Counts, 2019) across our school and curriculum to help students develop good character in accordance with the program's Six Pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Character Counts! is aligned with the

Positive Behavioral Interventions and Supports (PBIS) framework to promote a positive school culture and climate.

PROFESSIONAL DEVELOPMENT. Professional development includes teacher, staff, and parent coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Professional development is focused and intentional, based on school data (state-mandated and locally adapted assessments). Some of the professional development opportunities include Multi-Tiered System of Supports (MTSS), special education, Universal Design for Learning (UDL), English language development (designated and integrated ELD), Positive Behavioral Interventions and Supports (PBIS), physical education (standard and skill-based), mathematics (number sense, problem solving, and strategies), language arts (science of reading, foundational skills, and comprehension strategies), and English language learners (ELL) strategies (Thinking Maps, SDAIE, small group, cooperative work, and sentence starters).

FAMILY COMMUNITY SCHOOL PARTNERSHIP. N.E.W. Academy of Science and Arts actively engages families and the community in the life of the school. Students are encouraged to participate in community service. With its high range of community involvement and events, N.E.W. Academy of Science and Arts serves as a hub for the neighborhood and a specific underserved Los Angeles community.

SOY BILINGÜE FESTIVAL (SBF). The *Soy Bilingüe Festival* is an annual event that celebrates our students' and their families' culture and language. As a Dual-Language school, N.E.W. Academy of Science and Arts welcomes, honors, and includes our students' and families' heritage in the curriculum. The impact of such an event has created awareness in the families and the community at large of the importance and benefits of being multicultural and multilingual.

NASA ALUMNI SCHOLARSHIP. N.E.W. Academy of Science and Arts has awarded scholarships to NASA alumni since 2017. Our goal is to promote the importance of higher education and plant the seed in the imagination of our current and former students to dream big, help them understand that their efforts will bear fruit, and encourage them to continue their education.

PARENT ADVOCACY SERVICES. NASA, along with our Parent Advocate have developed a strong connection with our families, offering multiple opportunities to participate in their children's education. Some areas of parent involvement include:

- School Site Council (SSC)
- English Learner Advisory Committee (ELAC)
- Coffee with the Principal
- California Bilingual Education (CABE) Conference
- Supporting school lunch service
- Attending collaborative meetings with teachers

- Supporting school and classroom activities
- Attending parent workshops

RECOGNITION. NASA was recognized for the 2019 Los Angeles County Top Public School for Low-Income Latino Students in Math by Innovate Public Schools. In 2025, NASA was recognized as a California Distinguished School for closing the achievement gap by the California Department of Education.

Success of the Charter School's Educational Program in Meeting the Specific Needs of its Student Population

N.E.W. Academy of Science and Arts has a well-developed instructional program that meets the needs of all student groups. English Learners receive standards-aligned, designated, and integrated ELD based on the California ELD standards. NASA has in place the MTSS (Multi-Tiered System of Supports) framework where all students receive supports to improve student performance. Differentiated instruction relies on regular data analysis and progress monitoring.

N.E.W. Academy of Science and Arts is a Transitional Kindergarten through fifth-grade elementary school near downtown Los Angeles, in the Pico Union/Westlake neighborhood. The area was and is a high-density area that is largely populated with Latino immigrant families and identified with poverty.² New Economics for Women (“NEW”), through its work to improve the lives of Latinas and their families, and as a community development organization in the early 2000s, saw the need for a school that would empower and help families in the Pico Union/Westlake.

New Economics for Women envisioned a community school that would serve the Pico Union/Westlake neighborhood. With this in mind, New Economics for Women established N.E.W. Academy of Science and Arts. The school first opened its doors in 2003 upon authorization by LAUSD. It included goals for equipping low-income students for academic success and community participation in a child-centered environment where students work cooperatively, think critically, are self-directed, and respect cultural diversity. We believe that this innovative approach sets us apart from other schools.

N.E.W. Academy of Science and Arts serves a unique Los Angeles community. Located in the Pico Union/Westlake neighborhood, NASA served 417 students in the 2024-25 school year. Our student demographics since our last renewal in 2018.

² Neighborhood Data for Social Change, Community Care and Power in Pico-Union:
<https://la.myneighborhooddata.org/2023/12/community-care-and-power-in-pico-union-2/>

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
Total Enrollment	407	438	422	414	408	408	417
African American	0.7%	0.5%	0.5%	0.2%	0.2%	0.2%	0.5%
Filipino	--	--	--	--	0.2%	0.2%	0.2%
Hispanic / Latino	98.3%	98.4%	98.6%	99.5%	98.5%	98.5%	98.3%
White	0.5%	0.7%	0.5%	--	0.5%	0.5%	0.7%
Two or More Races	0.5%	0.5%	0.5%	0.2%	0.5%	0.5%	0.2%
English Learners	77.9%	69.9%	70.9%	79.2%	75.5%	73%	65.2%
Foster Youth	--	0.2%	--	--	0.2%	--	--
Homeless Youth	1%	0.7%	0.7%	1.2%	0.5%	0.2%	--
Students with Disabilities	10.6%	8%	12.8%	14.5%	14.5%	14.5%	11.8%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	99.8%

California Department of Education. (2020). *DataQuest (CA Dept of Education)*.
 Ca.gov.<https://dq.cde.ca.gov/dataquest/>

NASA’s student demographics have remained largely stable since 2018. The NASA charter has been consistently renewed without issue since its first renewal cycle in 2008.

Areas of Challenge

English Language Arts (ELA) Achievement and Growth. ELA has shown modest improvement (Orange in 2023 to Yellow in 2024), yet performance remains below standard for all subgroups. The overall Distance from Standard in 2024 was –37.1, with English Learners (ELs) at –42.8 and Students with Disabilities (SWD) at –80.2. Improving literacy outcomes for ELs, SWDs, and Hispanic/Latino students is a priority.

English Learner Progress Indicator (ELPI). With 73% of students classified as ELs, ELPI is a critical measure. After achieving Green in 2023 (61.6% making progress), performance dropped to Orange in 2024 (52.8%). While NASA remains above the state average, year-to-year inconsistency suggests the need for stronger, sustained supports in language development and reclassification readiness.

Students with Disabilities. Performance lags across all academic indicators. Although there were modest gains from 2023 to 2024, the subgroup’s Distance from Standard (DFS) remained at –80.2 in ELA and –79.2 in Math in 2024. Targeted interventions, inclusive instructional practices, and additional supports are being implemented to close this persistent gap.

Early Grade Math Foundations. While overall Math achievement is a strength, early grade performance shows variability. Kindergarten and first grade posted negative growth in multiple years, which may undermine long-term gains. Strengthening foundational math instruction in the primary grades is essential.

Chronic Absenteeism. NASA's chronic absenteeism rate remains at Yellow for 2023 and 2024. While the rate is lower than the state average, absenteeism continues to affect student achievement, particularly in ELA. Targeted attendance interventions are being implemented to reduce lost instructional time.

CHARTER RENEWAL CRITERIA AND ELIGIBILITY

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607.2(b)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the Dashboard and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria – Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria unless the chartering authority makes a finding to approve for a two-year term – Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of the students, evaluated using the Dashboard and Education Code Section 47607.2(b).

The CDE has published a list of high-, middle-, and low-performing charter schools. N.E.W. Academy of Science and Arts is pleased to have been deemed a middle-performing school by the CDE and is thus eligible for a default renewal standard for a five-year term.

The state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Accordingly, N.E.W. Academy of Science and Arts fits into the middle performing category, as determined by law and the California Department of Education, and is eligible, and as clearly demonstrated by the evidence, meets the criteria for charter renewal for a term of 5 years, as shown below.

For middle-performing charter schools, Education Code Section 47607.2(b) mandates that the District consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) English Language Arts (ELA) and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Furthermore, in addition to the state and local indicators on the Dashboard, the District shall also consider evidence from assessments deemed verified data by the State Board of Education, demonstrating measurable increases in academic achievement or strong post-secondary outcomes.

N.E.W. Academy of Science and Arts documents its performance on the Dashboard and through verified data, in support of the approval of its charter renewal petition, below:

CA School Dashboard State and Local Indicators

The following charts show the Charter School’s 2023–2025 Dashboard performance indicator colors for all students, with comparisons to the District and the State.

N.E.W. Academy of Science and Arts has had a mix of indicator colors over the past three years, ranging from orange to blue in 2023 and 2024.

2023 Dashboard Performance Indicator Colors

Indicator	NASA	District	State
ELA (academic)	Orange	Orange	Orange
Math (academic)	Yellow	Yellow	Orange
ELPI (academic)	Green	Orange	Yellow
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Blue	Orange

2024 Dashboard Performance Indicator Colors

Indicator	NASA	District	State
ELA (academic)	Yellow	Yellow	Orange
Math (academic)	Yellow	Yellow	Orange
ELPI (academic)	Orange	Yellow	Orange
Chronic Absenteeism	Yellow	Yellow	Yellow
Suspension Rate	Blue	Blue	Green

2025 Dashboard Performance Indicator Colors

Indicator	NASA	District	State
ELA (academic)	Yellow	Yellow	Yellow
Math (academic)	Yellow	Yellow	Yellow
ELPI (academic)	Orange	Green	Yellow
Chronic Absenteeism	Orange	Orange	Yellow
Suspension Rate	Blue	Blue	Green

Tables 1 a & b & c: CA School Dashboard indicator colors for All Students from 2023,2024, and 2025 compared to District and State

The following charts reflect the Charter School’s 2023 through 2025 Dashboard indicator status scores for all students and student groups below the All students average compared to the State’s performance on the academic indicators: English language arts (ELA) distance from standard (DFS), mathematics DFS, and English learner progress (ELPI) percent making progress.

Instances where N.E.W. Academy of Science and Arts exceeded the statewide average are highlighted in green. Only student groups with at least 30 students are shown, since smaller groups are not assigned an indicator color on the Dashboard.

N.E.W. Academy of Science and Arts exceeded California’s state average for All students and **all** major student groups from 2023 to 2025 in Math, and in 2023 and 2024 for English Learning Progress. In ELA, NASA also outperformed the state for all its significant subgroups in 2024 and 2025. Considering NASA has a much higher concentration of English learners (EL) and socio-economically disadvantaged students than the state—65% ELs at NASA versus 17% for the state, and 100% socio-economically disadvantaged compared to 64% statewide, according to the 2025 California Dashboard—the charter school’s student group performance across all academic indicators is particularly

impressive. This data is shown in the table below, with NASA’s performance next to their point difference from the state (pts) for both ELA and Math DFS, and their percent difference from the state listed for ELPI. Instances where NASA performed better than the state are highlighted in green.

2023-2025 CA School Dashboard Scores for Academic Indicators compared to State

	ELA			Math			ELPI		
	2023	2024	2025	2023	2024	2025	2023	2024	2025
All	-58.3 DFS (44.7 pts lower than the state)	-37.1 DFS (23.9 pts lower than the state)	-18.1 DFS (10 pts lower than the state)	-42.5 DFS (6.6 pts higher than the state)	-29.7 DFS (17.9 pts higher than the state)	-26.6 DFS (15.8 pts higher than the state)			
English Learner	-68.2 DFS (0.5 pts lower than the state)	-42.8 DFS (24.8 pts higher than the state)	-25.8 DFS (34.1 pts higher than the state)	-47.9 DFS (45.5 pts higher than the state)	-31.8 DFS (61.6 pts higher than the state)	-28.5 DFS (57.6 pts higher than the state)	61.6% making progress (12.9% higher than the state)	52.8% making progress (7.1% higher than the state)	46.3 ELPI (0.1% lower)
Socio- economically Disadvantaged	-58.3 DFS (15.7 pts lower than the state)	-37.1 DFS (3.8 pts higher than the state)	-18.1 DFS (17.2 pts higher than the state)	-42.5 DFS (38.3 pts higher than the state)	-29.7 DFS (48.5 pts higher than the state)	-26.6 DFS (46.3 pts higher than the state)			
Students with Disabilities	-137.7 DFS (41.4 pts lower than the state)	-80.2 DFS (15.4 pts higher than the state)		-89.8 DFS (37.5 pts higher than the state)	-79.2 DFS (45.1 pts higher than the state)				
Hispanic	-59.2 DFS (19 pts lower than the state)	-38.2 DFS (1.1 pts higher than the state)	-17.9 DFS (15.8 pts higher than the state)	-43.4 DFS (37.4 pts higher than the state)	-30.4 DFS (48.8 pts higher than the state)	-26.3 DFS (47.3 pts higher than the state)			

CA School Dashboard status scores for All Students and significant student groups in 2023 and 2024 with comparison to State score in parentheses

2024-25: Census day percentage of students by student group

	English Learners	Socio-economically Disadvantaged	Students with Disabilities	Hispanic/Latino
N.E.W. Academy of Science and Arts	73.0%	100%	14.5%	98.5%
State of California	18.4%	62.7%	13.7%	56.1%

Percentage of students by student group on Census day from CA School Dashboard

The Charter School also met all its local indicators on the Dashboard from 2023 through 2025.

	2023 Dashboard	2024 Dashboard	2025 Dashboard
BASICS: Teachers, Instructional Materials, Facilities	STANDARD MET	STANDARD MET	STANDARD MET
Implementation of Academic Standards	STANDARD MET	STANDARD MET	STANDARD MET
Parent and Family Engagement	STANDARD MET	STANDARD MET	STANDARD MET
Local Climate Survey	STANDARD MET	STANDARD MET	STANDARD MET
Access to a Broad Course of Study	STANDARD MET	STANDARD MET	STANDARD MET

CA School Dashboard Local Indicator status for 2023,2024, and 2025

Verified Data: MAP Growth by NWEA

NWEA identifies the Conditional Growth Index (CGI) as an aggregate growth measure that can be used to show growth for a group of students. NWEA provides the School Conditional Growth Index for each grade level with at least 10 students tested in its Student Growth Summary Report. Since the Student Growth Summary Report only provides CGI scores split by grade level, many of the student group results are redacted. NWEA also provides student-level CGI scores in its data exports. Based on guidance from NWEA researchers, we utilized the Student CGI value to calculate the student group averages.

According to NWEA guidance on using MAP Growth Data for AB1505: “For both the student and school CGI values, a CGI range of –0.2 to 0.2 (or greater) could be used as an approximation of one year’s growth (or more) in a subject and indicates that the growth observed is generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.”³

³ Using MAP Growth Data for AB1505 document produced by NWEA

The tables below show the School Conditional Growth Index (CGI) by grade level and the average Student CGI for each significant student group at N.E.W. Academy of Science and Arts for:

- Fall '21 to Spring '22
- Fall '22 to Spring '23
- Fall '23 to Spring '24
- Fall '24 to Spring '25

The green highlights below indicate the groups that made “one year’s growth” each year. NWEA’s Student Growth Summary report does not provide a schoolwide average, so the schoolwide score below is the average of Student CGI values for all students tested.

Most grade levels have shown one year’s growth in Math in three of the last four years (21-22, 23-24, and 24-25). Students at NASA take a combination of NWEA Reading and NWEA Reading (Spanish) assessments each year. NWEA does not generate a school conditional growth index for the Reading (Spanish) assessment, so the growth scores below are only for students who took the Reading assessment in English. Most grade levels tested in Reading (English) met the one year’s growth criteria in 2021-22 and 2023-24.

NWEA MAP MATH CONDITIONAL GROWTH INDEX				
Student Grade / Group	Fall '21 – Spring '22	Fall '22 – Spring '23	Fall '23 – Spring '24	Fall '24 – Spring '25
K	-3.08	-2.37	0.23	-1.24
1 st	-2.59	-1.28	2.35	3.41
2 nd	2.96	2.10	4.84	2.95
3 rd	1.02	-0.30	3.92	0.89
4 th	1.73	-1.09	3.78	2.87
5 th		-0.45	1.95	1.60
All Students Tested	-0.1	-0.3	0.8	0.1
<i>Socioeconomically disadvantaged</i>	-0.1	-0.3	0.8	0.1
<i>English learners</i>	-0.2	-0.4	0.6	0.0
<i>Students with disabilities</i>	-0.7	-0.5	1.0	-0.2

NWEA READING CONDITIONAL GROWTH INDEX				
Student Grade / Group	Fall '21 – Spring '22	Fall '22 – Spring '23	Fall '23 – Spring '24	Fall '24 – Spring '25
K		-1.54		-1.57
1 st		-0.99	-0.80	0.08
2 nd	2.26	0.52	4.51	1.33
3 rd	0.43	-0.25	1.28	-1.08
4 th	0.66	-2.16	0.61	-1.16
5 th		-2.29	-1.30	-2.04
All Students Tested	0.2	-0.4	0.2	-0.2
<i>Socioeconomically disadvantaged</i>	0.2	-0.4	0.2	-0.2
<i>English learners</i>	0.3	-0.4	0.4	-0.3
<i>Students with disabilities</i>	-0.5	-0.6	0.6	-0.3

NWEA MAP School Conditional Growth Index by grade level from Student Growth Summary Report; schoolwide and student group averages from Data Export Combined Data File matched to CALPADS 8.1 Student Profile report

The table below summarizes the number of grade levels that achieved the one-year growth target of -0.2 to 0.2 CGI. The years and subjects where 50% or more of the grade levels met the target are highlighted in green.

NWEA MAP Meeting One Year's Growth				
	Fall '21 – Spring '22	Fall '22 – Spring '23	Fall '23 – Spring '24	Fall '24 – Spring '25
Math	3 of 5 grades tested	1 of 6 grades tested	6 of 6 grades tested	5 of 6 grades tested
Reading	3 of 3 grades tested	1 of 6 grades tested	3 of 5 grades tested	2 of 6 grades tested

Count of grade levels meeting the annual growth target of the grade levels with at least 10 students with growth scores

AB1505 also includes participation criteria for verified data. “To be eligible for inclusion as verified data, a data source (assessment or postsecondary outcome) must include the results of at least 95 percent of eligible students. For academic progress information, the charter school must demonstrate that it has administered the assessment to, and included the results of, at least 95 percent of students for whom the assessment is appropriate. To put data in context, the charter school’s enrollment must be included (by grade, if appropriate). In addition, the number of missing (in the postsecondary data) or non-tested students must be identified.”

The tables below display the number of students with growth scores from Fall to Spring and the number of students enrolled during the Fall and Spring test administrations, based on CALPADS end-of-year reporting. These counts were used to calculate the participation rate for growth below. Only the tested grade levels were included in the participation rates.

The green highlights below show the years when the charter met the 95% participation rate criterion schoolwide. For Reading, students were tested in English and/or Spanish, so the participation rates for both are displayed below. Neither meets the 95% participation target, but the combined rate indicates that all students (100%) were tested in either English or Spanish. The participation rate for all exams is calculated by matching student IDs in the NWEA Combined Student Assessment downloadable data file to student IDs in CALPADS, and is aggregated across student groups and, for the combined English or Spanish participation rate, by grade level. Students who took both the Reading English and Reading Spanish tests are only counted once in the Reading English and/or Spanish participation rate table.

NWEA MATH: PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
All Grades	294 / 343	86%	390 / 403	97%	368 / 379	97%	381 / 381	100%
K	67 / 82	82%	78 / 83	94%	54 / 55	98%	60 / 60	100%
1 st	60 / 63	95%	64 / 65	98%	68 / 68	100%	64 / 64	100%
2 nd	65 / 65	100%	64 / 64	100%	61 / 63	97%	69 / 69	100%
3 rd	66 / 68	97%	67 / 68	99%	63 / 63	100%	64 / 64	100%
4 th	36 / 65	55%	62 / 65	95%	64 / 67	96%	58 / 58	100%
5 th			55 / 58	95%	58 / 63	92%	66 / 66	100%
<i>Socioeconomically disadvantaged</i>	293 / 343	85%	390 / 403	97%	368 / 379	97%	381 / 381	100%
<i>English learners</i>	232 / 275	84%	281 / 292	96%	229 / 234	98%	267 / 267	100%
<i>Students with disabilities</i>	46 / 52	88%	60 / 65	92%	58 / 59	98%	60 / 60	100%

NWEA READING: PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
All Grades	163 / 198	82%	274 / 403	68%	274 / 379	72%	285 / 381	75%
K			12 / 83	14%	9 / 55	16%	14 / 60	23%
1 st			14 / 65	22%	15 / 68	22%	17 / 64	27%
2 nd	65 / 65	100%	64 / 64	100%	62 / 63	98%	68 / 69	99%
3 rd	65 / 68	96%	68 / 68	100%	61 / 63	97%	64 / 64	100%
4 th	33 / 65	51%	62 / 65	95%	66 / 67	99%	57 / 58	98%
5 th			54 / 58	93%	61 / 63	97%	65 / 66	98%
<i>Socioeconomically disadvantaged</i>	163 / 198	82%	274 / 403	68%	274 / 379	72%	285 / 381	75%
<i>English learners</i>	117 / 144	81%	170 / 292	58%	144 / 234	62%	180 / 267	67%
<i>Students with disabilities</i>	25 / 31	81%	42 / 65	65%	43 / 59	73%	43 / 60	72%

NWEA READING (ENGLISH OR SPANISH): PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
All Grades	287 / 344	83%	389 / 403	97%	372 / 378	98%	379 / 381	99%
K	66 / 82	80%	77 / 83	93%	53 / 55	96%	60 / 60	100%
1 st	57 / 63	90%	63 / 65	97%	67 / 68	99%	63 / 64	98%
2 nd	65 / 66	98%	64 / 64	100%	62 / 63	98%	69 / 69	100%
3 rd	66 / 68	97%	68 / 68	100%	62 / 63	98%	64 / 64	100%
4 th	33 / 65	51%	62 / 65	95%	66 / 67	99%	58 / 58	100%
5 th			55 / 58	95%	62 / 62	100%	65/66	98%

NWEA growth participation rate based on students with growth scores divided by the count of students enrolled during Fall and Spring testing. 2024-2025 Participation rate updated 10-30-2025 to reflect certified EOY3 CALPADS 8.1 reports and exit dates toward count of students enrolled.

N.E.W. Academy of Science and Arts Highlights in Comparison to Neighborhood Schools

In addition to comparison with the state and district, NASA’s performance can be compared with neighborhood schools, identified by student addresses reported in the CALPADS Student Information (SINF) File, based on the 2024 California Census Day looked up in the LAUSD resident school identifier tool, and selecting all schools where ten or more students would have otherwise attended. The list of neighborhood schools is included in the table below, along with demographics for the percent of students who are socioeconomically disadvantaged (SED) and the percent of English learners (EL). NASA’s demographics are also included for reference. Demographics from the 2025 CA Dashboard enrollment reports show that NASA has a higher percentage of SED students than any of its neighborhood schools and a higher EL population than three of the four neighborhood schools.

School	SED %	EL %
N.E.W. Academy of Science and Arts	99.8	65.2
Charles White Elementary	99.1	45.5
Esperanza Elementary	99.3	74.9
Union Avenue Elementary	94.3	45.4
Gratts Learning Academy for Young Scholars (GLAYS)	96.8	39.5

NASA and Neighborhood Schools' 2025 Demographics according to the CA Dashboard

CA School Dashboard

NASA has performed exceptionally well on the Dashboard compared to its neighborhood schools. Considering NASA's high percentages of English learners (65%) and socioeconomically disadvantaged students (100%), it's particularly impressive that it has outperformed many of its neighborhood schools for its significant student groups on the academic indicators (ELA, Math, and English Learner Progress).

The table below shows the number of neighborhood schools that NASA outperformed on the ELA, Math, and English learner progress indicators for each student group from 2023 to 2025. Years when NASA outperformed at least half of the neighborhood schools are highlighted in green.

	EL			SED			SWD			Hispanic		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
ELA	Better than 2 of 4	Better than 3 of 4	Better than 3 of 4	Better than 1 of 4	Better than 3 of 4	Better than all 4	Better than 2 of 4	Better than 3 of 4	Better than 3 of 4	Better than 1 of 4	Better than 2 of 4	Better than all 4
Math	Better than 3 of 4	Better than all 4	Better than 3 of 4	Better than 3 of 4	Better than all 4	Better than 3 of 4	Better than 3 of 4	Better than 3 of 4	Better than 3 of 4	Better than 3 of 4	Better than all 4	Better than 3 of 4
ELPI	Better than 3 of 4	Better than 2 of 4	Better than 1 of 4									

The status scores for each student group in ELA, Math, and English learner progress are shown in the tables below, with text in red indicating scores below NASA and green indicating scores above NASA.

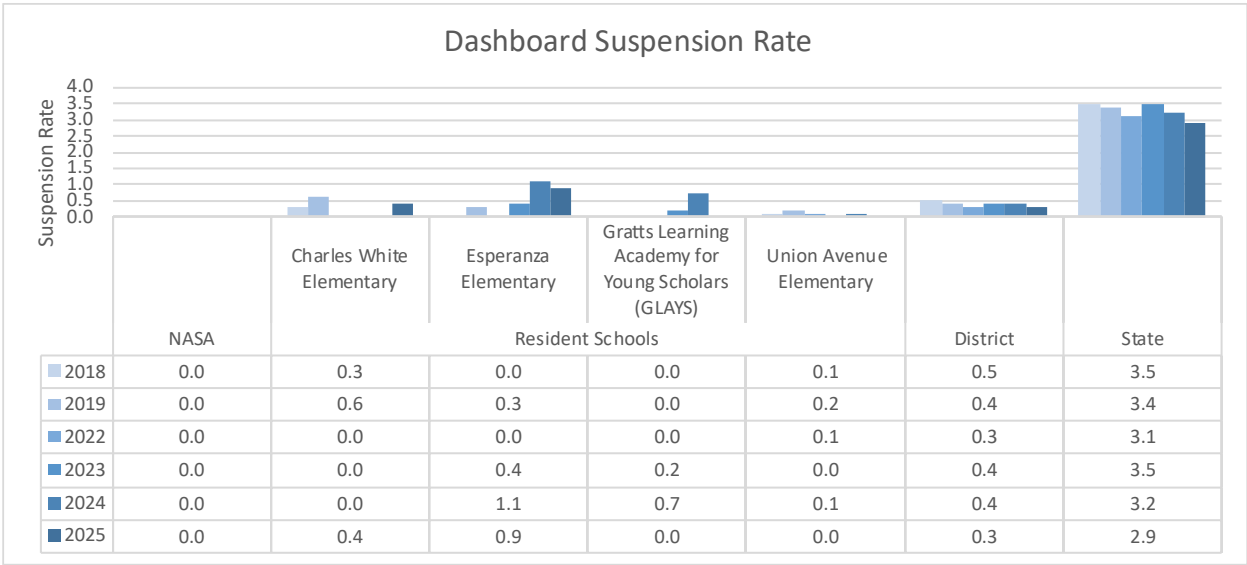
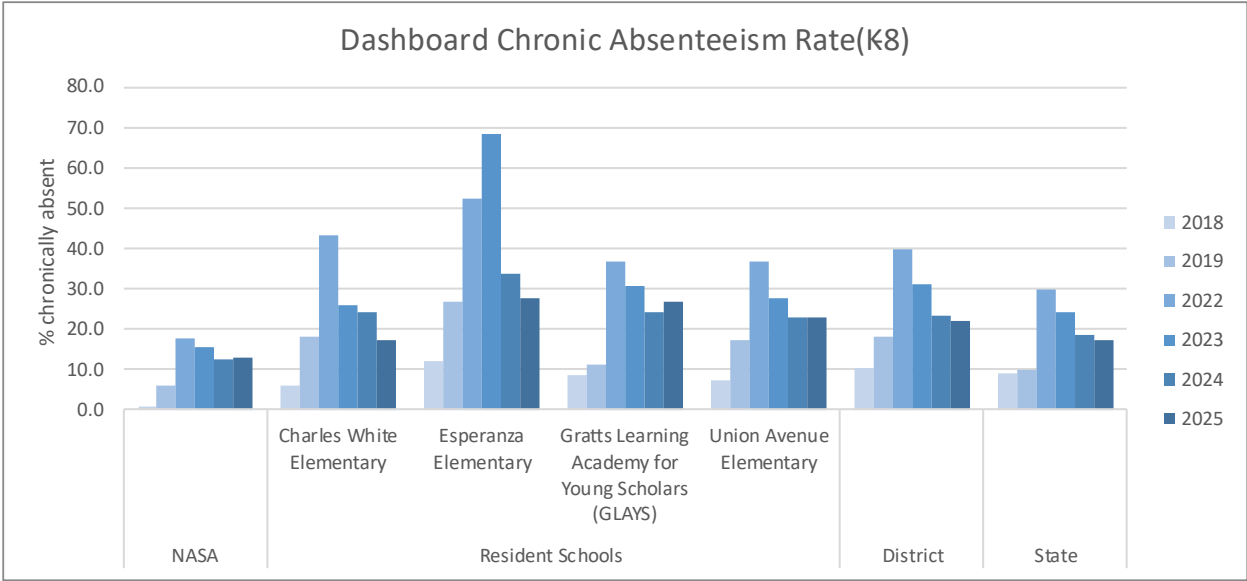
ENGLISH LANGUAGE ARTS												
School	EL			SED			SWD			Hispanic		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
NASA	-68.2	-42.8	-25.8	-58.3	-37.1	-18.1	-137.7	-80.2	-48.8	-59.2	-38.2	-17.9
Charles White Elementary	-51.5	-44.1	-25.2	-42.1	-47.3	-19.5	-124.5	-71.0	-29.1	-41.0	-48.2	-20.8
Esperanza Elementary	-102.9	-102.6	-95.3	-97.7	-98.1	-89.2	-150	-120.9	-125.1	-96.5	-94.5	-89.6
Union Avenue Elementary	-73.2	-58.1	-46.4	-41.2	-35.6	-50.6	-139.4	-146.3	-91.9	-42	-37	-43
Gratts Learning Academy (GLAYS)	-64.4	-39.1	-60.8	-57.2	-41.4	-39	-123.3	-99.6	-93.6	-57.5	-36.5	-39.5

MATHEMATICS												
School	EL			SED			SWD			Hispanic		
	2023	2024	2025	2023	2024	2025	2023	2024	2025	2023	2024	2025
NASA	-47.9	-31.8	-28.5	-42.5	-29.7	-26.6	-89.8	-79.2	-51.1	-43.4	-30.4	-26.3
Charles White Elementary	-35.6	-38.7	-0.6	-34.2	-35.4	1.8	-77.6	-42.4	11.3	-35.0	-38.2	-1.4
Esperanza Elementary	-106.3	-96.5	-94.2	-102.6	-92.1	-89.4	-135.9	-131.6	-117.2	-100	-91.1	-89
Union Avenue Elementary	-74.9	-57.2	-50.9	-52.4	-41.9	-56.7	-146	-126	-104.1	-52.1	-41.7	-49
Gratts Learning Academy (GLAYS)	-66.5	-49.6	-57	-61.6	-49.7	-41.4	-121.1	-95.2	-81.7	-61.2	-45.8	-42.6

ENGLISH LEARNER PROGRESS			
School	2023	2024	2025
NASA	61.6	52.8	46.3
Charles White Elementary	64.8	61.1	64.4
Esperanza Elementary	52.2	40.7	54.1
Union Avenue Elementary	51.0	64.6	44.7
Gratts Learning Academy (GLAYS)	46.7	41.8	47.7

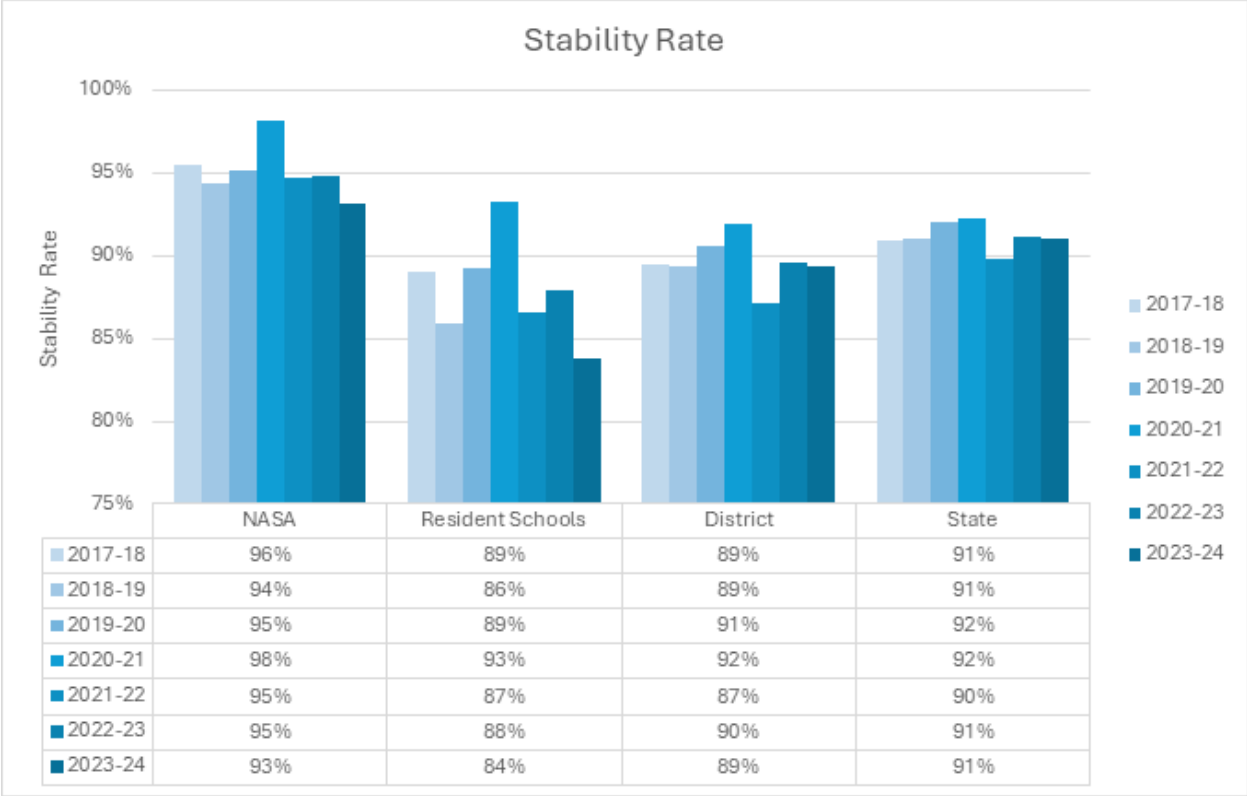
Source: 2023-2025 CA School Dashboard ELA, Math, and English Learner Progress Status

NASA also has consistently lower chronic absenteeism (K-8) and suspension rates than the resident school average, the district, and the state from 2018 to 2025.



Stability Rate

NASA’s stability rate, which measures the percentage of students who receive a “full year” of learning in the same school, is consistently higher than both the resident school average and the district average. NASA’s 7-year average (2017-18 to 2023-24) is 95%, compared to 88% for neighborhood schools and 90% for the district.



Source: DataQuest Stability Rate

Goals and Philosophy

Mission

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

Core Values. The Core Values of NASA are that:

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

Vision

N.E.W. Academy of Science and Arts is a model for innovative child-centered learning and instruction that embraces the community as a foundation to teach and create lifelong learners and confident global leaders for the 21st century through an emphasis on the arts and sciences.

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

The Charter School acts as a catalyst for promoting positive values within the community; it is a vital part of the community, an extension of it, and an investment in its future. It also serves as a model for innovative learning, focusing on the arts and sciences, and aims to teach every child to become an educated, productive citizen of the world.

Characteristics of an Educated Person in the 21st Century

N.E.W. Academy of Science and Arts serves about 450 students when fully enrolled. Small learning groups of roughly 25 students stay together throughout the instructional day. Through this structure and a curriculum built around major concepts that students are expected to understand deeply, NASA aims to graduate students who are thoughtful, engaged citizens of the 21st century.

The educated person in the 21st century must have critical thinking skills essential for lifelong learning, which is crucial for adapting to the constantly changing economic and social environment of the future. They should value not only academic pursuits like reading, writing, and math but also community involvement and respect for cultural diversity. An educated person applies knowledge and skills to analyze situations, ask questions, generate ideas, and creatively share findings. Developing these skills allows individuals to excel in the workforce and actively engage in the diverse global community.

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

- Acquire and apply core knowledge and critical thinking skill sets that are essential in an information age, including the use of technology.
- Is college and career ready.
- Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals.
- Make decisions and solve problems ethically and collaboratively.
- Use technology to gather, analyze, and synthesize information for application in a global economy.
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.
- Attain a Bilingual/Biliterate Recognition (Pathways to Biliteracy)

How Learning Best Occurs

The leadership team at the N.E.W. Academy of Science and Arts continues to explore effective strategies that have helped to close this achievement gap.

NASA has incorporated the following recommendations from Kati Haycock, Director of Education Trust:⁴

- Have uniform standards: N.E.W. Academy of Science and Arts has clear, high expectations for all students that fully align with California state standards.
- Make the curriculum challenging: A rigorous curriculum is organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments ensure that no students fall behind. Initial assessments are conducted once students are enrolled in the school to determine their proficiency levels in mathematics and language skills. Extra support before and after school is provided to students who need it.
- Provide qualified teachers: All NASA core subject teachers hold an appropriate credential in their subject matter. In addition, regular planning and professional development time allow teachers to continue improving their practice.
- Students learn most effectively when they face clear and high expectations and are supported by a caring community. They feel inspired by education that is meaningful and engaging. Students are driven by learning opportunities that involve problem-solving and collaboration. They perform best when they can build meaningful relationships with teachers, administrators, peers, and the community around them. They succeed in environments where teachers, parents, and students work together to set goals and recognize achievements.

In addition, given our large English Learner population, our current learning approach includes bilingual instruction. Therefore, we subscribe to Stanford University's Understanding Language Project and its six tenets for English Learners⁵:

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

⁴ Haycock, Kati. "New Frontiers for a New Century, A National Overview." *The Education Trust*, Spring 2001, V4.2.

⁵ Retrieved from: <http://ell.stanford.edu/content/six-key-principles-ell-instruction>

6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices.

NASA believes that young people want to make a difference in their families and communities, and they value experiences that empower them to do so. Learning must both reflect students' lives and broaden their understanding to include a global perspective. Therefore, NASA offers opportunities for students to develop personal responsibility, take charge of their own learning, and practice democratic principles. Students at NASA have chances to celebrate genuine accomplishments and embrace cultural and individual diversity in an environment of tolerance and respect. These concepts form the foundation of N.E.W. Academy of Science and Arts. We have found that these ideas are similar to the work of the EPA Healthy Places and Healthy People.⁶

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

The next section outlines the Charter School's goals as of this petition submission for all students, including significant subgroups, in accordance with Education Code Section 52052. It covers each of the eight state priorities listed in Education Code Section 52060(d), along with specific annual actions the Charter School will implement to reach each goal. We highlight that, as required by the Education Code, NASA's stakeholders will participate in a collaborative process each year to update and prepare an annual Local Control Accountability Plan ("LCAP") to guide funding priorities. The following is intended to illustrate the goals and actions NASA expects to undertake at this time.

⁶ Reference: <https://www.epa.gov/smartgrowth/healthy-places-healthy-people>

Annual Goals of the Charter School

LCFF STATE PRIORITIES						
(Charter Term Commencing July 1, 2026)						
GOAL #1						
<p>N.E.W. Academy of Science and Arts creates an exciting, standards-driven learning environment where students use their talents to contribute positively to the community.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>					
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>					
Specific Annual Actions to Achieve Goal						
<p>Regular review of curriculum, assessment, and instructional materials to ensure standards alignment. Monthly data analysis meetings to establish learning goals and objectives, plan interventions, and monitor progress. Provide coaching opportunities. Attendance at professional learning conferences. Summer planning time. Arts incorporation into classroom through external vendors and by teachers into the curriculum. PE and Health instruction provided. STEAM + R Summer Program with reading interventions. Afterschool program includes homework help, tutoring, and extracurricular activities. Designated ELD curriculum. PD in ELD, EL lesson design, and EL progress monitoring. Intervention specialist for LTELs. Follow English Learner Master Plan. Reading intervention specialist. Instructional aide time for all classrooms to provide 1:12 and small group instruction. Special Education inclusion model. BCLAD teacher recruitment and retention for Language Academy program. BTSA Induction program LACOE support for teachers clearing credentials.</p>						
Expected Annual Measurable Outcomes						
<p>Outcome #1: Increase, by 2% annually, the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in English Language Arts.</p> <p>Metric/Method for Measuring: CAASPP English Language Arts/Literacy</p>						
APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	39.6%	42%	44%	48%	50%	52%
English Learners	23%	25%	27%	29%	31%	32%
Long-Term English Learners	*7	*	*	*	*	*
Socioeconomically Disadvantaged	39.6%	42%	44%	48%	50%	52%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	16.7%	19%	21%	23%	25%	27%
African American	*	*	*	*	*	*
American Indian / Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*

⁷ *Student group not numerically significant at this time.

Filipino	*	*	*	*	*	*
Latino	39.5%	41%	43%	45%	47%	49%
Native Hawaiian / Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Outcome #2: Increase, by 2% annually, in the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in mathematics.
Metric/Method for Measuring: CAASPP Mathematics

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	35.9%	38%	40%	42%	44%	46%
English Learners	23.9%	26%	28%	30%	32%	34%
Long-Term English Learners	* ⁸	*	*	*	*	*
Socioeconomically Disadvantaged	35.9%	38%	40%	42%	44%	46%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	10%	12%	14%	16%	18%	20%
African American	*	*	*	*	*	*
American Indian / Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Latino	35.8%	38%	40%	42%	44%	46%
Native Hawaiian / Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Expected Annual Measurable Outcomes						
Outcome #3: All teachers are credentialed and appropriately assigned. Metric/Method for Measuring: Annual internal credential checks; CDE Dataquest Teacher Assignment Outcomes						
APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	58.8%	100%	100%	100%	100%	100%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						

⁸ *Student group not numerically significant at this time.

Two or More Races						
White						

Expected Annual Measurable Outcomes						
Outcome #4: All students have access to their own copies of standards-aligned instructional materials for use at school and at home.						
Metric/Method for Measuring: Internal curriculum inventory checks.						
APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						
Two or More Races						
White						

Expected Annual Measurable Outcomes						
Outcome #4: All students have access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health.						
Metric/Method for Measuring: Internal course availability checks; course schedules.						
APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						
Two or More Races						
White						

Expected Annual Measurable Outcomes						
Outcome #5: All state content standards are adopted and implemented.						
Metric/Method for Measuring: Course sequences, lesson plans.						
APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						
Two or More Races						
White						

GOAL #2	
<p>N.E.W. Academy of Science and Arts students will continue to meet growth targets in attendance to achieve a 98% or more attendance rate and maintain a suspension/expulsion rate of 1% or less.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>

Specific Annual Actions to Achieve Goal

Provide targeted support for homeless youth, foster youth, low-income, and migrant families. Parent Advocate and Coordinator is responsible for ensuring families have access to resources such as shoes, gently worn or new clothes, school supplies, books for summer reading. Monitor attendance, outreach to families, celebrate attendance for students meeting criteria, parent and staff training on the importance of regular attendance, re-engagement plan implementation. Second Step SEL curriculum, bullying prevention program. Facilities maintenance to ensure a safe and clean campus where students are comfortable attending. School psychologist available for students referred by teachers or parents. Additional SEL support for students in Tier 1 and Tier 2. Staff receives training on LAUSD PBIS Matrix and Restorative Practices.

Expected Annual Measurable Outcomes						
Outcome #1: Reduce rates of chronic absenteeism year-over-year.						
Metric/Method for Measuring: CDE DataQuest; internal attendance accounting; ADA.						
APPLICABLE STUDENT GROUPS	Baseline [2024-25]	2026-27	2027-28	2028-29	2029-30	2030-31

All Students (Schoolwide)	12.4%	10%	8%	5%	4%	2%
English Learners	12.9%	10%	8%	5%	4%	2%
Long-Term English Learners	* ⁹	*	*	*	*	*
Socioeconomically Disadvantaged	12.4%	10%	8%	5%	4%	2%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Students with Disabilities	7.9%	7%	5%	4%	3%	2%
African American	*	*	*	*	*	*
American Indian / Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Latino	11.9%	10%	8%	5%	4%	2%
Native Hawaiian / Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

Outcome #2: Maintain facilities in good repair; ensure all students have access to standards aligned instructional materials.

Metric/Method for Measuring: SARC, curriculum review, facility inspection tool.

APPLICABLE STUDENT GROUPS	Baseline [2023-24]	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Homeless						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						
Two or More Races						
White						

⁹ *Student group not numerically significant at this time.

Outcome #3: Maintain a 0% expulsion rate and a suspension rate <1% annually. Metric/Method for Measuring: SARC, CA Dashboard, internal discipline reports.						
APPLICABLE STUDENT GROUPS	Baseline [2023-24]	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	0% / <1%	0% / <1%	0% / <1%	0% / <1%	0% / <1%	0% / <1%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Homeless						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						
Two or More Races						
White						

GOAL #3						
N.E.W. Academy of Science & Arts will better serve students and families and strengthen parent involvement and participation.				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
Family communication is provided in English and Spanish through Parent Square. Provide and encourage school wide events and workshops, Back to School Nights, celebrations, performances, SSC, ELAC, Coffee with the Principal, Middle School Fair, Open House, Family Nights. The Parent Center will facilitate parent volunteerism and host Parent Workshops.						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain a high rate (>50%) of participation from parents in school activities and events. Metric/Method for Measuring: Attendance and engagement at school events and activities, e.g., sign-up forms, interest surveys, feedback surveys, parent attendance reports.						
APPLICABLE STUDENT GROUPS	Baseline [2024-25]	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	78%	>75%	>75%	>75%	>75%	>75%
English Learners						
Long-Term English Learners						

Socioeconomically Disadvantaged						
Foster Youth						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						
Two or More Races						
White						

Outcome #2: Parents will respond positively (>90%) regarding school connectedness.						
Metric/Method for Measuring: Annual parent surveys.						
APPLICABLE STUDENT GROUPS	Baseline [2024-25]	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	97%	>95%	>95%	>95%	>95%	>95%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						
Native Hawaiian / Pacific Islander						
Two or More Races						
White						

Outcome #3: Achieve a high parent-teacher conference attendance rate.						
Metric/Method for Measuring: Parent-teacher conference attendance logs.						
APPLICABLE STUDENT GROUPS	Baseline [2024-25]	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	98%	>95%	>95%	>95%	>95%	>95%
English Learners						
Long-Term English Learners						
Socioeconomically Disadvantaged						
Foster Youth						
Students with Disabilities						
African American						
American Indian / Alaska Native						
Asian						
Filipino						
Latino						

Native Hawaiian / Pacific Islander						
Two or More Races						
White						

Instructional Design

At NASA, students are expected to demonstrate vital skills, critical thinking, and problem-solving across various disciplines. They must also develop analytical abilities and intellectual curiosity that help them become self-motivated lifelong learners. To achieve this, NASA students cultivate strong habits of mind. Throughout the curriculum, students explore questions about evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events, people, and places related?); assumptions (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). Whenever possible, Latino and Central American educational elements are integrated throughout the curriculum to reinforce cultural relevance for students. Students attain academic success through deep investigation, rigorous thinking, and meaningful connections.

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

Teachers at all grade levels implement standards-based instruction guided by the CCSS in English Language Arts and Math. They also analyze and prioritize content standards, align assessments with those standards, design instructional activities that match standards and assessments, and evaluate achievement outcomes to assess effectiveness.

As part of the curriculum design process, research-based instructional strategies for boosting student achievement are integrated into the daily classroom culture. Strategies highlighted in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) are implemented by teachers. These researchers have identified teaching practices and strategies that are highly likely to improve student achievement across all subjects and grade levels.

Strategies include, but are not limited to the following:

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

Practices:

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

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

NASA's vision is that all students will be socially, linguistically, and academically accomplished, becoming responsible, multilingual global citizens. The school strives for excellence by promoting rigorous, multilingual education, inclusive of the implementation of best practices and research-based strategies. As we implement our educational program for all our students, it is essential, as addressed in our EL Master Plan, that we work collaboratively to:

- Create and sustain a coherent infrastructure that supports academic success for English Learners.
- Provide the leadership, build the will, and foster the attitudes to enable educators to welcome better and embrace English Learners.
- Identify the strengths and assets of our English learners and build an understanding of the needs of English Learners and the potential impact of language and culture on education based on analysis of state-mandated and charter-adopted assessments (please see page 36 of the EL Master Plan).
- Build the capacity to deliver programs that address the specific needs of our English Learners.
- Implement an accountability model that ensures the success of English Learners in our schools.
- Establish effective family community engagement programs to foster collaborative partnerships.

To this end, part of the instructional design of NASA includes the Language Academy. The goal of the Language Academy (Dual Language Program) is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. ELs enrolled in this program will increase *and* maintain target language proficiency (Spanish) while simultaneously acquiring academic English. Correspondingly, EO and IFEP students in this program develop language and literacy skills in English while being immersed in target language instruction (Spanish). As stated in NASA's EL Master Plan, students enroll in the Language Academy during Transitional

Kindergarten/Kindergarten, or first grade, will continue in the program through the end of their elementary school years. Newcomers from Spanish-speaking countries and those transferring from another dual language program are exceptions.

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

Percentage of Language Instruction per Grade Level		
<i>Grade Level</i>	<i>Spanish Instruction</i>	<i>English Instruction</i>
Transitional Kindergarten	90%	10%
Kindergarten	80%	20%
First	70%	30%
Second	60%	40%
Third	50%	50%
Fourth	50%	50%
Fifth	50%	50%

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

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

- Universal Design Learning (“UDL”)
- Multi-Tiered System of Supports (“MTSS”)
- Language Arts / Math / and English Language Development Blocks
- Specially Designed Academic Instruction for English (“SDAIE”)
- Thinking Maps
- Vocabulary Development
- Learning Modalities
- Depth of Knowledge (“DOK”)
- Blooms Taxonomy

- Team Teaching
- Integrating Visual and Performing Arts
- School-Wide Discipline
- Classroom Positive Behaviors

Understanding Language: Key Principles for EL Instruction

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

Effective instruction for English Learners combines language development and content learning through meaningful, discipline-specific activities. It builds on students' home languages, cultures, and prior knowledge, while maintaining high, standards-aligned expectations supported by intentional scaffolds. Instruction is differentiated by English proficiency level and educational background, guiding students toward independence by helping them develop strategies to understand and use academic language across different contexts. Continuous diagnostic and formative assessments are used to track progress in both content mastery and language proficiency.

Some research related to English Learners includes:

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

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

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

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

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

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

We also implement a Structured English Immersion (SEI) program, which is one of the state’s approved language models designed to support English Learner students who score below a reasonable level of fluency in English. It is defined as a program primarily taught in English, with some opportunities to receive assistance in the primary language. Students are instructed in Designated ELD and other core subjects by authorized teachers (with English Learner or Bilingual Authorization) using charter school-approved textbooks and supplemental materials. Instruction is based on ELD and grade-level content standards.

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

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

Innovative Components and Key Features of the Education Program

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

- Family-Community-School Partnerships. NASA actively involves families and the community in the school's activities. Students are encouraged and engaged in community service. Some of the partnerships are listed below under “Successes and Accomplishments” (Innovative practice).
- Technology Integration. By incorporating technology into our curriculum, students develop computer skills while working toward academic goals. Students have access to functioning computers and other technology.
- Small Learning Communities. Students have the opportunity to work in small cohort groups throughout their years at the Charter School, which increases teacher-student interaction, support, and monitoring.

- Interdisciplinary, project-based curriculum helps students see how subjects connect while mastering core topics and developing critical thinking skills. Many teachers engage students by organizing lessons around central ideas, building on prior knowledge, linking learning to students' lives, and clearly outlining learning expectations.
- Culturally Relevant Instruction. Latino American/Latino literature and cultural references are integrated into the instructional experience to increase the relevance of school in students' lives. The background and culture of all students are respected and valued. Further, providing students with classical writings by providing a variety of opportunities.
- Language Academy is a dual language program with two cohorts per grade level. NASA collaborates with Loyola Marymount University, Los Angeles, to develop this program. Its goal is to provide all students the opportunity to achieve high levels of academic success and language proficiency in at least two languages. ELs enrolled in this program will improve *and* sustain their Spanish language skills while also acquiring academic English. Similarly, EO and IFEP students develop language and literacy skills in English while being immersed in Spanish instruction. Students can enter this program in Transitional Kindergarten, Kindergarten, or first grade, and continue until the end of elementary school.
- Research-Based Practices. N.E.W. Academy of Science and Arts uses curriculum and instructional strategies founded on proven effective best practices. Professional development includes teacher, staff, and parent coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community.
- Differentiated instruction offers students multiple pathways to learn, supporting both low- and high-achieving students. Students engage in active learning through strategies from selected effective programs such as Benchmark Advanced/Adelante, English 3D, enVision Math (Savvas), FOSS Delta Education (School Specialty), and a genuine Bilingual/Bi-literate program that strongly supports all students in mastering English (Language Academy). In addition to the curriculum, all grades participate in service learning and other initiatives that enhance student learning.
- NASA Implements the Charter Counts! Frameworks across our Charter School and curriculum to help students develop good character in accordance with the program's Six Pillars of Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship. Students are recognized monthly in an assembly for Star of the Month and for exhibiting the Pillar of the Month in their classrooms.

NASA implements a Structured English Immersion (SEI) program for English Learners who have not yet achieved reasonable fluency. Instruction is delivered primarily in English, with primary language support provided as needed to ensure access to content. Students receive Designated and Integrated English Language Development (ELD) from authorized

teachers using state-adopted curriculum aligned to both ELD and grade-level content standards.

Every year, NASA reviews enrollment and staffing data to make sure that qualified, appropriately authorized teachers are assigned to serve English Learners effectively. When shortages arise, the school creates targeted recruitment and hiring plans to stay compliant and ensure instructional quality.

Curriculum and Instruction

NASA uses a Multi-Tiered System of Supports (“MTSS”). At a system level, NASA employs MTSS to ensure that all students have equitable access and opportunities to achieve the CCSS. The California Department of Education defines MTSS as “an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students’ academic, behavioral, and social success.”¹⁰

MTSS includes Response to Intervention (“RtI”) processes but also has a broader, system-wide focus that involves aligning a systems initiative, supports, and resources. A more detailed explanation can be found in the section on instructional methodologies and the NASA EL Master Plan. However, it should be noted that NASA utilizes the following:

- Student Support and Progress Team (“SSPT”) consists of the Resource Specialist Teacher, resource teachers, the assistant principal, and classroom teachers. The team works with teacher and parent referrals and meets weekly.
- Tutoring before and after school is available for students with academic needs (Tier 2).
- All classrooms have access to an Instructional Aide for small group and one-on-one support.
- NASA employs a resource teacher who works with Tier 2 students in ELA and math.

N.E.W. Academy of Science and Arts believes that a systematic, standards-based instructional program ensures that students are actively engaged in challenging academic activities. Rigorous instruction, guided by data-driven analysis of student achievement, guarantees that students reach proficiency in Reading, Language Arts, Math, Science, and Social Studies, and meet or surpass the California Assessment of Student Performance and Progress targets.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement are integrated into the daily classroom culture. Strategies highlighted in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) are employed by teachers in their classrooms. These researchers have compiled teaching

¹⁰ California Department of Education (2016). *Definitional of Multi-Tiered System of Supports*.

practices and strategies that are likely to improve student achievement across all students, subject areas, and grade levels (Marzano, Pickering, Pollock, 2001). N.E.W. Academy of Science and Arts also has found these instructional practices effective in boosting student academic success. Some of these include:

1. Identifying similarities and differences
2. Summarizing and note-taking
3. Reinforcing effort and providing recognition
4. Nonlinguistic representations
5. Cooperative learning
6. Setting objectives and providing feedback
7. Generating and testing hypotheses
8. Cues, questions, and advance organizers

NASA promotes a student-centered teaching approach where the teacher acts as a facilitator or coach. This method supports inquiry-based and cooperative learning. We aim for peer-to-peer interactions during lessons.

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

Differentiated instruction provides students with multiple ways to master information and learning, helping both low and high achievers.

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

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

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

Our educational program goal is to:

- Implement schoolwide programs, including the ELD, ELA, and Math curricula; differentiate and scaffold learning; include supplemental materials at appropriate levels for ELs and diverse students; and provide data-driven interventions.
- Increase opportunities for staff to engage in vertical articulation to support ongoing schoolwide data analysis and promote best practices across grade levels.

- Develop and structure ELD instruction to maximize effectiveness across proficiency levels. This will include moving students during the day to the most appropriate setting and grouping, providing for small group instruction.

Educational Program by Subject Area

English Language Arts / Spanish Language Arts

- Core Program: NASA implements Benchmark Advance/ADELANTE, a dual English and Spanish Reading/Language Arts program that fosters biliteracy and academic vocabulary in both languages. Instruction combines reading, writing, listening, and speaking through thematic units aligned with the California Common Core State Standards (CCSS) and English Language Development (ELD) Standards.
- Language Academy: The school's Language Academy supports students from homes where English is not the primary language, aiming to develop proficiency in both English and Spanish (Pathways to Biliteracy). Core instruction is provided in both languages to promote academic success and cultural understanding.
- Integrated and Designated ELD: All classrooms provide daily Designated ELD instruction (approximately 45 minutes) using the California ELD Standards. Integrated ELD occurs throughout the day within content instruction, ensuring that English Learners develop both linguistic and academic proficiency.
- Assessment and Progress Monitoring: Student progress is monitored using multiple measures, including ELPAC, NWEA MAP, and teacher-created assessments. Data are reviewed by administration, teachers, and parents to guide instruction and establish schoolwide goals for continuous improvement.
- Instructional Support and Professional Development: Consultants and instructional coaches from the Center for Equity for English Learners (CEEL) at Loyola Marymount University's School of Education, along with other professional organizations, offer ongoing training in Depth of Knowledge (DOK), critical thinking, and effective literacy strategies to enhance instruction.
- Technology Integration: Students use digital tools to reinforce language and reading skills, including Imagine Learning (for English Learners and struggling readers) and Accelerated Reader (to promote independent reading and comprehension).

Mathematics

- Curriculum and Standards Alignment: Instruction follows the California Common Core State Standards for Mathematics, emphasizing conceptual understanding, procedural fluency, and real-world application.
- Instructional Approach: Teachers utilize inquiry-based strategies and problem-solving routines to involve students in mathematical discussion, reasoning, and communication.
- Professional Development: Teachers receive targeted professional development on Mathematical Practice Standards and strategies that integrate language and academic vocabulary to support English Learners.

- **Assessment:** Student progress is measured using classroom formative assessments, NWEA MAP Math, and benchmark assessments to inform instruction and provide timely interventions.

Science

- **Curriculum:** The science program aligns with the Next Generation Science Standards (NGSS), incorporating crosscutting concepts and hands-on inquiry. Lessons focus on observation, experimentation, and engineering design.
- **Language Integration:** Science instruction provides structured opportunities for academic discussion, writing, and vocabulary development to support ELD and literacy goals.
- **Technology and Inquiry:** Students interact with digital simulations and lab activities that encourage inquiry and strengthen scientific reasoning and teamwork skills.

Social Studies

- **Curriculum and Alignment:** The social studies curriculum aligns with the California History–Social Science Framework, highlighting civic awareness, historical thinking, and cultural literacy.
- **Bilingual and Culturally Relevant Instruction:** Lessons are delivered in both English and Spanish, allowing students to explore diverse perspectives and connect historical themes to their own experiences.
- **Integrated Literacy:** Reading, writing, and discussion activities within social studies reinforce literacy development across disciplines.

English Language Development (ELD)

- **Program Design:** NASA provides both Designated and Integrated ELD across all grade levels. Instruction is tailored to each student’s English proficiency level and builds academic language alongside content knowledge.
- **Staffing and Qualifications:** Authorized teachers (with English Learner or Bilingual Authorization) deliver ELD and core instruction using district-adopted and supplementary materials aligned to ELD and grade-level standards.
- **Data-Driven Instruction:** The school’s Reclassification Criteria—including ELPAC scores, teacher evaluation, and benchmark assessments—guide instructional planning and program improvement.
- **Continuous Improvement:** The leadership team, teachers, and the Governing Board regularly review English Learner data to assess program effectiveness and establish measurable goals for student progress and reclassification.

Technology Integration Across Subjects

Technology is integrated throughout the instructional program to improve engagement, differentiation, and data-driven instruction. Teachers utilize digital platforms such as Illuminate, Imagine Learning, Accelerated Reader, and Google Workspace for Education to

deliver interactive lessons, monitor student progress, and tailor learning to individual needs.

Besides intervention efforts such as before and after school tutoring and our STEM Summer Program, we are also creating a plan to support students more broadly. Using the Multi-tiered Systems of Support, we aim to assist students facing both academic and behavioral challenges. This approach includes:

- Targeted intervention for at-risk
- Support for self-management learners, advanced learners, and English Learners
- Increased intensity based on the individual need
- Frequent monitoring to inform decision making
- Alternatives to suspension
- Intervention teacher for push-in and pull-out Tier 2 and 3 work

Curriculum

NASA’s curriculum for each core subject aligns with the State Content Standards, which include the Common Core State Standards, NGSS, History-Social Science Content Standards, and English Language Development Standards. These State Standards provide a basic framework for instruction at N.E.W. Academy of Science and Arts. Standards-based core subject classes include: Language Arts, Math, Science, and Social Studies. From this foundation, students expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. Professional development involves coaching for teachers, staff, and the community to help students meet a more challenging curriculum and to support cooperation within the entire charter school community.

Our Curriculum Committee helps Charter School administration monitor our core instructional materials to deliver the most effective curriculum for ELA, SLA, ELD, Math, Science, and other subjects.

Subject Area	Curriculum & Instructional Materials
English Language Arts/Reading	Benchmark Advance and Benchmark Adelante, Estrellita
English Language Development	Benchmark ELD & English 3D
Mathematics	K-5 Envision Math
Science	Delta Education: FOSS
History-Social Science	McGraw Hill Education, Impact and Impacto
Health	Teacher-created materials
Visual and Performing Arts	Teacher-created materials

Ensuring Student Mastery of CCSS, NGSS, and ELD Standards with NASA Instructional Materials and Curriculum. NASA will ensure mastery of the CCSS, NGSS, and ELD standards using these instructional methodologies and curriculum, including our instructional materials. Our instructional materials are approved and vetted by the State of California. Our ELA and Math programs were created with the CCSS in mind. Our teachers

have been trained in the use of all materials we adopt to ensure mastery by students of all standards. Staff have received training in the ELD standards by the CEEL from Loyola Marymount University. NASA has implemented data analysis and assessment methods to identify student needs and has built staff capacity with various strategies to ensure mastery of all standards.

Technology Integration

N.E.W. Academy of Science and Arts supports the evidence that effective use of technology improves student achievement and motivation. When technology is integrated into an effective, innovative lesson plan, it can help open a classroom to a wealth of information and resources. Students must learn how to interpret and evaluate internet search results, as well as how to communicate deep understanding through software applications and multimedia technology. Technology-savvy teachers are recruited to teach at NASA. All teachers participate in professional development activities that include educational technology and coaching. For example, teachers are trained in using the Internet as a research tool. They are also provided with strategies to help students evaluate research and determine the credibility of Internet sources.

By integrating technology with project-based learning, students have discovered practical and effective ways to improve their education, such as online research or more diverse methods to communicate with teachers and mentors. Technology has helped students understand appropriate grade-level scientific and mathematical concepts, collaborate with peers, and enhance basic skills at their own pace. It boosts student learning by offering a multimedia learning environment that accommodates different learning styles.

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

- Key technology applications have been integrated into every classroom, and students are proficient in basic Microsoft Office applications, graphic design tools, and a variety of web search tools. Additionally, students are learning other applications like those in the Google Suite.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The Charter School has a fully functioning computer lab and technology classes available to all students.

We have online platforms for teachers that include:

- Online curricular programs aligned to Benchmark Advanced/Adelante
- Online curricular program aligned to K-5 Envision Math
- Online curricular program aligned to Impact/Impacto
- Online curricular program aligned to HMH Amira, Waggle, and English 3D
- Online curricular program aligned to FOSS Science

- Accelerated Reader (“AR”), a computerized reading program (used in 2nd-5th grade) that tests reading comprehension and reading level. The program tracks student success.
- Imagine Learning is a strategic, research-based, computerized program that creates individualized learning programs in Reading and English Language Development. It assesses the progress of students.
- Reading AZ is an educational platform for ELA/Second Language Acquisition.
- NASA also utilizes Student Information Systems such as PowerSchool and Parent Square.

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

Technology Plan. NASA has developed a technology plan that has been reviewed and updated by a committee consisting of members from the administration, technology support, and teachers. It was important for every classroom teacher to understand the plan and participate in some aspect of the review and development process. This process included teachers meeting in cross-grade level groups to discuss the creation and development of technology goals and which goals would be implemented in the future. NASA has hired an IT consultant who provides insights on technology issues. Parents were also involved in providing feedback regarding technology at home. Parents and community members were invited to a Board meeting where information about the technology plan was reviewed. Additionally, feedback was gathered from teachers and staff. Charter School administration finalized the plan for implementation and ongoing monitoring. The administration is responsible for assessing the implementation. Grade level meetings and staff meetings will be used for teachers to provide additional feedback and help monitor the process. Parents and community members will also be asked to give feedback during parent committee meetings, Board meetings, and through surveys.

In an effort to ensure that students are prepared to take computer-based state standards assessments, NASA is providing practice time on interim assessments, increased computer time throughout the day, and access to a charging station, as mentioned next. Professional development for teachers has been provided through online assessments.

N.E.W. Academy of Science and Arts holds the vision that all students can and will achieve. Ensuring appropriate access to technology is a fundamental aspect of the vision, as well as ensuring that all students have equal opportunities.

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

- General computer knowledge
- Internet skills
- Email
- Word processing
- Presentation software
- Spreadsheets
- Web development

Intervention and Enrichment Programs

Enrichment. Our enrichment program is innovative in that community members participate in providing services in addition to our staff. We have our local universities and junior colleges, community organizations, after-school programs, and consulates providing services and resources. Enrichment takes place before and after school hours in collaboration with our community partners.

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

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

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

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

During the intervention, teachers continue to document various strategies and techniques used to help the student improve their skills. We follow a Pyramid of Intervention system to structure the interventions and documentation process at the start of a Student Success and Progress Team (“SSPT”) meeting.

Independent Study

NASA does not provide an independent study program except where required by law.

Transitional Kindergarten

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

A child is eligible for transitional kindergarten if the child will have their fourth birthday by September 1 of each year.

The TK program provides students with an opportunity to learn important academic and social skills in a hands-on way that supports their development. Transitional kindergarten is the first year of a two-year kindergarten program. Children who meet the age eligibility for kindergarten may be enrolled in the TK program upon parent request.

The TK Program is conducted in combined classrooms with our Kindergarten students. The TK curriculum includes the California Preschool Learning Foundations developed by the California Department of Education, as well as the same curriculum as our Kindergarten program. Curriculum pacing and instructional delivery are monitored using data to ensure TK students master content before moving on in an age-appropriate way. Throughout our TK/K classrooms – particularly in recognition of the fact that most of our students have not attended high-quality preschools before enrolling at NASA – we incorporate a variety of early childhood development practices regarding language development, fine and gross motor development, and a foundational background in mathematics, science, and social studies.

Teachers assigned to a TK classroom must have one of the following:¹¹

¹¹ California Commission on Teacher Credentialing, Credentialing Requirements: <https://www.ctc.ca.gov/credentials/assignment-resources/transitional-kindergarten>

- Multiple Subjects Credentials (P, K-12 and adults):
 - Preliminary and Clear Multiple Subjects Teaching Credential
 - University Intern Credential
 - District Intern Credential (grades TK-8)
 - General Education Limited Assignment Permit
 - Short-Term Staff Permit
 - Provisional Internship Permit
- PK-3 Early Childhood Education (ECE) Specialist Instruction Credentials (Preschool through Grade 3)
 - Preliminary and Clear PK-3 ECE Specialist Instruction Credential
 - University Intern Credential
 - District Intern Credential
- General Kindergarten-Primary (K-3)
- General Elementary (K-8)
- Standard Early Childhood (P-3)
- Standard Elementary (K-9)
- Specialist Instruction Credential in Early Childhood Education

Academic Calendar and Schedules

N.E.W. Academy of Science and Arts has a longer school day than traditional public schools to provide more time for learning and community activities. The Charter School has at least 181 instructional days each academic year. The administrators and Board of Directors set specific calendar dates and hours each year. A complete school calendar for 2025-26 is below.

N.E.W. ACADEMY OF SCIENCE AND ARTS | 2025-26 CALENDAR

Board Approved
5/20/25

Minimum Day/ Día mínimo
No School/ No clases
Pupil Free/ día libre de alumnos
EOGP= End of Grading Period/ Fin de periodo de calificación
Early Dismissal/Salida Temprana

*Note: PTC: Parent Teacher Collaboration Meetings/Reuniones de colaboración entre padres y maestros

<p>Daily Bell Schedule 7:30 – 7:50 Breakfast 8:00 School Starts 9:00 – 9:20 TK, KB, 1C, 2A, 2B, 4th Recess 9:20 – 9:40 TK/KC, 1A, 1B, 2C, 3C, 5th Recess 9:40 – 10:00 KA, 3A, 3B Recess 10:00 – 10:20 Recess 11:20 – 12:00 TK, TK/KC, KB, 1C Lunch and Recess 11:00 – 11:40 2nd, 4th Lunch and Recess 11:40 – 12:20 KA, 3rd, 5A, 5B Lunch and Recess 12:20 – 1:00 1A, 1B, 5C Lunch and Recess 2:40 Regular Dismissal</p>	<p style="text-align: center;">Tuesday & Minimum Day Dismissal TK – 5th Dismisses @ 1:00</p>	<p>1-9 Winter Break 12 STAFF PD: Pupil Free 19 M.L. King Day 23 Minimum Day 30 EOTM</p>																																																	
<p style="text-align: center;">August 2025</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	Sun	Mon	Tue	Wed	Thu	Fri	Sat						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>1-13 STAFF PD 11 Meet the Teacher 14 First Day of School 28 Back to School Night 29 Admissions Day/No School</p>	<p>16 Presidents' Day Holiday 20 Minimum Day-PTC 27 EOTM/Awards Assembly</p>
Sun	Mon	Tue	Wed	Thu	Fri	Sat																																													
					1	2																																													
3	4	5	6	7	8	9																																													
10	11	12	13	14	15	16																																													
17	18	19	20	21	22	23																																													
24	25	26	27	28	29	30																																													
31																																																			
<p style="text-align: center;">September 2025</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </table>	Sun	Mon	Tue	Wed	Thu	Fri	Sat		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p>1 Labor Day: No School 19 Minimum Day- PTC 30 EOTM/Awards Assembly</p>	<p>5 EOGP: Trimester 2 Ends 6 Pupil Free day/Data Dig 20 Minimum Day 26 EOTM/Awards Assembly 27 Cesar Chavez Day 30-31 Spring Break</p>							
Sun	Mon	Tue	Wed	Thu	Fri	Sat																																													
	1	2	3	4	5	6																																													
7	8	9	10	11	12	13																																													
14	15	16	17	18	19	20																																													
21	22	23	24	25	26	27																																													
28	29	30																																																	
<p style="text-align: center;">October 2025</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td></tr> </table>	Sun	Mon	Tue	Wed	Thu	Fri	Sat				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31		<p>3 Pupil Free Day/Data Dig 6-7 Parent Conferences (AR) 17 Minimum Day/PTC 31 EOTM/Awards Assembly</p>	<p>1-3 Spring Break 17 Minimum Day -PTC 24 Armenian Genocide Day 30 EOTM/Awards Assembly</p>							
Sun	Mon	Tue	Wed	Thu	Fri	Sat																																													
			1	2	3	4																																													
5	6	7	8	9	10	11																																													
12	13	14	15	16	17	18																																													
19	20	21	22	23	24	25																																													
26	27	28	29	30	31																																														
<p style="text-align: center;">November 2025</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </table>	Sun	Mon	Tue	Wed	Thu	Fri	Sat							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30							<p>10 EOGP/Trimester 1 Ends 11 Veteran's Day Holiday 14 Minimum Day 17-20 Parent Conferences (All) 21 EOTM / Awards Assembly 24-28 Fall Break</p>	<p>22 Minimum Day- PTC 25 Memorial Day Holiday 29 EOTM/Awards Assembly</p>
Sun	Mon	Tue	Wed	Thu	Fri	Sat																																													
						1																																													
2	3	4	5	6	7	8																																													
9	10	11	12	13	14	15																																													
16	17	18	19	20	21	22																																													
23	24	25	26	27	28	29																																													
30																																																			
<p style="text-align: center;">December 2025</p> <table border="1" style="width: 100%; text-align: center;"> <tr><th>Sun</th><th>Mon</th><th>Tue</th><th>Wed</th><th>Thu</th><th>Fri</th><th>Sat</th></tr> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </table>	Sun	Mon	Tue	Wed	Thu	Fri	Sat		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>19 Tentative: Winter Concert 19 Minimum Day 22-31 Winter Break</p>	<p>9 Kindergarten Promotion 10 EOGP: Trimester 3 11 5th Grade Promotion 12 Last Day of Instruction</p>							
Sun	Mon	Tue	Wed	Thu	Fri	Sat																																													
	1	2	3	4	5	6																																													
7	8	9	10	11	12	13																																													
14	15	16	17	18	19	20																																													
21	22	23	24	25	26	27																																													
28	29	30	31																																																

379 S. Loma Drive / Los Angeles, CA 90017 / T: (213)413-9183 / F: (213)413-9187 / www.newnasa.org

TK Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:10	Morning Work (Settling in-work at the tables)				
8:10 – 8:20	Morning Meeting (Greetings, Calendar, Pledge of Allegiance...etc.)				
8:20 – 8:30	SEL (Social Emotional Learning)				
8:30 – 9:00	Designated ELD (English Language Development)				
9:00 – 9:20	Recess				
9:20 – 9:30	Mindfulness Relaxation (Settling in)				
9:30 – 10:00	Social Studies*/ Science*	Social Studies*/ Science*	Social Studies*/ Science*	Social Studies*/ Science*	Social Studies*/ Science*
10:00 – 11:00	Language Arts (Literacy Activities)				
11:00 – 11:40	Lunch				
11:40 – 11:50	Mindfulness Relaxation (Settling in)				
11:50 – 12:50	Math (Math Activities)*				
12:50 – 1:20	Art *	Early Dismissal @ 1:00 p.m.	Art*	Art*	Art*
1:20 – 1:50	P.E.* (Physical Education)		P.E.* (Physical Education)	P.E.* (Physical Education)	P.E.* (Physical Education)
1:50 – 2:30	Self-Discovery and Purposeful Play		Self-Discovery and Purposeful Play	Self-Discovery and Purposeful Play	Self-Discovery and Purposeful Play
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

Kindergarten Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	Morning Meeting (Greetings, Calendar, Pledge of Allegiance....etc.)				
8:15 – 8:30	SEL (Social Emotional Learning)				
8:30 – 8:50	Writing (Journal)				
8:50 – 9:15	Language Arts (Literacy Activities)				
9:20 – 9:40	Recess				
9:40 – 9:50	Settling in				
9:50 – 11:05	Language Arts (Literacy Activities)				
11:05 – 11:35	Designated ELD (English Language Development)				
11:40 – 12:20	Lunch				
11:40 – 11:50	Settling in				
11:50 – 12:50	Math (Math Activities)*				
12:50 – 1:30	P.E.* (Physical Education)	Early Dismissal @ 1:00 p.m.	P.E.* (Physical Education)	Art*	P.E.* (Physical Education)
1:30 – 2:00	Social Studies*		Science*	Social Studies*	Science*
2:00 – 2:30	Self-Discovery and Purposeful Play		Self-Discovery and Purposeful Play	Self-Discovery and Purposeful Play	Self-Discovery and Purposeful Play
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

First Grade Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	Morning Meeting (Greetings, Calendar, Pledge of Allegiance...etc.)				
8:15 – 8:35	SEL Check-in (Social Emotional Learning)				
8:35 – 9:05	Language Arts (Language Academy)-Whole Group				
9:05 – 9:35	Science*	Math*	Science*	Social Studies*	Science*
9:40 – 10:00	Recess				
10:00 – 11:15	Language Arts (Small Groups)-phonics, word study, grammar....				
11:15 – 11:35	Writing				
11:35 -12:20	Designated ELD (English Language Development)				
12:20 – 1:00	Lunch				
1:00 – 1:40	Math*	Early Dismissal @ 1:00 p.m.	Math*	Math*	Math*
1:40 – 2:30	Art*		P.E.* (Physical Education)	Art*	P.E.* (Physical Education)
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

2nd Grade Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	Morning Meeting/SEL Check-in (Greetings, Calendar, Pledge of Allegiance...etc.)				
8:20 – 8:50	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)				
9:00 – 9:20	Recess				
9:20 – 10:05	Designated ELD (English Language Development)				
10:05 – 11:00	Math*				
11:00 – 11:40	Lunch				
11:50 – 12:10	Language Arts (Whole Group)				
12:10 – 1:10	Language Arts (Small Groups)-word study, grammar, comprehension....				
1:10 – 1:40	Art*	Early Dismissal @ 1:00 p.m.	Social Studies*	Art*	Social Studies*
1:40 – 2:30	Science*		P.E.* (Physical Education)	Science*	P.E.* (Physical Education)
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

3rd Grade Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	Morning Meeting/SEL Check-in (Greetings, Calendar, Pledge of Allegiance...etc.)				
8:20 – 8:50	Writing				
8:50 – 9:10	Language Arts (Whole Group)				
9:10 – 9:40	Language Arts (Small Groups-word study, grammar, comprehension....)				
9:40 – 10:00	Recess				
10:00 – 10:35	Language Arts (Small Groups) Continued				
10:35 – 11:20	Designated ELD (English Language Development)				
11:20 – 12:20	Math*				
12:20 – 1:00	Lunch				
1:00 – 1:30	Science*	Early Dismissal @ 1:00 p.m.	Social Studies*	Science*	Social Studies*
1:30 – 2:00	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)		Literacy Foundations (Small Groups-Phonemic awareness and Phonics)	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)
2:00 – 2:30	P.E.* (Physical Education)		P.E.* (Physical Education)	Art*	P.E.* (Physical Education)
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

4th Grade Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:15	Morning Meeting/SEL Check-in (Greetings, Calendar, Pledge of Allegiance...etc.)				
8:15 – 9:00	Designated ELD (English Language Development)				
9:00 – 9:20	Recess				
9:20 – 9:50	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)				
9:55 – 11:00	Language Arts (Small Groups-word study, grammar, comprehension....)				
11:00 – 11:40	Lunch				
11:45 – 12:15	Writing				
12:15 – 1:10	Math*				
1:10 – 1:40	Science*	Early Dismissal @ 1:00 p.m.	Social Studies*	Science*	Social Studies*
1:40 – 2:30	P.E.* (Physical Education)		Art*	P.E.* (Physical Education)	Art*
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

5th Grade Class Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	Morning Meeting/SEL Check-in (Greetings, Calendar, Pledge of Allegiance...etc.)				
8:20 – 9:20	Math*				
9:20 – 9:40	Recess				
9:40 – 10:10	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)				
10:10 – 10:40	Language Arts (Whole Group)				
10:40 – 11:40	Language Arts (Small Groups- word study, grammar, comprehension....)				
11:40 – 12:20	Lunch				
12:25 – 1:10	Designated ELD (English Language Development)				
1:10 – 1:40	Science*	Early Dismissal @ 1:00 p.m.	Social Studies*	Science*	Social Studies*
1:40 – 2:30	P.E.* (Physical Education)		Art*	P.E.* (Physical Education)	Art*
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

Sample Schedule for Early Dismissal and Minimum Day

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 – 8:20	Morning Meeting/SEL Check-in (Greetings, Calendar, Pledge of Allegiance...etc.)				
8:20 – 8:50	Writing				
8:50 – 9:10	Language Arts (Whole Group)				
9:10 – 9:40	Language Arts (Small Groups-word study, grammar, comprehension....)				
9:40 – 10:00	Recess				
10:00 – 10:35	Language Arts (Small Groups) Continued				
10:35 – 11:20	Designated ELD (English Language Development)				
11:20 – 12:20	Math*				
12:20 – 1:00	Lunch				
1:00 – 1:30	Science*	Early Dismissal @ 1:00 p.m.	Social Studies*	Art*	Minimum Day Dismissal @ 1:00 p.m.
1:30 – 2:00	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)		Literacy Foundations (Small Groups-Phonemic awareness and Phonics)	Literacy Foundations (Small Groups-Phonemic awareness and Phonics)	
2:00 – 2:30	P.E.* (Physical Education)		P.E.* (Physical Education)	P.E.* (Physical Education)	
2:30 – 2:40	Clean-up and Dismissal				
	-Early Dismissal (Tuesdays) and Minimum Days: Students are dismissed at 1:00 p.m. -* With Integrated ELD (English Language Development)				

Instructional Days and Minutes Calculator.

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 Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	121	340	37	240	23	240	0	0	181	36000	55540	19540
1	Yes	121	340	37	240	23	240	0	0	181	50400	55540	5140
2	Yes	121	340	37	240	23	240	0	0	181	50400	55540	5140
3	Yes	121	340	37	240	23	240	0	0	181	50400	55540	5140
4	Yes	121	340	37	240	23	240	0	0	181	54000	55540	1540
5	Yes	121	340	37	240	23	240	0	0	181	54000	55540	1540
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

Teachers receive professional development focused on narrow topics such as classroom management, assessment, or differentiating instruction. N.E.W. Academy of Science and Arts supports research-based findings that a process-oriented approach to professional development helps participants learn to use a comprehensive instructional planning process that connects key components necessary for improving student achievement in a standards-based system.

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

- Focused & Intentional – conducts annual needs assessments, gathers grade level input, and aligns with teacher growth goals (California Standards for the Teaching Profession).
- Interdisciplinary Language-Rich Teaching and Learning – focuses on standards-based, interdisciplinary instruction designed for culturally and linguistically diverse students, guided by both formative and summative assessments.

- Coaching & Reflection Cycles – a structured approach to collegial coaching, guided by a research-based framework for gathering and reflecting on evidence of best practices for culturally and linguistically diverse students, and fostering teacher leadership.
- Impact Monitoring – encompasses surveys, student data analysis, and leadership and input from the Curriculum Committee.

To achieve our goal, teachers will continue professional development focused on the following areas: ELD/ELA framework and strategies, NGSS, PowerSchool, Amira, SPED teaching strategies, de-escalation strategies, Observation Protocol for Academic Literacies (OPAL), Dual Language program, PBIS, computer-adaptive assessments, digital library training, and STEAM/3D printer.

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

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

Teachers receive ongoing monthly coaching and support visits, along with office hours to give continuous feedback on their instructional practices. These coaching sessions enable teachers to reflect and modify strategies to better address their students' needs, leading to improved academic achievement on periodic assessments and ultimately on the CAASPP.

Professional Development Schedule

Professional Development and Teacher Collaboration Schedule 2025-2026			
Date	PD/Teacher Collaboration	Participants	Topic
8/01 - 8/13/25	Planning/Prepping and Pre-Week PDs	All Staff	See Planning/Prepping and Pre-Week Schedule with Topics
8/19/25	Staff Meeting	All Staff	Debrief
8/26/25	Professional Development	Teachers and IAs	SpEd PD w/Jennifer Reiter-Cooke (2hrs)
8/28/25	School-wide Event	All Staff	Back to School Night
9/2/25	Professional Development	Teachers and IAs	Envision Math Framework
9/9/25	Teacher Collaboration	Teachers and IAs	Vertical Collaboration (TK/K and 1st, 2nd and 3rd, & 4th and 5th) Topics to Discuss: Creating small groups for SIPPS and ELD Groups
9/16/25	Professional Development	Teachers and IAs	SpEd PD w/Jennifer Reiter-Cooke (2hrs)
9/19/25	Parent Teacher Collaboration	Teachers and Parents	Topics to Discuss: MTSS, tutoring and intervention, behavior management
9/23/25	Teacher Collaboration	Teachers and IAs	Collaborate on BOY assessments, Creating groups for Tutoring and Intervention and Trimester 1 PBL Project by grade level.
9/30/25	Staff Meeting	All Staff	Topics to Discuss: SIPPS/P.E. PD w/Mr. Bates 2:30 - 3:30
10/3/25	Data Dig	Teachers and IAs	Grade-level collaboration on SMART goals
10/6 & 10/7/25	Mid Trimester Parent Conferenccce	Teachers and Parents	Meetings for At-risk students
10/14/25	Teacher Collaboration	Teachers and IAs	Grade-level collaboration on SMART goals
10/17/25	Parent Teacher Collaboration	Teachers and Parents	Discuss curriculum, upcoming classroom activities, and PBL #1
10/21/25	Staff Meeting	All Staff	Safety Drill Debrief/Mr. Gil: PBIS
10/28/25	Professional Development	Teachers and IAs	Mr. Gil: PBIS and SIPPS Training w/Mr. Bates
10/31/25	Teacher Collaboration	Teachers and IAs	Grade-level collaboration on CAASPP and ELPAC Data Analysis
11/4/25	Staff Meeting	All Staff	Dr. French: De-escalation Strategies
11/14/25	Teacher Collaboration	Teachers and IAs	Report Cards and Prepare for Parent Conferences
11/17 - 11/20/25	Fall Parent Conferences	Teachers and Parents	Parent Conferences for all students
12/2/25	Staff Meeting	All Staff	Dr. French: De-escalation Strategies
12/9/25	Teacher Collaboration	Teachers and IAs	Collaboration (TK/K and 5th, 1st & 2nd, 3rd, & 4th)
12/16	Professional Development		Teacher/Student Support Staff Led - Spanish Teaching Strategies
12/19/25	Staff Meeting	All Staff	Charter Renewal, OPAL tool, Winter Break, and Winter Intersession
1/12/26	Data Dig	All Staff	Grade-level collaboration on SMART goals
1/13/26	Staff Meeting	All Staff	Staff Handbook, Attendance, and ELPAC
1/20/26	Professional Development		Teacher/Student Support Staff Led - Integrated Curriculum
1/23/26	Teacher Collaboration	Teachers and IAs	Timeline of Learning Skills (TLS): TK-1; 2-3; 4-5
1/27/26	Staff Meeting	All Staff	LAUSD Oversight Visit Preparation
1/30/26	Teacher Collaboration	Teachers and IAs	Timeline of Learning Skills (TLS): TK-1; 2-3; 4-5
2/3/26	Professional Development		Teacher/Student Support Staff Led - Math Strategies
2/10/26	Teacher Collaboration	Teachers and IAs	Summative ELPAC Training
2/17/26	Staff Meeting	All Staff	Together We Are One - Depending on Each Other for Success
2/20/26	Parent Teacher Collaboration	Teachers and Parents	PBL #2
2/24/26	Teacher Collaboration	Teachers and IAs	Summative ELPAC Procedures
2/27/26	Professional Development		Teacher/Student Support Staff Led - Designated ELD
3/3/26	Teacher Collaboration	Vertical Teachers and IAs	Vertical Collaboration (TK/K and 5th, 1st & 2nd, 3rd, & 4th)
3/6/26	Data Dig		Grade-level collaboration on SMART goals
3/10/26	Teacher Collaboration	Teachers and IAs	End of Trimester Procedures: Report Cards and Parent Conferences for At-Risk Students
3/17/26	Staff Meeting	All Staff	School Survey Results
3/24/26	Teacher Collaboration	Teachers and IAs	Administration Collaborates with Teachers
3/26/26	Professional Development	Teachers and IAs	Teacher/Student Support Staff Led - Integrated ELD
4/7/26	Teacher Collaboration	Teachers and IAs	CAASPP Training
4/14/26	Staff Meeting	All Staff	School Climate and Staff Survey
4/17/26	Parent Teacher Collaboration		End-of-the-year Assessments
4/21/26	Teacher Collaboration	Vertical Teachers and IAs	Vertical Collaboration (TK/K and 1st, 2nd & 3rd, 4th & 5th)
4/28/26	Professional Development	Teachers and IAs	Teacher/Student Support Staff Led
4/30/26	Teacher Collaboration	Teachers and IAs	Grade Level and Admin Collaboration (TK-2nd and 3rd-5th)
5/5/26	Staff Meeting	All Staff	End-of-the-year Procedures / Curriculum Inventory
5/12/26	Teacher Collaboration	Teachers and IAs	Grade Level Planning for 2026 - 2027 (Pacing Plans, PBL, Lesson Plans)
5/19/26	Professional Development	Teachers and IAs	Teacher/Student Support Staff Led
5/22/26	Parent Teacher Collaboration		PBL #3: Engineering Project Presentations
5/26/26	Teacher Collaboration	Teachers and IAs	Report Cards and Articulation Cards (1)
5/29/26	Staff Meeting	All Staff	Self-Assessment and Goal Setting
6/2/26	Teacher Collaboration		Report Cards and Articulation Cards (2)
6/9/26	Staff Meeting	All Staff	Reflection and Moving Forward
6/11/26	Teacher Collaboration		End-of-the-year Items and CUMs
6/12/26	Staff Meeting	All Staff	End-of-the-year Items and CUMs (Teachers)

How the Charter School Recruits Credentialed Teachers

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

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

N.E.W. Academy of Science and Arts seeks to recruit teachers who hold a Cross-cultural, Language, and Academic Development (“CLAD”) and BCLAD credential and can use their bi-cultural training to serve our ELs better. Teachers are well-versed in SDAIE and ELD techniques.

Teachers are selected by the Principal, working with the Administrators and in consultation with the current teachers. Selection is based on teaching experience, the degree of subject matter expertise, and the ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low-income students is a strong qualification for employment. N.E.W. Academy of Science and Arts strives to recruit teachers who hold a CLAD credential and have experience with scaffolding techniques and performance-based instruction. Teachers need to be well-versed in SDAIE and ELD techniques.

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

N.E.W. Academy of Science and Arts fosters a collaborative school environment in which teachers interact periodically to engage in a variety of development activities. Such

activities include lesson planning, student achievement strategies, and general student-related discussions among teachers. All teachers are encouraged to seek assistance from NASA staff or other teachers throughout the year. N.E.W. Academy of Science and Arts seeks to create an open environment where teachers feel part of a team and can trust one another regarding various school-related issues.

All teachers and other instructional staff (including teaching aides) must meet the requirements of the Every Student Succeeds Act (“ESSA”).

NASA will continue to promote a collaborative school environment where teachers have time to work together on developing lessons and units, identifying students in need of extra support, and reviewing student data. All teachers are encouraged to seek help from Charter School staff or colleagues throughout the year. N.E.W. Academy of Science and Arts aims to create an open environment where teachers feel like part of a team and can trust each other on various school-related issues.

N.E.W. Academy of Science and Arts believes that effective professional development focuses on increasing teachers’ core curriculum knowledge, improves teachers’ instructional strategies to meet the diverse needs of students, and supports teachers in creating effective assessments to measure student learning.

Meeting the Needs of All Students

English Learners

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

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

We make sure all communication is sent home in both Spanish and English, and we offer translation services at all Charter School events and conferences. Additionally, we hold workshops to empower parents and share strategies for supporting their child’s language development.

The Charter School will comply with all relevant legal requirements for English Learners, including annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing. The Charter School will establish policies to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Initial Identification. NEW Academy of Science and Arts administers the Home Language Survey (“HLS”) upon a student’s initial enrollment into a California public school (on enrollment forms) to provide meaningful and appropriate instruction. When enrolling a student at N.E.W. Academy as their first California public school, a parent or guardian must complete a Home Language Survey as part of the enrollment process.

English Language Proficiency Assessment. All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessment for California (ELPAC). The ELPAC has four proficiency levels (Level 4: Well Developed; Level 3: Moderately Developed; Level 2: Somewhat Developed; Level 1: Beginning to Develop) and is aligned with the 2012 California ELD standards.

The ELPAC consists of two separate assessments:

- Initial ELPAC Assessment

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

- Summative ELPAC Assessment

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

Both the Summative ELPAC and Initial ELPAC are assessments administered in the following grade spans applicable to the Charter School—TK/K, 1, 2, and 3–5. In

TK/kindergarten and grade 1, all domains are administered individually. In grades 2–5, the test is administered in groups, exclusive of speaking, which is administered individually.

Testing times will vary depending on the grade level, domain, and individual student. Both the Initial ELPAC and Summative ELPAC are given in two separate testing windows throughout the school year.

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

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

Based on the proficiency level as determined by the ELPAC, students are classified as EL or IFEP.

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

The Charter School will notify all parents of its responsibility for ELPAC testing and ELPAC results within 30 days of receiving the results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act for annual English proficiency testing.

Steps:

Step 1	<p>Identification of English Learner students: Home Language Survey</p> <p>A Home Language Survey is included on the standard enrollment form that all entering students who are new to a California public school must complete to officially enroll. This data is used by site administration and English Learner Services Coordinator to identify students who may not be proficient in English.</p>
Step 2	<p>Preliminary Evaluation: Academic History</p> <p>Site administration and English Learner Services Coordinator thoroughly assesses and monitors a student's academic history, upon the student's entry as well as during the academic year, through multiple measures:</p> <ul style="list-style-type: none"> • Academic records from within or outside of the United States • Information on everyday classroom performance • Individual reading assessment using the Teachers College reading assessment • Teacher observations and reports
Step 3	<p> Screener Evaluation for Instructional Placement</p> <p>Charter School administration is charged with initially screening a student as follows:</p> <ul style="list-style-type: none"> • Students with limited English language skills who have recently arrived in the United States or are newly enrolled in the school and are potentially ELs, are formally screened to help determine whether or not the student is need of a language instruction educational program. • Teachers administer the ELPAC, which is used to assist in determining the student's initial English language development level and class placement. • If the student is identified as an English Learner, this information is entered into PowerSchool.
Step 4	<p>Placement in Language Instructional Program</p> <p>Once students are identified, placements are based on:</p> <ul style="list-style-type: none"> • The results of multiple assessments including, English and Spanish tests, the ELPAC scores, a writing sample, Running Record, classroom level assessments, teacher observations, and conversations with the students as well as parental input.
Step 5	<p>Required Notification</p> <p>EL placement decisions are communicated to parents in a timely and standardized manner. The process follows:</p> <ul style="list-style-type: none"> • The Charter School notifies parents within no more than 30 days after the start of the school year. • Parents of students who are identified as English Learners after the start of the school year must be notified within two weeks. • Charter School attempts to schedule initial meetings to discuss this information with parents and also mail a letter informing parents of the placement.
Step 6	<p>Ongoing Assessment</p> <p>All NASA students classified as English Learners must:</p> <ul style="list-style-type: none"> • Take the ELPAC Summative Assessment each year • Be assessed on the ELD standards and unit assessments throughout the year until they meet the re-designation criteria written by NASA and informed by the guidelines outlined by the State of California.

Educational Program – How, Where, and by Whom. Our academic program provides research-based, high-quality programs and instruction for English Language development that are aligned to the California curricular frameworks and address the individual and collective linguistic levels of English Learners in NEW Academy of Science and Arts.

NEW Academy of Science and Arts ‘s Comprehensive English Language Development program is aligned to the specifications put forth in the California English Language Arts/English Language Development Framework (2014). The English Language Development program applies to all English Learners enrolled in one of the language acquisition programs: Language Academy (Dual Language) and SEI.

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

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

The Comprehensive ELD program will allow ELs to develop a strong English language foundation in informal and formal (academic) settings.¹² ELD also includes foundational literacy development in reading and writing, and complements and amplifies the English Language Arts CCSS. ELD and ELA standards are intended to work in tandem to help teachers design instruction that assists students in developing skills related to cognitive academic proficiency in English.

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

¹² California Department of Education (CDE). (2010a). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: California Department of Education.

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

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

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

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

The following research-based guidelines guide decision-making strategies for ELD grouping¹³:

- Identification of EL student’s proficiency levels based on both state and local English language proficiency assessments
- Monitoring of changes of EL student’s proficiency levels at least two times during the academic year to adjust ELD groups according to the diverse strengths and needs of ELs
- Consideration of EL student’s interpretive and productive proficiency levels
- Creating specialized Designated ELD instruction to address the specific language development needs of students “at risk” of becoming LTELs¹⁴

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

¹⁴ A Long-Term English Learner is defined in EC section 313.1 as an English Learner who meets the following:

- Is enrolled in any of grades six to twelve;
- Has been enrolled in schools in the United States for six years or more;

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

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

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

- Grades TK-K: 30 minutes
- Grades 1-5: 45 minutes

The NASA site-level administrators are responsible for monitoring and ensuring daily Designated ELD Instruction occurs for all English Learners.

The California ELA/ELD Framework (2014) specifies guidelines for the combined English Language Arts and English Language Development materials adoption. The state provides a list of adopted materials for local education agencies to review and adopt to remain in compliance with the use of state-adopted, standards-based programs that meet the instructional needs of English Learners.

Instructional decisions related to a student's language acquisition status must be described in the Individualized Education Program ("IEP"). When a student qualifies for Special Education services, linguistically and developmentally appropriate goals and objectives are written based on the student's needs. The IEP will include goals that address English Language Development.

-
- Has remained at the same ELP level for two or more consecutive years as determined by the ELPAC, or any successor test (i.e. the ELPAC); and
 - Scores nearly met or does not meet on the English-language arts standards-based achievement test or any successor test

English Learners with an IEP in grades K–5 general education classes receive Designated and Integrated ELD instruction from the general education teacher. Bilingual Instructional Assistants may be assigned to the program to provide direct support to English Learners with an IEP.

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

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

Teachers are trained in the following strategies:

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

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

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

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

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

Results to Accelerate Program and Progress. The implementation of the NEW Academy of Science and Arts ELD program will be reviewed using assessment data results from indicators related to student academic achievement. These processes will align with the California Accountability system and its requirements for the English Learner Progress Indicator, defined as follows¹⁵: The California State Board of Education approved an EL Progress Indicator that measures the percentage of ELs who are making progress toward language proficiency. The current EL Progress Indicator combines the number of ELs who make progress from year to year on the ELPAC and the number of ELs who are reclassified in the prior year.

EL Reclassification. At the local level, NASA will examine growth on the ELPAC to determine whether students are meeting the set growth target based on their English proficiency levels and the length of time in U.S. schools.

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

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

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

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

¹⁵ California Department of Education (2017). Quick Reference Guide to California's School Accountability System. Retrieved 3-1-17 from <http://www.cde.ca.gov/ta/ac/cm/>.

NEW Academy of Science and Arts realizes that it is crucial to monitor and support students' English Language development over time and ensure that students are prepared to re-designate as students who are fluent in English. The Charter School has a systematic approach to tracking ELs and their progress towards meeting the criteria for re-designation (RFEP). Our reclassification criteria reflect the same criteria set forth by the state.

NASA will continue using the following four criteria to establish reclassification policies:

1. English Language Proficiency: Student must score an Overall Performance Level 4 in the English Proficiency Assessment for California (ELPAC). The ELPAC is an Assessment that determines the English language proficiency of students whose primary language is not English.
2. Teacher Evaluation: Teacher evaluates the student, including, but not limited to, a review of the student's mastery of the curriculum as it pertains to their performance in the four domains (listening, speaking, reading, and writing).
3. Parent Notification and Consultation: Parents are notified of the student's academic standing and fulfillment of the requirements for reclassification. Parents' consultation will involve the decision to reclassify the student from English Learner to Reclassified as a Fluent English Learner (RFEP). A parent's signature acknowledges the change of the student's status to Reclassified Fluent English Proficient (RFEP).
4. Academic Performance: Teacher provides evidence of the student's proficiency in English. The following is used to determine that the student has demonstrated grade-level proficiency.
 - Rubric score of 3 or 4 on trimester writing assessment and/or;
 - K-5: Score of 3 or 4 on current grade level reading skills assessment in English Running Records and/or;
 - Grades 3-5 only: Score of Standards Met or Standards Exceeded on the English Language Arts Smarter Balanced Assessment Consortium (SBAC)

Monitoring Progress, Reclassification, and Evaluation of Program Effectiveness. NEW Academy of Science and Arts monitors and regularly assesses the progress of all English Learners in both English language proficiency and grade-level content knowledge. The Language Appraisal Team, comprised of a site-level administrator, English Learner Development Coordinator, Special Education Coordinator, and School Counselor, will meet at least quarterly to oversee and implement monitoring processes.

The purpose of the Language Appraisal Team (LAT) is multi-faceted and includes, but is not limited to, each designated area below¹⁶:

¹⁶ US Department of Education (2016). **English Learner Tool Kit**. Chapter 8: Tools and Resources for Monitoring and Exiting English Learners from EL Programs and Services.

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

Reclassification Processes

The list of potential reclassification students is generated and reviewed by the site administrator/leadership team.

Sites determine students who meet the reclassification criteria and complete all the appropriate forms and meetings as required.

After consultation with parents and when all signatures are obtained, reclassification is documented in the electronic data system and a hard copy of all paperwork is placed in the student cumulative record.

NEW Academy Charter Schools, English Learner Master Plan 2022

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

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

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

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

The LAT follows a standardized protocol to gather and review a broad range of evidence that reflects and aligns with assessment processes representative of local data, state-mandated measures, and various other sources over time. Action steps that may result from individual monitoring of an English Learner’s student progress include:

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

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

Students At-Risk of Becoming Long-Term English Learners

NASA implements a comprehensive, data-driven process to monitor the progress and effectiveness of supports for students identified as “At-Risk of Becoming Long-Term English Learners” (LTELs). This process is embedded within the Charter School’s English Learner Master Plan and guided by the principles of early identification, targeted intervention, and continuous review.

The LAT reviews student progress toward English language proficiency and academic benchmarks. Using multiple data sources, including ELPAC results, local benchmark assessments, teacher observations, and classroom performance, the LAT identifies English Learners who are not making adequate annual growth in language proficiency or academic achievement. Particular attention is given to students enrolled in U.S. Charter Schools for four to five years who continue to score at the “Expanding” level (Level 3) or below on the ELPAC, as these students are most at risk of becoming LTELs.

For each identified student, the Student Support and Progress Team (SSPT) will conduct a thorough review of linguistic, educational, and socioemotional factors that might be affecting progress. This includes analyzing English language development by domain, program placement, and duration, reviewing prior interventions, examining attendance patterns, and identifying social-emotional or environmental barriers to learning. Teachers record existing and previous supports and work with the SSPT to assess the effectiveness of those interventions.

Following the review, the SSPT recommends targeted modifications to instruction and student supports. These may include intensified Designated ELD aligned to individual proficiency levels, enhanced Integrated ELD within core content instruction, and additional academic interventions through the Charter School’s Multi-Tiered System of Supports (MTSS).

Progress for at-risk students is monitored throughout the year using both formative and summative measures. Data are analyzed after each ELPAC administration and at regular benchmark intervals to determine growth trajectories and the impact of supports. Students who continue to demonstrate limited growth are re-evaluated during subsequent SSPT meetings, and their individualized intervention plans are revised accordingly. All findings and adjustments are documented in each student’s English Learner portfolio, ensuring accountability and continuity of services.

Through this structured and iterative process, N.E.W. Academy ensures that every English Learner, particularly those at risk of becoming LTELs, receives timely, evidence-based, and coordinated supports designed to promote language acquisition, academic success, and eventual reclassification as Fluent English Proficient.

Parent and Teacher Notification. When a student meets RFEP criteria, the student, parent, and current teachers are notified in writing. We closely monitor RFEP students' progress in class and on standardized tests. According to the requirements outlined in ESSA, schools must monitor students for 4 years after redesignation. This is why many recently redesignated students still received ELD or Enrichment instruction to continue supporting their academic English skills.

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

The NEW Academy of Science and Arts meets the needs of students who are achieving above grade level. General education classroom teachers are trained to differentiate instruction to meet the various academic levels of their students, including gifted students. In addition to in-class modifications, identified gifted and talented students receive enrichment classes three times a week after school from a third-party vendor.

The Gifted and Talented Program at NASA provides differentiated instruction in science, math, English language arts, social science, and the arts. The curriculum units align with State Standards and promote in-depth critical thinking and productive questioning. Our class time heavily emphasizes developing the 4 C's: Creativity, Communication, Collaboration, and Critical thinking, while integrating the NGSS and Common Core Standards.

The GATE Coordinator monitors the academic performance of the identified gifted students by collaborating with the Test Coordinator to track student test scores and monitor quarterly report cards. General education teachers also monitor the progress of gifted and talented students through quarterly benchmarks, formative/summative assessments, and informal assessments. Parents may contact the GATE Coordinator, who is the on-site designee.

The Charter School will identify GATE students using the following steps:

Step 1: Nominate: Referral - Fall

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

Step 2: Further Evaluation – Fall/Winter

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

Step 3: Multiple Criteria Assessment – Fall/Winter

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

Step 4: GATE Committee Winter

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

Step 5: Notification - Spring

The parent/guardian of the students who are identified as gifted are sent letters indicating the student’s status. A letter describing the varied service models available to GATE-identified students is included. Students who do not pass the LAUSD GATE testing process are notified with letters stating their status. The teacher and administration are also notified of the students’ status, and the cumulative folders are updated as well. The on-site designee for parents to communicate with will be the school Principal.

Step 6: Placement

Students who are identified as GATE students participate in specifically designed activities implemented by the third-party vendor.

Students Achieving Below Grade Level

Students are identified as achieving below grade level through teacher observations, assessment results, parent identification, and other academic measures (e.g., assignment completion). We implement a three-tier response to intervention model for our student achieving below grade level.

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

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

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

Any student recommendation for academic intervention is assessed, and students receive supplemental support according to their identified needs. Supplemental supports are offered during the school day. In an effort to promote a consistent transfer between skills learned in the classroom and those learned in intervention, the intervention program will largely be based on the curricula being used school-wide:

- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)
- El Camino al Exito and El Proximo Paso al Exito
- Guided reading books
- Various ELD strategies
- Waggle Math
- Happy Numbers

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

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

The SSPT plan outlines actions, timeline, multiple checkpoints, and responsible parties to inform the team on how to proceed in further aiding a student who is not meeting grade level standards, and intervention class teachers provide data to show students' progress in

supplemental intervention classes. If a student is not meeting the determined goals outlined in the SSPT, follow-up meetings may be held to consider other modifications.

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

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

Socioeconomically Disadvantaged / Low Income Students

At the beginning of each year and when new students enroll, a Federal Income Survey, a Student Residency Questionnaire, and an Enrollment Form with parents' highest education are obtained from all New Academy of Science and Arts students. All surveys are then reviewed by NASA staff to determine those students who qualify as eligible socioeconomically Disadvantaged. Students' needs are identified through the responses on the surveys and parent communication with the parent liaison. Additionally, through CALPADS direct certification, students are identified for additional services.

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

Regardless of socioeconomic status, all students are offered a variety of enrichment opportunities. During school days, all students in grades TK-5 are offered experiences such as bus field trips, walking field trips in the community, guest speakers, author visits, performances, music, art, physical education, and a strong educational program that accommodates students' needs. After school, teachers and staff create clubs for art, dancing, theatre, sports, chess, sewing, and more when staff and students show interest to propose new ideas.

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

Students in Other Groups

NASA provides a supportive community to all students enrolled with an extra emphasis on our subgroups, including Foster Youth and Homeless Students, and Standard English Learners. The principal, assistant principal, teachers, Homeless Students and Foster Youth Liaison (Homeless Liaison) work collaboratively to address the needs of students in these subgroups by providing resources and monitoring their academic growth and their social-emotional well-being.

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

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

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

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

1. Ensure homeless children and youth are properly identified and promptly enrolled by school personnel.
2. Inform parent/guardian/unaccompanied homeless youth of educational and related opportunities available and encourage parents to actively participate in their child's education.

3. Ensure children, youth, and their families have equal access to all educational services for which they are eligible.
4. Inform parent/guardian/unaccompanied homeless youth of all transportation services, including transportation to the school of origin, and the criteria for transportation assistance.
5. Assist unaccompanied homeless youth with enrollment, school placement, and obtaining immunization records.
6. Provide students and their families with referrals to community services, such as healthcare, mental health, dental, and other appropriate services as needed.
7. Participate in the mediation of school enrollment disputes.
8. Collaborate with county and state homeless liaisons.

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

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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

The completed LCFF State Priorities Table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference. The tables identify how the Charter School's goals and actions to achieve the goals are aligned with the eight state priorities, including formative and summative performance targets for each student group.

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

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

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

Assessments at the Charter School are fully integrated into teaching and learning. Assessments guide the course of instruction. Students demonstrate their ability to integrate knowledge, skill, and analysis to produce authentic work. They can synthesize

information across disciplines and evaluate their own learning and progress. Examples of such work at NASA include essays, performances, debates, staged conferences, presentations, and community service projects.

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

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

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

Measurable Pupil Outcomes: Summative Assessment Performance Targets

The table below lists our formative and summative assessments to be administered throughout each school year, along with the applicable grade levels and timeline of the administration.

N.E.W. ACADEMY OF SCIENCE AND ARTS ASSESSMENT OVERVIEW						
	Grade	Language of Administration	Instructional Program (SEI and DL)	Fall	Winter	Spring
SUMMATIVE (LONG-CYCLE) ASSESSMENT						
<ul style="list-style-type: none"> • At the end of large chunks of learning to determine student achievement relative to the standards • Monitor an organization’s annual and longitudinal progress to ensure individual students are on track academically 						
STATE MANDATED						
ACADEMIC ACHIEVEMENT						
SBAC/CAA (ELA)*	Grades 3-5	English	All Programs			X
SBAC/CAA (Math)*	Grades 3-5	English	All Programs			X
CAST Science	Grade 5	English	All Programs			X
Physical Fitness Test	Grade 5	English	All Programs			X
LANGUAGE PROFICIENCY						

CSA, Spanish Proficiency* (replace STS as of Spring 2019)	Grades 3-5	Spanish	DL Only			X
ELPAC (Initial), English Proficiency*	Grades K-5	English	All Programs	X	Given within first 30 days of enrollment to students whose primary language is not English to determine their ELP status.	
ELPAC (Summative), English Proficiency*	Grades K-5	English	All Programs			X
LOCALLY IMPLEMENTED						
ACADEMIC ACHIEVEMENT						
Measures of Academic Progress (MAP) – Math	Grades 3-5	English	All Programs	X	X	X
Measures of Academic Progress (MAP) – Reading**	Grades 2-5	English	All Programs	X	X	X
Measures of Academic Progress (MAP) – Science	Grades 3-5	English	All Programs	X	X	X
Amira	Grades K – 1 Grades 2 – 5	English	SEI Only All Programs	X	X	X
LANGUAGE PROFICIENCY						
Measures of Academic Progress (MAP) – Spanish Reading	Grades K-5	Spanish	DL Only	X	X	X
Measures of Academic Progress (MAP-Spanish Math	Grades K -2	Spanish	DL Only			
Amira	Grades K-5	Spanish	DL Only	X	X	X
IDEL	Grades K -1	Spanish	DL Only	X	X	
*Results utilized to qualify for Biliteracy Pathway Award, in addition to Reading Logs (K and 3 rd) and Community Service (5 th)						
**Results utilized as criteria to qualify for English Learner Reclassification.						

Method to Measure Pupil Progress Toward Outcomes: Formative Assessment

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

- **Schoolwide Assessments-** NASA is using criterion-referenced assessments. Assessments from the University of Oregon, the “*Indicadores Dinámicos del Éxito en la Lectura*” (“IDEL”) for Spanish Language Arts assessment are administered 2 times a year. We also use fall, winter, and spring writing assessments adapted from the Language Arts Curriculum. They include narrative, opinion, and informative writing, respectively. Additionally, NASA utilized running records assessment from *Amira* for the lower grades and Accelerated Reader running records for upper grades. Running records are administered every 6-8 weeks, and the data is disaggregated to include EL and SPED progress. Grade level teams unpack data and discuss next steps.
- **Classroom Assessment** provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in the teacher's grade books. Teachers monitor student progress through exams, essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their children's progress with mid-trimester reports and report cards. Teachers are encouraged to provide a narrative report in addition to a letter/number grade for each student. Teacher teams meet collaboratively to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes to best meet each student's needs.
- **State Standardized Testing:** Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the CAASPP. We will also use the ELPAC.
- **Key Technology Applications** have been integrated into every classroom, and students are proficient in basic Microsoft Office applications, graphic design tools, and a variety of web search tools. Accelerated Reader is used to improve student fluency and comprehension, Imagine Learning is used to improve English Language Development, and online practice tests to prepare for online assessment. Future instruction will focus on other advanced applications.

FORMATIVE ASSESSMENT						
<ul style="list-style-type: none"> • Process teachers & students use during instruction that provides feedback to adjust ongoing teaching • Not a tool or an event, nor a bank of test items or performance tools 						
LOCALLY IMPLEMENTED						
	Grade	Language of Administration	Instructional Program	Fall	Winter	Spring
Teacher Created Quizzes	Grades TK-5	English, Spanish	All Programs	X	X	X
Imagine Learning Espanol	Grades K-5	Spanish	DL Only	X	X	X
Amira	Grades K-5	English Spanish	All Programs	X	X	X
EnVision Math (Topic Assessments)	Grades 3-5 Grades K-2	English Spanish	All Programs	X	X	X
Accelerated Reading	Grades 3-5	English & Spanish	All Programs	X	X	X
OPTIONAL: RAZ -Plus, Foundations A-Z and Raz-Plus ELL	Grades K-5	English Spanish	All Programs	X	X	X
Project-Based Learning (Science/Social Studies/Integrated)	Grades K-5	English Spanish	All Programs	X	X	X
*Results utilized to qualify for Biliteracy Pathway Award , in addition to Reading Logs (K and 3rd) and Community Service (5th)						
**Results utilized as criteria to qualify for English Learner Reclassification						

Data Analysis & Reporting

NASA has established an Internal Data Gathering Process that collects and analyzes ELA and Math data using Running Records and NWEA MAP beginning, middle, and end-of-year assessments. Academic performance data is collected and analyzed by classroom and subgroups such as ELs and RFEP, Students with special needs, grade level, and school-wide. Data provided every six weeks allows teachers to reflect and monitor individual student progress. Grade-level data allows for collaboration to establish a horizontal alignment, and school-wide data makes way for a consistent flow in vertical alignment.

Running Records assessments are conducted every trimester using criteria based on Benchmark Reading Levels created by Amira. These assessments are aligned vertically across grade levels. Curriculum used for Mathematics in grades K-5 is EnVision Math, and assessments used include NWEA MAP. This assessment is given at the Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY).

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

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

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

Use of Data to Inform Intervention and Enrichment. NASA maintains a robust system for collecting, analyzing, and acting on student data to ensure every learner receives the right level of support and challenge. Teachers and instructional staff use multiple measures, including NWEA MAP Growth, CAASPP, ELPAC, and classroom formative assessments, to identify academic strengths and areas in need of improvement.

Data analysis occurs regularly during grade-level meetings where teachers review benchmark results, analyze subgroup performance, and adjust instruction accordingly. Students performing below grade-level benchmarks are provided targeted interventions through Tier 2 and Tier 3 supports within the Multi-Tiered System of Supports (MTSS) framework. These may include small-group instruction, one-to-one tutoring, supplemental literacy or numeracy programs such as Imagine Learning and Accelerated Reader, and individualized goal setting.

Conversely, students who demonstrate advanced performance receive enrichment opportunities designed to deepen understanding and foster academic growth. This dual focus ensures that instruction is both equitable and rigorous for all learners.

Use of Data to Monitor and Improve the Educational Program and Operations. Data serve as the foundation for continuous improvement at NASA. The Chief Academic Specialist, Principal, and leadership team convene at least quarterly to review disaggregated data both academic and behavioral. This includes student achievement results, attendance patterns, reclassification rates, discipline incidents, and stakeholder feedback from surveys.

The team uses this information to evaluate progress toward LCAP goals and charter performance indicators, identify gaps, and prioritize resources for maximum impact. Findings are also presented to the Governing Board, which monitors schoolwide performance through dashboards and longitudinal reports.

Operational data, such as enrollment trends, staffing ratios, and budget expenditures, are also reviewed alongside academic outcomes to ensure strategic alignment between resources and results. This continuous cycle of data collection, reflection, and response drives both program refinement and organizational decision-making.

Use of Data to Inform Stakeholders of School Performance. Transparency and collaboration are central to NASA’s data culture. The school communicates performance results to all stakeholders (students, families, staff, the Board, and the community) through multiple platforms and events:

- *Annual State and Local Data Reports:* Academic growth, attendance, and reclassification outcomes are summarized in the School Accountability Report Card (SARC), California School Dashboard, and LCAP Annual Update.
- *Parent and Family Engagement:* During Back-to-School Night, Parent–Teacher Conferences, and ELAC and School Site Council meetings, staff share current performance data, explain trends, and involve families in goal setting.
- *Governing Board Oversight:* The Board receives quarterly academic and operational reports, enabling data-driven oversight of instructional effectiveness and resource allocation.
- *Internal Communication:* Instructional staff meetings and professional development sessions regularly include review of benchmark data and schoolwide trends, promoting a shared understanding of progress and collective accountability.

Through these mechanisms, NASA ensures that data are not only collected and analyzed, but also understood and acted upon, empowering all stakeholders to participate in the school’s continuous improvement process.

Grading, Progress Reporting, and Promotion/Retention

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

Grading Rubric

NAME	NUMBER GRADE	PERCENTAGE
Exceeding	4	90-100%
Meeting	3	80-89%
Nearly Meeting	2	70-79%
Not Meeting	1	69% and below

Teachers submit progress reports 3 times a year using our SIS system. Two mid-trimester reports are in between progress reports.

Promotion / Retention Policy and Procedures

Students must demonstrate achievement of grade-level standards before being promoted to the next grade.

When determining criteria for promotion and retention:

1. Between kindergarten and first grade: The child shall be promoted to the first grade unless NASA and the Parent/Guardian agree to have the child continue to attend kindergarten for not longer than one additional year. The determination is primarily based on progress and proficiency in reading. ** Kindergarten students who previously attended TK are not eligible for kindergarten retention.
2. Between first and second grade: The consideration of retention must be discussed with and written approval received from the parent.
3. Between second and third grade and third and fourth grade we shall primarily determine progress by the pupil's proficiency level in reading.
4. Between fourth and fifth grade and between elementary Charter School and middle Charter School, we shall determine progress based on the pupil's level of proficiency in reading, English language arts and mathematics.
5. Of English Learners: we shall determine retention based on the criteria above. Additionally, NASA will ensure that all English Learners are progress monitored per criteria listed in our EL Master Plan. Per LAUSD policy, before considering retention of English learners NASA must provide intervention and progress monitoring. The intervention plan includes English language support that is appropriate to the students' linguistic and/or academic needs.
6. Of students with disabilities: we shall determine retention based on the criteria above as the state of California allows local governing boards to determine promotion standards that apply to all students, including those with disabilities. Students with disabilities for which retention is a consideration must have the same notifications, documentation and interventions that apply to all students. If a student with a disability is under consideration of retention, the IEP team or 504 team shall convene. Pending the disability and type of plan (504 or IEP), the teams shall take into consideration: are the established goals appropriate, are established service minutes, accommodations, and modifications appropriate, have accommodations been implemented with fidelity, and have all service minutes been provided. If the student with a disability is also an English Learner, we must ensure their linguistic needs are being met per the criteria of English Language instruction listed in our EL Master Plan.

The Student Support and Progress Team (SSPT) must meet to review progress and guide interventions for all students at risk of retention. Parents are members of the SSPT, as timely and consistent communication about student progress is one of the key factors in

determining retention. Students with disabilities may or may not have SSPT meetings as communication, notifications, interventions, and documentations may take place within IEP or 504 meetings and conferences held throughout the year.

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

This process ensures that students are identified as early in the Charter School year as possible so that all interventions and supports can take place. Per the NASA petition, we are constantly monitoring student progress and keeping parents informed. Parent conferences are scheduled 2-4 times a year, depending on whether the child is at risk of retention. Parents have the final decision on whether to retain their student.

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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

Title IX, Section 504, and Uniform Complaint Procedures

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on

the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

Responding to Inquiries

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

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

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

Notification of the District

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such

notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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.

California Non-Profit Public Benefit Corporation

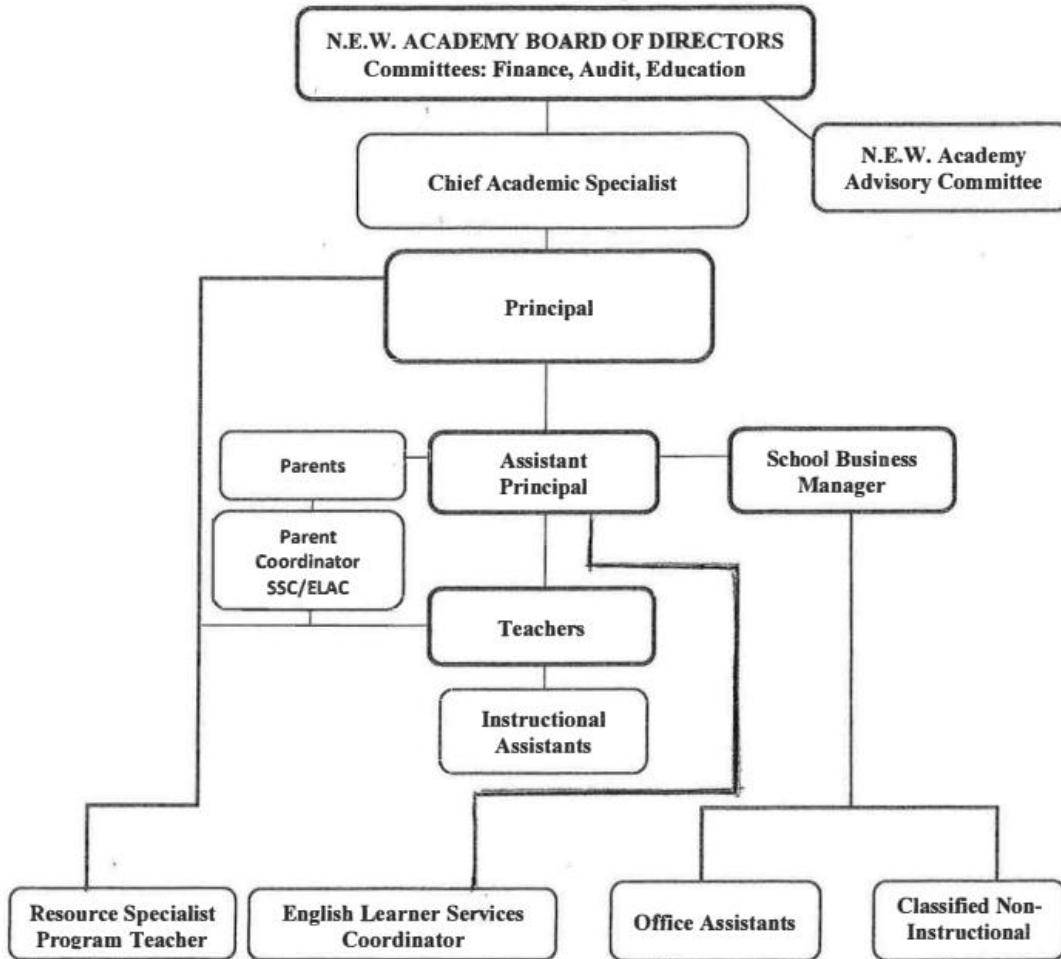
N.E.W. Academy of Science and Arts is a directly funded independent charter school that is a legal and operational independent nonprofit entity incorporated as an independent California Nonprofit Public Benefit Corporation with its own Board of Directors (Board). The affairs of the nonprofit corporation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

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

N.E.W. Academy of Science and Arts is governed pursuant to NEW Academy Charter Schools Board of Directors' Articles of Incorporation and Bylaws, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law.

The Charter School shall comply with the Brown Act and Education Code Section 47604.1(c). The regular and special meetings and other actions of any committee shall be governed by the provisions of Article IV of NEW Academy Charter Schools' bylaws applicable to meetings and actions of the Board of Directors.

Board of Directors



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

Major Roles and Responsibilities of the Governing Board and Executive-Level Employees

The governance and executive leadership structure at N.E.W. Academy Charter Schools is designed to ensure accountability, transparency, and continuous improvement across all aspects of the organization. Decision-making authority is clearly delineated among the Governing Board, the Chief Academic Specialist, and the Principal, each with defined roles that support the Charter School's mission to provide a high-quality, standards-based education that fosters academic and personal success for all students.

Governing Board

The N.E.W. Academy Governing Board serves as the Charter School's ultimate policy-making and fiduciary body. It provides strategic oversight and ensures that the organization remains faithful to its mission and compliant with applicable laws, authorizer requirements, and the terms of the charter.

The Governing Board's primary responsibilities include:

- Setting the Charter School's mission, vision, and long-term strategic direction;
- Approving and monitoring the annual budget and ensuring fiscal solvency;
- Establishing and overseeing measurable academic and organizational performance goals;
- Hiring, supporting, and evaluating the Chief Academic Specialist;
- Reviewing academic, operational, and financial performance data to ensure accountability;
- Adopting policies that govern personnel, finances, and student services; and
- Ensuring compliance with all state, federal, and authorizer requirements.

The Board operates in accordance with adopted bylaws and governance policies consistent with the Brown Act, Conflict of Interest Code, and other applicable public agency standards. Officers of the Board provide leadership within their respective roles, and standing committees oversee specific areas, as detailed later in this Element.

Chief Academic Specialist

The Chief Academic Specialist serves as the Charter School's executive-level educational leader and is directly accountable to the Governing Board. The Chief Academic Specialist provides overall academic and organizational leadership, ensuring that all programs and initiatives are aligned with the Charter School's mission, charter goals, and Local Control and Accountability Plan.

Key responsibilities of the Chief Academic Specialist include:

- Implementing the Governing Board's strategic priorities and ensuring alignment with charter and LCAP goals;
- Supervising and evaluating the Principal and instructional leadership team;
- Overseeing curriculum implementation, instructional design, and assessment systems;

- Monitoring student achievement data to drive continuous improvement and equitable outcomes;
- Ensuring compliance with authorizer, state, and federal reporting requirements;
- Directing professional development and capacity-building for teachers and site leaders; and
- Regularly reporting to the Governing Board on academic performance, instructional effectiveness, and organizational progress.

Through data-driven leadership and collaborative oversight, the Chief Academic Specialist bridges strategic governance and daily instructional practice, ensuring that academic decisions are grounded in evidence and responsive to student needs.

Principal

The Principal serves as the on-site instructional and operational leader of the Charter School and reports directly to the Chief Academic Specialist. The Principal is responsible for implementing the educational program, supervising teachers and staff, and maintaining a safe, engaging, and inclusive learning environment for all students.

Major responsibilities of the Principal include:

- Leading the development and implementation of standards-aligned curriculum and instructional practices;
- Supervising, supporting, and evaluating certificated and classified staff;
- Using assessment and attendance data to guide instruction, monitor progress, and plan interventions;
- Overseeing Charter Schoolwide programs for English Learners, students with disabilities, and students at risk of academic failure;
- Fostering a positive Charter School climate that supports student engagement and social-emotional learning;
- Communicating effectively with families, community partners, and the Governing Board; and
- Ensuring compliance with all health, safety, and accountability requirements.

The Principal collaborates closely with the Chief Academic Specialist to ensure coherence between instructional priorities, professional development, and student outcomes. Together, they lead a data-informed continuous improvement cycle that integrates assessment results, stakeholder feedback, and staff reflection into ongoing program refinement.

Collaborative Leadership and Accountability

The Governing Board, Chief Academic Specialist, and Principal operate within a transparent, collaborative governance structure.

- The Principal provides performance updates to the Chief Academic Specialist, summarizing academic progress, attendance trends, and Charter School climate indicators.

- The Chief Academic Specialist presents reports to the Governing Board that synthesize these findings, highlight achievements, and identify areas for targeted improvement.
- The Board uses these data reports to inform policy decisions, approve resource allocations, and evaluate the Charter School’s overall performance relative to its charter goals.

This structure ensures that decision-making at every level is grounded in data, aligned with the Charter School’s mission, and focused on improving student achievement and organizational effectiveness.

Governing Board Composition and Member Selection

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

NEW Academy of Science and Arts and New Economics for Women are two separate entities with separate governing boards. NEW Academy of Science and Arts leverages New Economics for Women as a vendor to provide services, including the before- and after-school program. The Board is made up of school educators, representatives of community-based organizations, and representatives from the broader professional community. The number of Directors shall not be less than nine (9), and up to forty-five percent (45%) of the Directors shall be designated by the New Economics for Women, Inc., a California public benefit nonprofit corporation. In accordance with Education Code Section 47604(c), the District may appoint a single representative to the Charter School Board. As a community partner, New Economics for Women shall retain the right to appoint forty-five percent (45%) of the Board, in collaboration with the other board members. May nominate candidates for Board membership, but ultimately the decision to accept any such candidate rests solely on the authority of the NEW Academy Charter Schools Board pursuant to its Bylaws.

The NEW Academy Charter Schools Board members are nominated by any member of the Charter School community. The nominees complete a resume or bio and are vetted by the full Board prior to a vote. Board member selection, terms of service (1 year), and number of members are regulated in accordance with the NEW Academy Charter Schools Board Bylaws.

Directors shall be elected at each annual meeting of the Board of Directors. Each Director shall hold office for two years and until a successor director has been designated and qualified. Board member candidates identified by NEW are evaluated and elected in collaboration with the rest of the board.

Vacancies on the Board of Directors may be filled by a majority of the remaining directors, or if the number of directors, then in office is less than a quorum, by (i) the affirmative vote of a majority of the directors then in office at a meeting held pursuant to notice or waivers of notice, or (ii) a sole remaining director. However, if the vacancy is of a director designated by New Economics for Women, Inc., New Economics for Women, Inc. shall designate their replacement. All continuing and new Board members are required to undergo annual ethics, conflict of interest, finance, and Brown Act training. This occurs annually at the Board retreat and is evidenced on the Board agenda and minutes.

Areas of Expertise of Board

Expertise
Finance
Nonprofit and real estate
IRS support
Investments
STEM-based programs
Government affairs, advocacy, and community relations
Arts education

Governance Procedures and Operations

The Board of Directors meets regularly, at least once a month, in accordance with the NEW Academy Charter Schools Board bylaws and in compliance with the Brown Act and Education Code Section 47604.1(c). Meetings of the Board of Directors shall be held at the principal office of the Corporation (303 S Loma Dr., Los Angeles, CA 90017) or as designated from time to time by resolution of the Board, within the boundaries of Los Angeles County.

Each year, the NEW Academy Charter Schools Governing Board adopts an annual calendar of regular Board and committee meetings to align governance activities with academic, fiscal, and compliance timelines, generally in November and December.

N.E.W. Academy of Science and Arts posts all Board meeting notices and agendas publicly and in an accessible location that is clearly visible to the general public at the meeting location and at all of the charter schools operated by NEW Academy Charter Schools. All board meeting notices and agendas are also posted on the charter schools’ websites and available at the Charter School’s main office at 379 S. Loma Drive, Los Angeles, CA 90017. All notices shall be posted in accordance with the Brown Act. The Onboarding process for new board members will consist of: A review of the mission, vision, and values of NEW Academy Charter Schools, the history of the board and New Economics for Women, board committees, organizational chart, minutes for the last year, copies of bylaws, Conflict of Interest Policy, and Charter Petition, including academic performance and benchmarks. Included will be tours of the NEW Academy Charter Schools.

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

Public comment is present on all agendas, and public participation is encouraged. Special meetings are publicly held in accordance with the Brown Act.

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

Board Action and Voting Requirements

The NEW Academy Charter Schools Governing Board conducts business in accordance with its adopted bylaws and the California Nonprofit Public Benefit Corporation Law. A majority of the authorized number of directors constitutes a quorum for the transaction of business. Any action or decision made by a majority of directors present at a duly noticed meeting at which a quorum is present constitutes an official act of the Board.

All actions must comply with the Brown Act's open-meeting requirements, and meeting agendas and materials are distributed and publicly posted in accordance with statutory timelines (72 hours for regular meetings, 24 hours for special meetings).

Abstentions. Board members are required to abstain from voting on matters in which they have a financial or personal conflict of interest, consistent with Government Code § 1090 and the Political Reform Act. The Bylaws prohibit any self-dealing, personal gain, or use of Board position for employment or special consideration. Members must disclose any potential conflicts immediately and recuse themselves from discussion and vote when appropriate.

When abstaining, the member's presence still counts toward establishing a quorum, but the abstention is recorded in the minutes as neither a "yes" nor "no" vote.

Teleconference Participation. Members of the Board and the public may also participate in meetings via teleconference, when necessary, in accordance with California Government Code §54953 and the Charter School's adopted bylaws. Teleconference participation does not replace in-person meetings but provides an additional means of access and participation.

When teleconferencing is used:

1. The meeting notice and agenda are posted at all teleconference locations, and all statutory and constitutional rights of the public are protected.
2. Each teleconference location is identified on the agenda and accessible to the public.

3. At least a quorum of the Board participates from the physical location identified in the notice within Los Angeles County or at one of the Charter School campuses.
4. A roll-call vote is taken on all action items.
5. The public has an opportunity to address the Board from each teleconference location.

Board committees also meet regularly, typically quarterly or as needed, with public notice and access consistent with Brown Act requirements. Meeting dates, times, and agendas are posted in advance on the Charter School's website and at each Charter School site.

In an effort to increase the engagement and collaborative efforts of Board members, the NEW Academy Charter Schools Board plans an annual meeting/Board retreat which is open to the public and adheres to Brown Act and Education Code Section 47604.1(c) requirements. These retreats are designed to engage the directors in discussions about strategic planning, reviewing the charter schools' annual progress and to inform Board actions for the future.

Committees

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

Standing Committees:

Standing Committees include the Education Committee, Finance Committee and Audit Committee. The Standing committees are composed of officers appointed by the Board who set the direction of Board governance activities, including the monthly agenda for Board meetings and retreat activities. The committees are as follows:

Education Committee: The Education Committee provides strategic and analytical oversight of all matters related to student learning, instructional quality, and academic performance. Working in partnership with the Chief Academic Specialist and Principal, the committee reviews curriculum, assessment data, and intervention strategies to ensure alignment with California State Standards and the Charter School's mission. Responsibilities include: monitoring student achievement and subgroup progress using local and state assessment data; reviewing academic interventions, MTSS implementation, and English Learner progress; evaluating curriculum adoption and instructional materials; reviewing the Local Control and Accountability Plan (LCAP) and related accountability reports; and recommending actions to improve academic outcomes and educational equity. The Education Committee meets quarterly or as needed and reports findings and recommendations to the full Board.

Finance Committee: The Finance Committee is led by the Board treasurer to oversee the creation of the budget, monitor and report on the financial status and activities of the

agency, ensure the financial policies and practices are in compliance and are followed, and oversee investments. The Finance Committee receives the financials reports and documents from the back-office provider, reviews the monthly financials prior to the meeting and provides a report at the monthly Board meetings.

Audit Committee: Audit Committee is responsible for securing the Financial Auditor and reviewing the annual financial audit recommending to the Board any actions required by the Board. Evaluate whether internal controls are effective and followed. This committee ensures that leadership responds appropriately to audit recommendations.

Subcommittees: There is one sub-committee which meets regularly to formulate policies and to facilitate the work of the Board of Directors. These are formed on a voluntary basis and contribute their expertise and knowledge. NEW Academy Charter Schools subcommittee analyzes issues within their areas of jurisdiction and expertise and makes recommendations to the Board. The sub-committee is listed below.

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

Stakeholder Involvement

Parental Involvement

The Board of Directors adopts policies that encourage parent involvement in the Charter School. However, parent engagement is never forced or required of parents. N.E.W. Academy of Science and Arts has created a school culture and climate where parents and families are embraced as partners in the education of each child. The Charter School staff understands that one of the primary predictors of student success is parent involvement in the education of their children. Parents of N.E.W. Academy of Science and Arts students are encouraged and expected to participate in the educational experience of their child(ren) because they are the first educators of their children. Teachers and staff receive ongoing training in the importance of parent involvement, specific strategies to enhance their partnership in teaching their child and in the regulations which set parameters for involvement. Teachers are encouraged to build relationships with the families of their students and receive resources for reaching out to parents. Teachers are also encouraged to make home visits and conferences in order to bring the Charter School further into the community and to show families that we value their backgrounds. Stakeholders provide input for the LCAP and receive a yearly overview of the LCAP and LCFF budget.

The Charter School provides translation services and materials in the child's home language to ensure effective communication with parents. N.E.W. Academy of Science and

Arts implemented administrative procedures to measure the level of parent satisfaction with Charter School staff, which include surveys administered at the end of the year.

Equally important, N.E.W. Academy of Science and Arts provides ongoing parent education classes and workshops, which are two-pronged. Parents receive workshops on how to enrich their role as educators of their children. For example, some of the activities focus on helping parents understand how to create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities teach parents the significance of their involvement in the Charter School, on how to be active members of the school site council and the CELAC.

N.E.W. Academy of Science and Arts encourages its parents to participate in the Parent Center initiatives in collaboration with the Zine Center, which provides ESL, literacy classes, technology and computer skills, workforce training, immigration services, and health education to parents.

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

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school code of conduct with their child.
- Enroll their child in academic enrichment programs (after-school institutions, Saturday classes, etc.) if the school deems it necessary.
- Attend at least two parent workshops during the school year.
- Volunteer at the school or from home.

School Site Council

Parents/guardians contribute to the life and energy of NASA in many ways, including their involvement in the SSC. Every parent can belong to and participate in the SSC. Every parent has a vote and a voice in the SSC.

Role of School Site Council

Pupil Retention and School and Library Improvement Block Grant programs operated at the Charter School must be included, pursuant to Education Code Section 52855 and Education Code Section 64001. The Charter School Site Council must approve the plan, recommend it to the NEW Academy Charter Schools Board of Directors for approval,

monitor implementation of the plan, and evaluate the results. At least annually, the SSC must revise the plan, including proposed expenditures of funds allocated to the Charter School through the ConApp, and recommend it to the NEW Academy Charter Schools Board of Directors for approval.

Composition of School Site Council

Composition of the SSC is as follows:

- The School Site Council shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; 4 parents of students attending the Charter School selected by such parents.
- The School Site Council shall be constituted to ensure parity between (a) the Principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents.

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

The SSC representatives organize ways for parents to meet to discuss school issues of interest and concern to parents and give input to the School Leadership Team (“SLT”), consisting of the Principal, Assistant Principal, School Business Manager, and Lead Teacher. The Principal attends the meetings and offers information that helps parents. The SSC leaders work closely with the Principal. They have developed a respectful working relationship that enables the SSC to support the Charter School in a positive way and address parent concerns immediately when the concerns arise.

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

The SSC generally meets on the second Thursday of each month at 7:30 am.

English Learners Advisory Council

The ELAC is a committee for parents or other community members who want to advocate for English Learners at the Charter School. The purpose is to advise the Principal, Charter School staff, and the School Site Council (SSC) on programs and services for ELs.

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

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

The Charter School is responsible for providing the ELAC with:

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

The ELAC is responsible for the following:

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

ELAC meeting requirements are as follows:

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

ELAC members are elected as follows:

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

ELAC Officers. The ELAC should have people who volunteer and are selected to help lead the committee work.

Chairperson (or President): leads the meeting, signs letters or documents, and attends the SSC meetings.

Vice-Chair (or Vice-President): helps the president in any or all tasks.

Secretary (can be a staff person): takes meeting notes, keeps the binder updated.

The composition of the ELAC is as follows:

- The percentage of parents of English Learners must be at least the same as that of ELs at the Charter School.
- If 50% of the Charter School students are ELs, then 50% of the ELAC must be parents of ELs. Thus, if there are 10 members, five must be family of ELs.
- The rest can include the Principal, staff, or other family and community members.

ELAC meets on the second Wednesday of each month at 1:00 pm.

Community Involvement

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

- Hillside Community Center (offered classes in increasing self-esteem, domestic violence support groups, and developing communication skills);
- CARECEN (Central American Resource Center)
- Central City Neighborhood Partners (a network of community-based organizations, businesses, educational, and governmental agencies working with the school to improve quality of life for low-income families by giving the tools needed to achieve self-sufficiency).
- Guatemalan Consulate
- Westlake North Neighborhood Council
- Planned Parenthood
- New Economics for Women
- Los Angeles Coaching Network and Scholars

Element 5: Employee Qualifications

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

Positions at the Charter School

Classified	Certificated
Instructional Assistant (IA)	Principal
Campus Aide	Assistant Principal
Office Clerk	SPED Coordinator
Behavior Intervention (BI)	Counselor
Parent Advocate	Resource Specialist (RSP)
Custodians	Reading and Literacy Coach
Security Guards	English Learner Services Coordinator
Building Facilities Manager	
Expanded Learning Coordinator	
Expanded Learning Clerk	
Nurse	
Reading and Literacy Assistant	
SPED Instructional Assistant	
SPED Clerk	

Chief Academic Specialist

Overview:

Provides senior-level leadership in academics, grants, compliance, and governance. Oversees instructional quality, English Learner programs, dual immersion, and assessment systems across schools. Coordinates curriculum, professional development, board relations, fiscal oversight, LAUSD compliance, and community partnerships. Manages and monitors grants, supervises program coordinators, and ensures alignment with state and district requirements.

Minimum Requirements:

- Master's Degree or Higher in Education
- Administrator Credential (preferred)
- Extensive experience in academic leadership and school administration
- Knowledge of fiscal policy, grant management, and compliance requirements (CDE, LAUSD, federal/state)
- Experience developing and overseeing instructional programs for English Learners and bilingual education
- Strong skills in board relations, governance, and community partnership development
- Bilingual preferred (Spanish/English)

Principal

Overview:

Serves as the instructional leader and day-to-day administrator of the Charter School. Oversees all instructional programs, ensures Common Core and state standards are met, evaluates staff, supervises special programs, manages Charter School operations and discipline, and maintains strong communication with parents, community, and the Board of Directors.

Minimum Requirements:

- Valid teaching credential
- Valid CA Administrative Services Credential preferred
- Teaching experience across diverse instructional settings
- Administrative experience with diverse populations and budget development
- Knowledge of inclusive education and school leadership practices
- Bilingual in Spanish preferred

Assistant Principal

Overview:

Supports the Principal as an instructional and organizational leader. Oversees instructional

programs, supervises staff, evaluates student progress, coordinates special education and 504 services, and helps manage charter reporting, facilities, and parent engagement.

Minimum Requirements:

- M.A. in Education (or in progress)
- Valid CA Administrative Services Credential preferred
- Bilingual (English/Spanish) preferred; BCLAD credential preferred
- Fingerprint/TB clearance

Instructional Assistant

Overview:

Provides instructional support under teacher guidance in small groups or one-on-one. Assists with assessments, enforces behavior expectations, and models school values.

Minimum Requirements:

- High school diploma
- Two years of college (48 units) or an A.A. degree, or passage of the district assessment
- Fingerprint/TB clearance
- Bilingual (Spanish) preferred

Office Assistant

Overview:

Performs clerical and administrative support, including phones, records, attendance, reports, and assisting staff. Ensures accurate communication and record-keeping.

Minimum Requirements:

- High school diploma or equivalent
- Knowledge of office equipment, software, and basic bookkeeping
- Fingerprint clearance

Charter School Teacher

Overview:

Provides classroom instruction in all core subjects, manages the learning environment, differentiates for English Learners and diverse student needs, and engages in curriculum and program development.

Minimum Requirements:

- Valid Multiple Subject Teaching Credential
- 2-4 years classroom teaching experience
- Experience with English Learners

- Bilingual preferred
- Fingerprint/TB clearance

Bilingual Teacher

Overview:

Provides classroom instruction in a dual immersion or bilingual setting, integrates arts and project-based learning, differentiates for English Learners, and contributes to curriculum and program development.

Minimum Requirements:

- Valid Multiple Subject Teaching Credential
- 2-4 years of classroom teaching experience
- Experience with English Learners
- Bilingual required
- Fingerprint/TB clearance

Resource Specialist Teacher

Overview:

Provides specialized instruction and services for students with Individualized Education Programs (IEPs), primarily in general education settings. Supports students through direct instruction, monitors IEP progress, coordinates services with staff and parents, provides consultation, and develops behavior and instructional strategies. Maintains compliance with IDEA, California special education laws, and IEP processes.

Minimum Requirements:

- Valid California Special Education Teaching Credential (Mild/Moderate)
- At least 2 years of teaching experience and/or professional training with special education students (preferred)
- Knowledge of IDEA, CA special education laws, IEP process, and resources for families
- Ability to design and implement behavioral strategies
- Strong collaboration and communication skills
- Bilingual required; BCLAD preferred
- Valid driver's license, insurance, reliable transportation
- TB clearance

School Business Manager

Overview:

Oversees financial and operational management of the school under the Principal and Assistant Principal. Manages budgets, payroll, procurement, grants, and compliance.

Coordinates special events, supervises food services and inventory, ensures fiscal accountability, and supports HR functions including new hires and employee benefits.

Minimum Requirements:

- At least 3 years of school business management experience
- Strong background in finance, operations, and systems management
- Ability to manage multiple priorities and cross-functional teams
- Detail-oriented with strong strategic thinking and problem-solving skills
- Commitment to the mission of N.E.W. Academy

Parent Advocate and Coordinator

Overview:

Acts as liaison between school staff, parents, students, and community organizations. Provides outreach and guidance to resolve student issues (attendance, academics, behavior, health). Coordinates services, connects families to resources, organizes workshops, and builds partnerships with community agencies. Provides translation and interpretation for non-English-speaking families and promotes parent committees and engagement.

Minimum Requirements:

- Strong communication and interpersonal skills, with sensitivity to cultural differences
- Ability to work with families and community agencies
- Bilingual required (Spanish/English) for translation and interpretation
- Experience in outreach, liaison, or advocacy roles preferred

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”
(Ed. Code § 47605(c)(5)(F).)

Health, Safety and Emergency Preparedness Plan

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

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

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

Charter School shall 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

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 Education Code section 44691.

Medication in School

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

Athletic Programs

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

Family Educational Rights and Privacy Act (FERPA)

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

Criminal Background Clearances and Fingerprinting

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in

appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

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

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that

serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7: Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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.

Court-Ordered Integration

Ensuring Enrollment Reflective of the General Population. NEW Academy of Science and Arts is committed to maintaining a student population that is reflective of the racial and ethnic general population residing in the Westlake-Belmont Pico Union community, within the territorial jurisdiction of LAUSD, including comparable proportions of students with disabilities, English Learners (ELs), and Reclassified Fluent English Proficient (RFEP) pupils.

To achieve and sustain this balance, NASA implements comprehensive, multilingual, and inclusive recruitment and outreach strategies designed to ensure that all families, regardless of language, background, or special needs, have equitable access to the school's programs.

Outreach and Recruitment

- NASA conducts broad-based recruitment throughout the Pico-Union/Belmont community and surrounding neighborhoods, holding voluntary orientation meetings, open houses, and school tours to inform prospective families about the school's educational programs and supports. These events are held from September through April (and ongoing).
- Outreach events are hosted at multiple community locations, including youth centers, libraries, social service agencies, and faith-based organizations to reach families representing diverse racial, ethnic, linguistic, and socioeconomic groups. These events are held throughout the year.
- NASA collaborates with community organizations and cultural consulates, such as the Guatemalan Consulate, to reach families who speak languages other than English or Spanish. These collaborations are ongoing as events happen.
- Promotional materials, including brochures, flyers, and website content, are produced in English and Spanish, and additional languages are added as demographic trends evolve. These materials emphasize the school's inclusive programs for English Learners and students with disabilities. These materials are produced and available on-site and at the different outreach and recruitment events.

Equitable Access and Enrollment. NASA's open enrollment process is transparent and publicized well in advance of each school year to allow for broad participation. No applicant is denied admission based on disability, language proficiency, or academic performance. The school's admissions and lottery procedures comply fully with Education Code §47605 and all applicable laws governing equitable access.

Support for Diverse Learners. Once enrolled, students are provided with robust academic and linguistic supports:

- English Learners receive daily Designated and Integrated English Language Development aligned with the California ELD Standards.
- Students with disabilities are served through an inclusive model that provides specialized academic instruction, related services, and accommodations based on Individualized Education Programs.
- RFEP students are monitored for at least four years after reclassification to ensure continued academic success and equitable achievement outcomes.

Monitoring and Accountability

NASA maintains accurate records of enrollment demographics and reviews the proportions of Special Education, English Learner, and RFEP students annually to ensure representation remains comparable to LAUSD's. The school reports this data to the Governing Board and authorizer and adjusts recruitment and outreach strategies as needed to address any discrepancies.

Through these ongoing efforts, NEW Academy of Science and Arts ensures that its student body reflects the diversity of the surrounding community and that all students—regardless of language, background, or ability—have equitable access to the high-quality education the charter school provides.

Meeting	Location	Date
Meeting with Parents and community	N.E.W. Academy of Science and Arts	On-going August through June (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local schools	Local Pre-Schools	Beginning in January, flyers, information, and tours are provided to local pre-school families.
Community Organization	Neighboring organization: <ul style="list-style-type: none"> • Various locations including parks, community events, clean up events 	Throughout the year, flyers, information, and visits are scheduled to promote our school.
Residents within the zip code	Post signs with school information	Beginning in the summer and throughout the year, flyers, information, and tours are scheduled to promote our school.

Element 8: Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquires about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

N.E.W. Academy of Science and Arts is open to any school-aged resident of the State of California and shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students before acceptance and enrollment into the Charter School. NASA shall adhere to all state and federal laws establishing the minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state.

In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.

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

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

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

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

- All students must have been fully immunized and present the appropriate health examination record in accordance with the California Health and Safety Code, except for those students who are medically exempt or are exempt through their IEPs.
- If a student will turn four years of age by September 1, that student shall be eligible for Transitional Kindergarten (TK) admission.
- All students shall reside in the State of California.

All eligible students must meet the following requirements:

- Application of Interest. Complete and return the Enrollment Interest Form to the Charter School office by the last day of the open enrollment period to ensure enrollment in the Charter School, or, if the number of applicants exceeds the school capacity, to ensure a spot in the public random lottery.
- Enrollment Packet. After a student has been admitted to N.E.W. Academy of Science and Arts, students must complete the enrollment packet, which shall include, but is not limited to, the following materials:
 - Complete the enrollment form
 - Proof of minimum age requirements
 - Proof of immunization
 - PAR/exit paperwork from previous school
 - Indication of whether the student may require special education or related services (IEP or 504 Plan, if applicable)
 - Student’s home language survey and whether the student may be an English Learner
 - Authorization for the Charter School to request and receive students records from all schools the student has previously attended or is currently attending.¹⁷
 - Proof of health examinations or oral examinations required by the Health and Safety Code
 - Proof of residence
 - Court paperwork, e.g., custody order (if applicable)
 - CAASPP testing results from the previous year (if applicable)
 - GATE (advanced learning/if applicable)
 - Green medical form (1st grade only)

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

¹⁷ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil’s records or require a parent, guardian, or pupil to submit the pupil’s records to the Charter School before enrollment.

Student Recruitment

NASA conducts broad-based recruitment throughout the Pico-Union/Belmont community and surrounding neighborhoods, holding recruitment events to inform prospective families about the school's educational programs and supports. Outreach events are hosted at multiple community locations to reach families representing diverse racial, ethnic, linguistic, and socioeconomic groups. NASA collaborates with community organizations to reach families who speak languages other than English or Spanish. Promotional materials are produced in English and Spanish, and additional languages are added as demographic trends evolve. These materials emphasize the school's inclusive programs for English Learners and students with disabilities.

Enrollment Process and Guidelines

There is an open enrollment period beginning in December to February. The Charter School will hold a lottery in February each year and is advertised by N.E.W. Academy of Science and Arts, so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting interest form applications will be before the February lottery. The process for enrollment proceeds as follows (not necessarily in the exact order provided):

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

Lottery Preferences and Procedures

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

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

1. Residents of the District, as required by Education Code Section 47605(e)(2)(B);
2. Siblings of students admitted to or currently attending the Charter School, to ensure siblings can attend the same school;
3. Students residing at the New Economics for Women housing, to ensure educational access to our targeted student population;
4. Children of staff members by N.E.W. Academy Schools, to ensure the recruitment and retention of well-qualified staff members (limited to 10% of total school enrollment);
5. All other applicants.

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

Communication of Open Enrollment and Lottery Procedures. NEW Academy of Science and Arts ensures that all information related to open enrollment, application deadlines, and lottery procedures is clearly communicated to families and community members in a transparent, accessible, and multilingual manner.

Methods of Communication

To reach all interested parties equitably, the school uses multiple communication methods, including:

- **School Website:** The complete enrollment timeline, application procedures, and lottery rules are posted prominently on the school’s website in English and Spanish, with translations into additional languages as needed based on community demographics.
- **Printed Materials:** Flyers, brochures, and posters describing enrollment procedures and deadlines are distributed throughout the Pico-Union/Belmont area, including at libraries, community centers, local businesses, childcare centers, faith-based organizations, and housing developments.

- On-Campus Displays: Enrollment notices are posted at the school entrance, front office, and parent resource areas to ensure visibility to current and prospective families.
- Community Outreach Events: School staff share enrollment information during open houses, school tours, orientation meetings, and community fairs, ensuring that families understand the process and timeline.
- Direct Communication: Families who have expressed interest in the school receive direct notification by email, text message, and printed letters reminding them of key enrollment dates and lottery requirements.

Information Provided

All communications include:

- The open enrollment period and application deadline;
- The lottery date, time, and location (if a lottery is required);
- A description of lottery procedures and priorities consistent with Education Code §47605;
- Contact information for families seeking assistance or translation services; and
- A statement confirming that admission is open to all students regardless of residence, academic performance, language status, or disability.

All students interested in attending NASA may submit an enrollment interest form, with the name of the student, birth date, current grade, address, phone number, and parents’/guardians’ names. The enrollment interest form will be available in the main office beginning on the first Monday of December of each year. Communication regarding enrollment and lottery procedures will be posted on our school platforms (NASA website, ParentSquare, and ClassDojo) and social media (Facebook, Instagram and TikTok). All forms must be received by 3:30 p.m. on the first Friday in February of each year, which is the end of the open enrollment period, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified from the PRD if a PRD is held.

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

The PRD will be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location the second Friday in February at the Charter School site and/or via Zoom in the morning. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category and shall continue with that preference category

until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference group until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. During the PRD, names will be drawn out of the container at random by a designated lottery official (appointed by the Principal). At the PRD, the application numbers of the students drawn out of the container at random are recorded, along with the students' names.

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

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

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

The Principal takes all necessary efforts to ensure lottery procedures are fairly executed. The lottery will occur at NASA on the first Friday in February of each year. The specific date will be confirmed and communicated to the families and community in the enrollment interest form each year.

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

The parents/guardians of students who have been offered a seat for the next school year, either based on enrollment vacancies or based on the PRD results, will be notified in writing and by phone. They will be provided 10 days from the date of the letter to accept

admission to the Charter School by submitting all requested enrollment materials, detailed above. At the conclusion of the 10 days, Charter School staff will make phone calls to families who have not responded to the written notification prior to offering that seat to the next student on the waiting list.

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

Element 9: Annual Financial Audits

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

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)(c)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

Annual Audit Procedures

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

The Audit Committee is made up of two members of the NEW Academy Charter Schools Board of Directors. The audit committee members will annually recommend their selection of an independent auditor to the full NEW Academy Charter Schools Board of Directors. There are two board members currently serving on the audit committee. As the number of board members increases, the addition of one or more board members will be considered.

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

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

Element 10: Suspension and Expulsion Procedures

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

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

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

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

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

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

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

Homework to Suspended Students

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 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, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

Charter School shall comply with the federal Gun-Free Schools Act.

Student Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy (the “Policy”) conforms with the Charter School’s Element 10: Suspension and Expulsion Procedures and is adopted to ensure compliance with Education Code § 48900 *et seq.* This Policy sets forth the procedures for suspension, expulsion, and involuntary removal and provides the due-process protections required for students and parents/guardians, including notice, the opportunity to be heard, and a hearing before a neutral decision-maker where applicable. It also affirms that no pupil will be involuntarily removed without written notice in advance and access to the same hearing procedures used for expulsions. This Policy has been established 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, and in consultation with CSD regarding any necessary changes, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This Policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion, and it may be amended from time to time in consult with the District’s CSD prior to making any amendments that comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not

include an employee's use of force that is reasonable and necessary to protect the employee, students, staff, or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Charter School's main office at the Loma campus, 379 Loma Drive, Los Angeles, CA 90017.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Students may be involuntarily disenrolled from the independent study program for failure to comply with the terms of their Master Agreement, consistent with Education Code sections 51747(b) and 51749.5(a)(8)(B). Prior to any such removal, the Charter School shall evaluate whether the student should remain in independent study or be transitioned back to in-person instruction. A student shall not be withdrawn from enrollment in the Charter School as a result of independent study noncompliance. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(d).

School Climate and Student Discipline System

1. Discipline Foundation Policy: *School-Wide Positive Behavior Support & Restorative Justice*

Discipline Foundation Policy

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

The discipline policy is communicated to all stakeholders through the Student Handbook and is available on the Charter School website. The discipline policy delineates the roles and responsibilities of all involved, including students, parents/guardians, staff, teachers, and administrators, as well as the guidelines for determining consequences for behavior. Upon enrollment, parents and students acknowledge their understanding and

responsibilities outlined in the discipline policy. The discipline policy is not discriminatory, arbitrary, or capricious and will follow the general principles of due process.

NEW Academy Charter Schools' policies and procedures provide all students with an opportunity for due process and have been developed to include the applicable federal and state laws regarding students with disabilities, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

NEW Academy Charter Schools shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

School-Wide Positive Behavior Support and Progressive Discipline Approach

Our positive behavioral support system begins in each classroom where teachers use praise, reinforcement of desired behaviors, and other positive measures to reduce behavior that may negatively impact students' learning and emotional well-being. Teachers also use the Charter School's four behavior guidelines to establish classroom rules, expectations, and procedures. The School Wide Expectations are: *(1) Keep hands, feet, and objects to yourself; (2) Listen and follow directions; (3) Be respectful towards peers, adults, and your environment; and (4) Be prepared and ready to work.*

NEW Academy Charter Schools takes a school-wide approach to teach students the skills necessary for identifying feelings, dealing with emotions, showing compassion/empathy, and problem-solving. NEW Academy Charter Schools offers students many opportunities throughout the year to develop a positive self-image through assemblies, motivational speakers, and community-building activities. Teachers receive professional development on behavior intervention and positive behavior supports within the school setting and are encouraged to participate in professional development workshops and conferences to continue to grow in their capacity to serve students in a positive manner. Parents receive information on best practices for supporting and promoting positive behavior at home, in school, and in the community. By taking care of the whole child, we believe issues may be decreased or eliminated.

Restorative Justice Practices

The Charter School incorporates Restorative Justice practices as part of its school-wide approach to discipline and community-building. Restorative Justice provides structured opportunities for students to take responsibility for their actions, understand the impact of their behavior on others, and repair harm through dialogue and accountability. These practices include restorative circles, peer mediation, and facilitated conferences between students, staff, and families. The goal is to strengthen relationships, promote empathy, and

create a culture of respect and inclusion, consistent with the Charter School’s emphasis on the “whole child” and social-emotional learning.

Tiered Behavior Supports & Alternatives to Suspension

NEW Academy Charter Schools also implements tiered behavior supports through its progressive discipline approach, which helps us resolve behavior issues that may arise in a manner that takes into consideration the type of behavior issue at hand, the cause of the issue, the developmental level of the child, and where best to handle the situation.

Tiered Behavior Supports Framework

The Charter School follows a three-tiered model of behavioral support:

Tier 1 (Universal Supports): School-wide expectations, social-emotional learning, and Restorative Justice practices that promote a positive and inclusive environment for all students.

Tier 2 (Targeted Supports): Small-group or individualized supports such as behavior contracts, check-in/check-out systems, mentoring, and counseling for students who exhibit emerging behavior concerns.

Tier 3 (Intensive Supports): Individualized behavior support plans developed through the Student Success Progress Team (SSPT) for students with persistent or severe behavioral challenges, including collaboration with families and, when appropriate, outside agencies.

Through this approach, teachers and instructional assistants are empowered to take care of minor offenses that arise within the classroom setting. It also identifies the type of behaviors and the type of support required to resolve the issue.

NEW Academy Charter Schools teaches all students about the importance of our school values and building good character, such as trustworthiness, respect, responsibility, fairness, caring, and citizenship. These core ethical values serve as the foundation of the Charter School’s positive behavior framework and are reinforced daily in classrooms, assemblies, and schoolwide activities.

Teachers are sent to workshops to receive professional development on behavior intervention and positive behavior supports. They are encouraged to participate in professional development workshops and conferences to continue to grow in their capacity to serve students in a positive manner. Our parent coordinators and counselors work with outside agencies to bring resources on best practices for supporting and promoting positive behavior at home, in school, and in the community, including partnerships with organizations such as LAUSD’s Student Health and Human Services Division. By taking care of the whole child, we believe issues may be decreased or eliminated.

Consequences for misbehavior are assigned when students stop responding to positive behavior support and classroom interventions. The following list includes Tiered Behavior Support Strategies that may be used to address an issue. However, developmentally appropriate supports should be used to ensure the least disruption to the educational program.

Tiered Behavior Support Strategies:

- Redirection
- Verbal warning
- Student/Teacher Conference: phone call/note
- Reflection activity: phone call/note
- Loss of privilege: phone call/note
- Parent notification: phone call/note
- Office referral: phone call/note
- Reteach expectations: phone call/note
- Student conference with administrator: phone call/note
- Conference with student, parent, and administrator
- Reflection activity: phone call/note
- Student contract: phone call/note
- Loss of recess or other free time (**only when student safety is at issue**): phone call/note
- Recommendation for a Student Success Progress Team meeting (SSPT).
- Suspension or expulsion for violating the enumerated Grounds for Suspension or Expulsion.

Alternatives to Suspension: In addition to progressive classroom interventions, the Charter School employs alternatives to suspension designed to keep students engaged in learning while addressing behavioral concerns. These alternatives include:

- Restorative circles or mediation sessions to repair harm;
- Behavior reflection assignments and goal-setting conferences;
- In-school suspension with academic support and counseling;
- Participation in social-emotional learning sessions or behavior workshops.

These measures serve as substitutes for traditional suspension, promoting accountability and skill development rather than exclusion.”

NEW Academy Charter Schools has a school-wide student support plan that uses the Response to Intervention model for academic and behavioral support. Students who exhibit behaviors that impede the learning of self and others will be referred to the Student Success Team for positive behavior tiered intervention. The Charter School regularly collects and reviews student behavior data through discipline logs and SSPT meeting records. Data include incident types, frequency, location, time of day, and interventions used. The Principal and the SSPT review this data monthly to identify patterns, evaluate the effectiveness of interventions, and ensure equitable application of discipline across student groups. Findings are shared with staff during professional development meetings

to refine classroom management practices and supports for students showing emerging behavioral concerns. The SSPT will review the student's current and past behaviors and supports and will collaborate in the development and implementation of a behavior plan tailored to the individual needs of the student.

Restorative Justice and Suspension

Restorative Justice practices are applied before, during, and after suspension to rebuild trust and repair relationships. Prior to any in-school or out-of-school suspension, staff facilitates a restorative conference with the student, teacher, and affected parties, when appropriate, to discuss the impact of the conduct, agree on corrective actions, and outline steps to restore the sense of safety and belonging within the classroom community. Following suspension, the student participates in a reintegration meeting using restorative dialogue to ensure accountability and a successful return to learning.

In-School Suspension

In-school suspensions are given as an alternative to out-of-school suspension and are held in a classroom other than the student's own classroom. The grounds are the same; however, the circumstances may differ. For example, a parent or guardian may not be available to supervise an out-of-school suspension, or perhaps a student's academic progress may need to be monitored more closely. The maximum number of days for these suspensions is 3 days. Teachers provide the students with assignments to complete by the end of the school day. Support for the completion of assignments and supervision is designated by the Principal or a certificated designee and provided by certificated personnel. The student must complete a reflection sheet that addresses the expectations not followed.

In-School Suspension Process

The Principal or certificated designee is authorized to assign in-school or out-of-school suspensions, consistent with Education Code §§ 48900–48911.2 and this Policy.

Before an in-school suspension is assigned, the Principal or designee meets with the student to discuss the conduct, review prior supports, and determine whether in-school suspension is an appropriate corrective measure. Parents/guardians are notified the same day. The student completes all classroom assignments in a supervised setting and participates in restorative reflection activities to promote accountability and behavior improvement.

The Charter School follows LAUSD guidance prohibiting in-school suspension for the following offenses:

- Acts of hate violence (Ed. Code § 48900.3)
- Harassment, threats, or intimidation (Ed. Code § 48900.4)
- Terroristic threats (Ed. Code § 48900.7)

For these serious offenses, out-of-school suspension or other safety-based measures are used instead. If an in-school suspension is exceptionally considered, the Principal must document how the setting will ensure the safety of students, staff, and visitors, and demonstrate that this response serves the student's educational and rehabilitative best interests.

Grounds for Expulsion or Suspension

The Charter School's disciplinary authority extends to student conduct occurring (a) while on school grounds; (b) while going to or coming from school; (c) during the lunch period, whether on or off campus; and (d) during, or while going to or coming from, a school-sponsored activity. The Charter School may also exercise jurisdiction over off-campus conduct when there is a clear nexus to school safety, climate, or operations. Discipline will only be imposed when the student's behavior causes, or can reasonably be predicted to cause, a material disruption of school activities or a danger to students or staff.

Except in cases involving grounds for mandatory expulsion, any of the behaviors or offenses listed below may be grounds for in-school or out-of-school suspension, or expulsion, depending on the severity of the offense and considering the safety of the rest of the school community.

1. Grounds for Suspension *and/or* Expulsion (Mandated Recommendation)

The following offenses mandate immediate suspension and recommendation for expulsion:

- a. Possessing, selling, or furnishing any firearm explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
 - b. Brandishing a knife at another person.
 - c. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d. Committing or attempting to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289, or former Section 288a of the Penal Code, or committing a sexual battery as defined in Penal Code Section 243.4.
- The term "knife" means any dirk, dagger, or other weapon with a fixed sharpened blade fitted primarily for stabbing; a weapon with a blade fitted primarily for stabbing; a weapon with a blade longer than 3½ inches; a folding knife with a blade that locks into place; or a razor with an unguarded blade.
 - 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb; (B) grenade; (C) rocket having a propellant charge of more than four ounces; (D) missile having an explosive or incendiary charge of more than one-quarter ounce; (E) mine; or (F) device like any of the devices described in the preceding clauses.

If it is determined by the Discipline Review Committee (“DRC”) and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

2. Grounds for Expulsion (Limited Discretion)

The following offenses are subject to Limited Principal Discretion; the principal shall make a recommendation to expel a student if it is determined that the student committed one or more of the following acts at school or at a school activity off school grounds unless the principal also determines that expulsion is inappropriate, in which case the principal may initiate suspension procedures:

- a. Causing serious physical injury to another person, except in self-defense.
- b. Possession of a knife or other dangerous object of no reasonable use to the pupil.
- c. Unlawful possession of any controlled substance, except for either of the following:
 - i. The first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis.
 - ii. The possession of over-the-counter medication for use by the student for medical purposes or medication prescribed for the student by a physician.
- d. Robbery or extortion.
- e. Assault or battery upon any school employee.

Note: A serious physical injury includes but is not limited to: “loss of consciousness, concussion, bone fracture, protracted loss or impairment of function of any bodily member or organ, wound requiring extensive suturing, and serious disfigurement.” (Penal Code Section 243.)

In determining whether an offense warrants expulsion or a lesser sanction, the principal considers:

- a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and

- b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

3. Grounds for Suspension and/or Expulsion (Principal Discretion to Recommend)

The principal has maximum discretion whether or not to recommend expulsion when he or she determines that a student has committed any of the following offenses at any time, including but not limited to while on the premises of a NEW Academy Charter School campus; while going to or coming from school; during the lunch period whether on or off campus; and during, or while going to or coming from, a school-sponsored activity:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person;
- b. Willfully used force or violence upon the person of another, except in self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Offered, arranged, or negotiated to sell any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school or private property, which includes, but is not limited to, electronic files and databases. Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- g. Possessed or used tobacco or any tobacco products 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 a student's own prescription products by a student.
- h. Committed an obscene act or engaged in habitual profanity or vulgarity.
- i. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- j. Knowingly received stolen school or private property, which includes, but is not limited to, electronic files and databases.
- k. Possessed an imitation firearm. "Imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an

existing firearm as to lead a reasonable person to conclude it is a firearm.

- l. Harassed, threatened, or intimidated a pupil 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.
- m. Committed sexual harassment as defined in Education Code Section 212.5. For the purposes of this policy, 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 (applicable to grades 4 through 8 only).
- n. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in Education Code Section 233(e) (applicable to grades 4 through 8 only).
- o. Intentionally engaged in harassment, threats, or intimidation against NEW Academy Charter School personnel or volunteers or students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment (applicable to grades 4 through 8 only).
- p. Made terroristic threats against school officials or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q. Offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- r. Engaged in, or attempted to engage in, hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.

- s. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

“Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

“Electronic act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site, including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably

believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student 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 policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- t. A student 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 student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- u. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal or designee’s concurrence.

In determining whether an offense warrants expulsion or a lesser sanction, the principal considers:

- a. Whether other means of correction are not feasible or have repeatedly failed to bring about proper conduct, and
- b. Whether due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Board Adopted Attendance Policy

The Charter School maintains a Board-adopted Attendance Policy consistent with applicable state and federal laws and the LAUSD School Climate Bill of Rights. Students will not be disenrolled solely for attendance or truancy issues. Instead, the Charter School implements a progressive series of supports that include parent conferences, counseling, attendance review meetings, and referrals to community resources.

The Charter School does not disenroll or otherwise involuntarily remove students for attendance or truancy-related reasons. Consistent with the School Climate Bill of Rights and state and federal law, the Charter School provides tiered interventions and support to improve student attendance. These may include parent meetings, counseling, academic support, and collaboration with community agencies to address barriers such as illness, housing instability, or family hardship.

The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information.

Suspension / Expulsion Process

General

The process for investigating incidents and collecting evidence will be fair and thorough. The principal has the authority to suspend and to recommend expulsion, subject to the due process rights of students and parents/guardians. The maximum consecutive number of school days for an in-school or out-of-school suspension for a single incident is five, although an in-school suspension of such length would be highly unusual. The maximum number of cumulative days for in-school or out-of-school suspension during the school year is twenty in-school suspensions will not exceed 3 consecutive days and out-of-school suspension will not exceed 5 consecutive days unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal, as determined by the Principal or certificated designee, in consultation with the Reviewing Officer, (Chief Academic Specialist) consistent with Education Code §48911(g), in which case the suspension may be extended for up to an additional ten (10) school days. The maximum number of suspension days for students with disabilities is ten. The decision to extend a suspension pending an expulsion hearing or appeal shall be made by the Reviewing Officer

appointed by the NEW Academy Board of Directors, who is a certificated administrator designated to ensure impartiality and compliance with due process. At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians can understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing can do so.

When the Principal learns that a disciplinary incident needs investigation, he or she immediately attempts to contact the parents/guardians to inform them that an investigation regarding their student is under way and that the investigation could lead to a temporary or permanent removal from the classroom, and that there will be a meaningful opportunity to be heard prior to suspension. In a typical investigative process (i.e., a non-emergency situation), the Principal gathers known witnesses to the incident and asks each to write an account of the event in question. If more witnesses are discovered through this process, they are asked to submit witness statements as well. Students/witnesses who need help writing the statement (e.g., because of language, maturity, or developmental barriers) may dictate it to the Reviewing Officer. The Reviewing Officer reviews the witness statements and conducts interviews with witnesses to clarify the facts. These interviews are conducted in the spirit of the core values, with the goal of reinforcing principles of honesty and community. With the facts determined, the Reviewing Officer interviews the accused student to learn that person's side of the story. The Reviewing Officer then submits the evidence to the principal. If necessary, the principal may conduct follow-up interviews with witnesses to clarify the evidence.

Based on that investigation process, the principal contacts the parents/guardians to let them know whether the matter has been resolved or will proceed to a suspension conference.

Suspension Procedures

Notice to Parents/Guardians; Informal Pre-suspension Conference

Suspension in emergency situations. An “emergency situation” involves a danger to the lives, safety or health of students or school personnel. When the Principal or a certificated determines that a student must be removed to ameliorate an emergency, the student may be suspended without a conference.

In the case of an emergency suspension without a conference, both the parent/guardian and the student are immediately notified of the student's right to return to school, no later than the next school day, for purposes of a conference with the principal or the principal's designee. The notice includes the anticipated length and conditions of the emergency suspension, the specific reasons for it, and an invitation to attend the conference with or without counsel or another advisor.

Parents/guardians are assured that reasonable accommodations and language support will be available. They are also informed that a conference with the student is required for the student to return to school, but that they are not required to attend the conference and that no penalty will be imposed on the student if they do not attend. If information presented at the conference proves the suspension was in error, the suspension shall be removed from the student's record.

Suspension in non-emergency situations. In all non-emergency situations that appear to warrant suspension, a school administrator will attempt to contact, by telephone or in person, the student's parent, guardian, or educational rights holder to explain the situation and to schedule an informal pre-suspension conference within two school days. A written notice is also sent that explains the behavior or events that constitute grounds for the proposed suspension, whether it will be an in-school or out-of-school suspension, and the length of the anticipated suspension. The notice either confirms the conference details scheduled orally or, if no contact has been made, details the right to a pre-suspension conference and the time and place it will be held. Whenever practical, the conference will include the teacher, supervisor, or other school employee who referred the student for disciplinary action. Unless the student's parent/guardian waives the right to a conference or is physically unable to attend, the student's presence is required. Parents, guardians, and educational rights holders are encouraged but not required to attend. No penalty, including non-reinstatement, may be imposed on the student for the failure of a parent or guardian to attend the conference.

In the event a suspension is imposed, whether a pre-suspension conference is held or waived, written notice is given to the student and to the person responsible for him or her to indicate the reason suspension was imposed and the date and time the student may return to school (or, for in-school suspensions, return to the regular classroom).

Activities During Suspension

Both in-school and out-of-school suspensions are intended to maintain safety and order, modify behavior, and continue the education of the suspended student. The teacher assigns suitable work aligned to the daily lesson plan and learning objectives. Throughout the school day, if the student needs additional attention from the classroom teacher to ask questions or explain lessons, the supervising designee acts as a liaison with the teacher. If necessary, a properly credentialed staff member provides coverage for the classroom teacher while he or she deals with the needs of the suspended student. The student has access to appropriate educational supports during that time (e.g., the ability to pose questions to the teacher).

During an out-of-school suspension, the student is given assignments and homework by the student's teacher to minimize the loss of schooling. Upon return to school, the student is given an opportunity to make up any missed tests. The principal meets with the suspended student upon return to ensure that assignments have been completed.

Out-of-School Suspension Procedures

The Charter School ensures that all suspension proceedings are conducted fairly and consistently, in accordance with due process and Education Code §§ 48900–48915.

1. Investigation and Evidence Collection. The Principal or certificated designee will ensure a prompt and impartial investigation of any alleged misconduct before imposing suspension. Witness statements, student accounts, and relevant documentation are collected. All evidence is reviewed to ensure accuracy and fairness.

2. Authorized Positions. Only the Principal or a certificated designee (e.g., Assistant Principal or Dean of Discipline) may impose an out-of-school suspension. The Principal may also recommend expulsion when warranted to the Chief Academic Specialist.

3. Notice and Opportunity to Be Heard. Before a suspension is imposed, the student is informed of the alleged misconduct and evidence and given an opportunity to respond and present their account. If an emergency requires immediate removal, this parent conference will occur as soon as possible afterward.

4. Parent/Guardian Notification. The Charter School provides verbal or written notice to the student’s parent/guardian on the same day the suspension is assigned. Written notice includes the reason for suspension, length, date of return, and right to appeal. For foster or homeless youth, notice is also provided to the appropriate liaison or educational rights holder.

5. Appeal Process. Parents/guardians or students may appeal a suspension decision in writing within five (5) calendar days of notice. Appeals are reviewed by the Principal or certificated designee within three (3) calendar days of the hearing. If the decision to suspend is reversed, all records of the initial suspension are removed from the student’s file.

6. Decision Timeline. The final decision on the appeal shall be communicated in writing within three (3) calendar days after the hearing. All timelines may be extended by mutual agreement.

Appeal of a Suspension

An appeal from the decision to suspend shall be made in writing to the Principal or designee, within five calendar days after the decision of the Principal or designee. Only the Principal or a certificated designee, such as the Assistant Principal, may impose an out-of-school suspension. These individuals receive annual training on student discipline, due process, and the Charter School’s Element 10 policy. The written appeal must specify the grounds for the appeal; that is, what provision of law, NEW Academy Charter Schools’ charter or the Parent/Student Handbook is said to have been violated or misapplied in the suspension process. Within five calendar days of receipt of the written appeal the Principal shall notify the parent of the following:

- When and where the informal hearing will be held; however, the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the hearing – the hearing officer will be the Chief Academic Specialist or designee; suspension appeals are reviewed by a hearing officer who was not involved in the initial suspension decision. The hearing officer must not have participated in the incident investigation or prior decision-making related to the suspension. The decision of the hearing officer shall be final and communicated in writing within three (3) calendar days after the hearing;
- Who may attend the informal hearing, including at least the parent/guardian, counsel, or non-attorney advisor, and student;
- Options for reasonable accommodations and language support if needed;
- What types of evidence or testimony will be considered, i.e., documentary, or testimonial evidence that proper procedures were not followed at the school level;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however, the decision shall not be made later than three (3) calendar days after the hearing;

All timelines may be extended by mutual agreement. The decision is given in writing. The decision of the hearing officer—typically the Chief Academic Specialist or another certificated administrator NEW Academy shall be final. The Chief Academic Specialist retains limited oversight authority to ensure procedural compliance but does not overturn or modify outcomes absent a documented procedural error. If the decision to suspend is reversed, records of the initial decision are removed from the student’s file.

Expulsion Procedures

Recommendation for Expulsion

Authority and Process for Expulsion Recommendation. The Principal or certificated designee (e.g., Assistant Principal) has the authority to recommend expulsion when, after a thorough investigation and consultation with the Reviewing Officer, it is determined that the student has committed an expellable offense under this Policy and that alternative supports are insufficient. The Principal or designee documents the findings, provides written notice to the parent/guardian outlining the grounds for the proposed expulsion, and forwards the recommendation and supporting materials to the Reviewing Officer, who then initiates the expulsion hearing process.

If the action for which a student has been suspended is one that requires or may warrant expulsion. The Reviewing Officer: (1) determines whether the student’s suspension should be extended pending an expulsion hearing; and (2) appoints a Discipline Review

Committee (“DRC”) be appointed to conduct the expulsion hearing. Both steps are explained below.

Suspension Pending Expulsion Hearing

A student who is suspended for an offense likely to lead to expulsion may only return to school if the Reviewing Officer determines that the suspension should not be continued pending the expulsion hearing. The student and/or parent will be given an opportunity to be heard as part of this determination. The suspension and, if necessary, interim placement, will be continued until the expulsion hearing if:

- The student’s presence will likely be disruptive to the educational process, and/or
- The student poses a threat or danger to others.

The total number of days for which a pupil may be suspended from Charter School shall not exceed 20 school days in any school year, unless a pupil enrolls in or is transferred to another school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed 30 days in any school year. NEW Academy Charter Schools will offer a suitable short-term independent study program, where the student will continue to receive meaningful access to instruction during the suspension period pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student’s classroom teacher continues to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. Written notification listing all required assignments is sent to the student’s parents, and all needed materials are provided for pick-up in the main office.

Completed student work sent or delivered to the Charter School’s main office is graded in a timely manner by the teacher of each subject and returned to the student regularly, either at the Charter School’s main office or by mail if parents so request. Completed assignments are given credit toward trimester grades. When completion of regular assignments would otherwise depend on classroom attendance or participation (e.g., group projects), alternative, comparably challenging assignments are accepted.

Notice of Disciplinary Action

The Charter School ensures that both the student and the student’s parent/guardian receive adequate written notice of any proposed disciplinary action. This notice clearly states:

- The specific behavior or violation forming the basis for discipline;
- The date(s), time(s), and location(s) of the alleged incident(s);
- The proposed disciplinary measure (e.g., in-school or out-of-school suspension, recommendation for expulsion);

- The student’s right to respond and to present evidence or witnesses; and
- The parent’s right to a conference or hearing before any long-term removal takes effect.

Notices are provided in the primary language of the student’s parent/guardian and delivered both verbally and in writing, with a reasonable time to prepare for any hearing or appeal. When applicable, copies are also sent to foster youth liaisons, social workers, or other educational rights holders to ensure full participation in the process.

Expulsion Hearing

The Chief Academic Specialist, or designee, appoints a Discipline Review Committee (“DRC”) of two certificated members and up to four members in total (certificated and/or classified) uninvolved with the incident. The DRC may not include the principal, any of the student’s current teachers or coaches, the Reviewing Officer, or the Principal. At least one member will be an administrator from another NEW Academy Charter School.

The DRC’s role is to conduct an expulsion hearing at which the student and parents have a meaningful opportunity to be heard and to present evidence, and to write a report of its findings of fact and conclusions. The DRC may interview and call hearing witnesses on its own initiative. Unless postponed for good cause by the chair of the DRC at the request of the student and/or parent, the hearing is held within 30 days after the date the student was suspended. At all steps during the suspension and expulsion process, whether written or oral, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Hearings are held at a time and in a setting that reasonably accommodates physical and scheduling constraints of necessary parties, including parents/guardians.

Written notice of the hearing is given to the student and the student’s parents within three days of the expulsion recommendation and at least 10 business days before the date of the hearing.

Parents are notified of:

- The date, time and place of the hearing, and options for obtaining a reasonable postponement to prepare for it
- A statement of the fact(s), charge(s) and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel or a non-attorney advocate
- Options for reasonable accommodations and language support if needed
- The right to examine and acquire copies of all documents to be used at the hearing
- The opportunity to cross-examine all witnesses that testify at the hearing

- The opportunity to present evidence and witnesses on behalf of the student
- The intention to hold the hearing in a closed session unless the student's parent/guardian makes a written request, at least ten (10) business days prior to the hearing, that the hearing be held in an open session.

Record of Hearing

A reasonably accurate and complete record of the hearing shall be made and may be maintained by any means, including electronic recording or minutes taken of the proceeding. If electronic recording is used, it must permit a reasonably accurate and complete transcription of the proceedings. Minutes or transcripts are provided to parents/guardians as soon as possible.

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 decision to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from unidentified witnesses to the alleged offense if the Discipline Review Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

In the event of an expulsion hearing involving a sexual offense, the DRC will consult with a mental health professional or victims' rights advocate for advice concerning the unique needs of any witness, including a complaining witness, to permit a full examination of the facts while protecting the rights of all persons involved. In such cases, the complaining witness in any sexual assault or battery case will 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. The Charter School will also provide the complaining witness a room separate from the hearing room for use prior to and during breaks in testimony.

In preparing for and conducting the hearing, the DRC will make efforts to minimize the discomfort and potential intimidation of any complaining witness, including such measures as non-threatening seating arrangements, permitting periods of relief from examination and cross-examination during which he or she may leave the hearing room, and limiting the time for taking the testimony of the complaining witness to the hours he/she is normally in school, unless good cause is shown that such accommodations would prejudice the rights of the student whose alleged infraction is under consideration.

Evidence of specific instances of a complaining witness's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the DRC 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.

Discipline Review Committee Decision

Based on its investigation and considering all the evidence introduced by the student, parent/guardian, and counsel or advisor, the DRC decides whether there is enough evidence to support the assertion that the student committed an infraction warranting expulsion. Within three calendar days after the hearing and deliberation, the DRC prepares a written summary of its findings of fact and its conclusions concerning expulsion or non-expulsion.

Notice of Decision

After the DRC delivers its findings of fact and conclusions to the Chief Academic Specialist or designee attempts to notify the parents/guardians by telephone or in person of the decision. Whether or not such oral notice is accomplished, if a decision to expel is made, NEW Academy Charter Schools sends the parents/guardians, within two calendar days, written notice of the decision, including the findings and conclusions. This notice also includes the following: notice of the specific offense committed by the student; 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; notice of any appeal options; and information about alternative placement options, other charter schools, independent study programs, or referrals suggested by the District, to ensure continued access to instruction consistent with state instructional-minute requirements.

Appeal of an Expulsion

An appeal of an expulsion decision must be made in writing to the Chief Academic Specialist or designee, within ten business days after the DRC's decision is received by the parents/guardians. The written appeal must specify the grounds for the appeal. Upon receipt of the appeal, the Chief Academic Specialist or designee notifies the Board, the entity that hears the appeal, that an appeal has been filed.

Within ten (10) calendar days of receipt of the written appeal, the Chief Academic Specialist or designee provides the parents/guardians with notice of the following:

- When and where the hearing will be held, which shall be no later than fourteen calendar days after the Chief Academic Specialist or designee receives the appeal; if appellant requests an extension, a hearing date will be set within 30 business days of the appeal notice;

- Who will conduct the appeal hearing, i.e., the Board;
- Who may attend the hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support
- What types of evidence or testimony will be considered, i.e., documentary, or testimonial evidence concerning the event under discussion and/or the original hearing;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the Chief Academic Specialist for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made, however, the decision shall not be made later than three calendar days after the hearing.

All timelines may be shortened or extended by mutual agreement, and agreement is not to be unreasonably withheld by the Charter School. Upon request of the student and/or parents, the Board may decide the matter based on the written appeal and record submitted, without a hearing. Whether decided on the record or after a hearing, the appellate decision is given in writing not later than three days after the conclusion of the submission of all materials and conclusion of any oral presentations. The decision of the DRC shall not be reversed arbitrarily or capriciously.

NEW Academy Charter Schools are responsible for ensuring that any records of the expulsion proceedings are maintained and made available to students/parents, the written findings, minutes, and, if any, audio records of the proceedings.

NEW Academy Charter Schools also provide post-expulsion support to expelled students and their families to facilitate continued access to education. In the event a student must be expelled, the Charter School will work cooperatively with the parents, public school district of residence, and others to assist with the educational placement of a student who is being expelled and will provide parents/guardians with contact information for the Los Angeles County Office of Education for support to find an alternative placement. The Charter School will notify the school or district in which an expelled student will next be enrolled of all incidents of violence or of behavior that was threatening to the well-being of any person. 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 in the manner most useful for the family, to provide students and their families support and to facilitate continued access to education.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the

student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the Chief Academic Specialist, Principal, and/ or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Chief Academic Specialist or designee shall make a recommendation to the Board of Directors following the meeting regarding the Principal or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Rehabilitation Plan and Reinstatement Procedures

Following an expulsion, the Charter School develops an individualized Rehabilitation Plan in collaboration with the student and parent/guardian. The plan identifies specific academic, behavioral, and community-based goals to support the student's readiness for readmission, which may include:

- Regular school attendance and completion of an alternative educational program;
- Participation in counseling, mentorship, or restorative practices;
- Demonstration of improved behavior and academic performance; and
- Completion of service or reflective learning assignments designed to rebuild community trust.

The term of expulsion shall generally not exceed one calendar year unless extended by the Board of Directors upon written findings that readmission would pose a continuing danger to the safety of students or staff.

At the conclusion of the expulsion term, the Chief Academic Specialist, Principal, and/ or designee meets with the student and parent/guardian to evaluate the student's progress on the Rehabilitation Plan and make a recommendation to the Board of Directors regarding reinstatement.

Upon Board approval, the student's expulsion order is lifted, and records are updated to indicate readmission. The Charter School will clear any active expulsion status from the student's cumulative record and notify the student's district of residence of the readmission. If the student is not readmitted, the Board provides written findings specifying reasons and a timeline for further review.

Special Procedures for the Consideration of Suspension and Expulsion or Involuntary Removal of Students with Disabilities

1. Notification of SELPA and District of Residence

The Charter School shall immediately notify the SELPA and District of Residence and coordinate the procedures in this policy with the SELPA and District of Residence of the discipline of any student with a disability or student that the Charter School or the SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parent/guardian to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

- c. Return the child to the placement from which the child was removed unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent/guardian of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School knew or should have known that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian is unable to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student needs special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The student's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known of a potential disability, the student is entitled to all IDEA procedural protections, including the "stay put" right. If the Charter School had no basis for such knowledge, it will proceed with discipline under standard procedures but will conduct an expedited evaluation if requested by the parent/guardian. During the evaluation, the student will remain in the placement determined by the Charter School.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

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(c)(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.

Certificated Staff Members

All, full-time certificated N.E.W. Academy of Science and Arts employees shall participate in CalSTRS.

NASA will continue participation in CalSTRS for the duration of the Charter School’s existence under the current County-District-School (“CDS”) code.

Classified Staff Members

All eligible full-time, classified employees shall participate in CalPERS and/or a private retirement plan.

NASA will continue participation in CalPERS for the duration of the Charter School’s existence under the current CDS code.

Other Staff Members

All other staff members shall participate in the federal social security.

NASA contributes the employer's required portion for all retirement systems. All withholdings from employees and the Charter School are forwarded to the CalSTRS/CalPERS Fund and/or private retirement programs as selected by employees. Contributions to federal social security are made by NASA on behalf of all non-certificated and non-classified employees. The Director of Operations will be responsible for ensuring that all appropriate arrangements for coverage have been made and will be sustained.

NASA shall submit all retirement data through LACOE and comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of CalSTRS/CalPERS. The Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(c)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

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

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(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(c)(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 section 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
N.E.W. Academy of Science and Arts
379 Loma Dr., Los Angeles, CA 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
N.E.W. Academy of Science and Arts
379 Loma Dr., Los Angeles, CA 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

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 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees

Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the

closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate

funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Chief Academic Specialist will serve as NASA's closure agent(s) in the event that NASA closes.

Additional Provisions

Facilities

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and

shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**
 - (i) **Pro Rata Share:** The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of

LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

**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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

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.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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(c)(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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

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

Charter School shall 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq.*

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early

release days. Charter School shall not restrict a student’s recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

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

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students

and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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(c)(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)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School’s Calendar
 - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction

- t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

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

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

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

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

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

(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If

a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - D. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student

records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 6) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile

or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School Name]
[Charter School Address]

- 7) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
[Charter School]
[Charter School Address]

- 6) 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.
- 7) 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.

- 8) 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.
- 9) 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

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(f)) 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(k) and 47607(j), 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 Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence

8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and

inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the

charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

- (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:
 - (iii)Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv)Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay

LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that

any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and 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. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
14. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)