



## **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., 20<sup>th</sup> Fl.  
Los Angeles, CA 90017

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

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## Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(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 address of the Charter School is:	379 S. Loma Drive 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 California School Dashboard (2023–24) and verified NWEA MAP assessments also reveal specific areas of challenge that must be addressed to ensure equity and continuous growth.

#### *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 ELs at –42.8 and SWD at –80.2. Improving literacy outcomes for ELs, SWD, and Hispanic/Latino students is a priority.

English Learner Progress (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 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.

### *Strengths to Leverage*

Despite these challenges, NASA has demonstrated notable successes:

- **Math Achievement and Growth:** Math results improved from Yellow to higher performance levels, with NASA in the 70th percentile for growth in 2024 compared to the district’s 50th percentile.
- **Suspension Rates:** NASA consistently earns Blue on the Dashboard, well outperforming state averages.
- **Stability Rate:** With a 7-year average of 95% compared to 88% for resident schools and 90% for the district, NASA ensures most students experience a full year of uninterrupted learning.
- **Equity Context:** NASA outperformed the state and local schools in Math and ELPI, even while 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 “Standard Met” in both 2023 and 2024.

N.E.W. Academy of Science and Arts demonstrates strong performance relative to its peer schools 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 has a dual language style program with two cohorts per grade level. The Language Academy aims to provide all students the opportunity to reach high academic achievement and language proficiency in at least two languages, English and Spanish. Students enter this program in Transitional Kindergarten/ Kindergarten or first grade and continue through the end of 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 21<sup>st</sup> century.

**RESEARCH-BASED PRACTICES.** NASA uses curriculum and instructional strategies founded on proven, effective best practices. Professional development includes teacher, staff, and parent coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

**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 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.

**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 engaged and 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.** NEW 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. NASA is recognized as a California Distinguished School in 2025 for closing the achievement gap. NASA has shown exemplary growth for student groups that have experienced achievement gaps and have also demonstrated strong overall outcomes for all students.

*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. 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.

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

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.

	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%

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*

**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 California School Dashboard (“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 entitled to 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 considers 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”) ELA and math assessments, the English Learner Progress indicator (“ELPI”), and the College/Career indicator (“CCI”).

Further, 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, showing measurable increases in academic achievement, or showing 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 approval of its charter renewal petition, below:

**CA School Dashboard State and Local Indicators**

The following charts reflect the Charter School’s 2023 and 2024 Dashboard performance indicator colors for all students and for comparison purposes, the District’s and the State’s. N.E.W. Academy of Science and Arts has had a mix of indicator colors for the past two years, ranging from orange to blue in 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

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

The following charts reflect the Charter School’s 2023 and 2024 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 the state average for All Students and **all** its significant student groups in 2023 and 2024 in Math and English Learning Progress. In ELA, NASA also outperformed the state for all its significant subgroups in 2024. Considering NASA has a significantly higher concentration of English learners and socioeconomically disadvantaged students than the state – 73% ELs at NASA compared to 18% for CA and 100% SED compared to 63% statewide – the Charter’s student group performance across all academic indicators is particularly impressive.

Based on student-level CAASPP scores available to NASA for 2025, ELA and Math performance are expected to improve schoolwide and for all student groups. Schoolwide, NASA is estimated to increase by 17 points in ELA and by 3 points in math.

**2023 & 2024 CA School Dashboard Scores for Academic Indicators compared to State**

	ELA		Math		ELPI	
	2023	2024	2023	2024	2023	2024
All	-58.3 DFS (44.7 pts lower)	-37.1 (23.9 pts lower)	-42.5 (6.6 pts higher)	-29.7 (17.9 pts higher)	61.6% making progress (12.9% higher)	52.8% making progress (7.1% higher)

English Learner	-68.2 (0.5 pts lower)	-42.8 (24.8 pts higher)	-47.9 (45.5 pts higher)	-31.8 (61.6 pts higher)		
Socioeconomically Disadvantaged	-58.3 (15.7 pts lower)	-37.1 (3.8 pts higher)	-42.5 (38.3 pts higher)	-29.7 (48.5 pts higher)		
Students with Disabilities	-137.7 (41.4 pts lower)	-80.2 (15.4 pts higher)	-89.8 (37.5 pts higher)	-79.2 (45.1 pts higher)		
Hispanic	-59.2 (19 pts lower)	-38.2 (1.1 pts higher)	-43.4 (37.4 pts higher)	-30.4 (48.8 pts higher)		

Table 2: 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%

Table 3: 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 in both 2023 and 2024.

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

Table 4: CA School Dashboard Local Indicator status for 2023 and 2024

**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 in 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.”<sup>1</sup>

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.

The majority of students 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 annually. NWEA does not produce a school conditional growth index for the Reading (Spanish) assessment, so the growth scores shown below are only for the students who took the Reading assessment in English. The majority of students 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 <sup>st</sup>	-2.59	-1.28	2.35	3.41
2 <sup>nd</sup>	2.96	2.10	4.84	2.95
3 <sup>rd</sup>	1.02	-0.30	3.92	0.89
4 <sup>th</sup>	1.73	-1.09	3.78	2.87
5 <sup>th</sup>		-0.45	1.95	1.60
<b>All Students Tested</b>	<b>-0.1</b>	<b>-0.3</b>	<b>0.8</b>	<b>0.1</b>
<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

<sup>1</sup> Using MAP Growth Data for AB1505 document produced by NWEA

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 <sup>st</sup>		-0.99	-0.80	0.08
2 <sup>nd</sup>	2.26	0.52	4.51	1.33
3 <sup>rd</sup>	0.43	-0.25	1.28	-1.08
4 <sup>th</sup>	0.66	-2.16	0.61	-1.16
5 <sup>th</sup>		-2.29	-1.30	-2.04
<b>All Students Tested</b>	<b>0.2</b>	<b>-0.4</b>	<b>0.2</b>	<b>-0.2</b>
<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

Tables 5 a & b: 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 met the one year’s 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

Table 6: 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. In the case of 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 pupils 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 show the count of students with growth scores for Fall to Spring and the count of students enrolled during the Fall and Spring test administrations according to

CALPADS end-of-year reporting. Those counts were used to produce the participation rate for growth below. Only the grade levels tested were included in the participation rates. The green highlights below indicate the years the charter met the 95% participation rate criteria schoolwide. For Reading, students were tested in English and/or Spanish, so the test participation rates for both are shown below. Neither meets 95% participation, but the combined rate shows all students (100%) tested in either English or Spanish.

<b>NWEA MATH: PARTICIPATION RATE</b>								
<b>Student Grade / Group</b>	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>		<b>2024-2025</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>All Grades</b>	<b>294 / 343</b>	<b>86%</b>	<b>390 / 403</b>	<b>97%</b>	<b>368 / 379</b>	<b>97%</b>	<b>381 / 383</b>	<b>99%</b>
K	67 / 82	82%	78 / 83	94%	54 / 55	98%	60 / 62	97%
1 <sup>st</sup>	60 / 63	95%	64 / 65	98%	68 / 68	100%	64 / 64	100%
2 <sup>nd</sup>	65 / 65	100%	64 / 64	100%	61 / 63	97%	69 / 69	100%
3 <sup>rd</sup>	66 / 68	97%	67 / 68	99%	63 / 63	100%	64 / 64	100%
4 <sup>th</sup>	36 / 65	55%	62 / 65	95%	64 / 67	96%	58 / 58	100%
5 <sup>th</sup>			55 / 58	95%	58 / 63	92%	66 / 66	100%
<i>Socioeconomically disadvantaged</i>	293 / 343	85%	390 / 403	97%	368 / 379	97%	381 / 383	99%
<i>English learners</i>	232 / 275	84%	281 / 292	96%	229 / 234	98%	267 / 270	99%
<i>Students with disabilities</i>	46 / 52	88%	60 / 65	92%	58 / 59	98%	60 / 61	98%

<b>NWEA READING: PARTICIPATION RATE</b>								
<b>Student Grade / Group</b>	<b>2021-2022</b>		<b>2022-2023</b>		<b>2023-2024</b>		<b>2024-2025</b>	
	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<b>All Grades</b>	<b>163 / 198</b>	<b>82%</b>	<b>274 / 403</b>	<b>68%</b>	<b>274 / 379</b>	<b>72%</b>	<b>285 / 383</b>	<b>74%</b>
K			12 / 83	14%	9 / 55	16%	14 / 62	23%
1 <sup>st</sup>			14 / 65	22%	15 / 68	22%	17 / 64	27%
2 <sup>nd</sup>	65 / 65	100%	64 / 64	100%	62 / 63	98%	68 / 69	99%
3 <sup>rd</sup>	65 / 68	96%	68 / 68	100%	61 / 63	97%	64 / 64	100%
4 <sup>th</sup>	33 / 65	51%	62 / 65	95%	66 / 67	99%	57 / 58	98%
5 <sup>th</sup>			54 / 58	93%	61 / 63	97%	65 / 66	98%
<i>Socioeconomically disadvantaged</i>	163 / 198	82%	274 / 403	68%	274 / 379	72%	285 / 383	74%
<i>English learners</i>	117 / 144	81%	170 / 292	58%	144 / 234	62%	180 / 270	67%
<i>Students with disabilities</i>	25 / 31	81%	42 / 65	65%	43 / 59	73%	43 / 61	70%

NWEA READING (SPANISH): PARTICIPATION RATE								
Student Grade / Group	2021-2022		2022-2023		2023-2024		2024-2025	
	#	%	#	%	#	%	#	%
<b>All Grades</b>	<b>212 / 278</b>	<b>76%</b>	<b>212 / 338</b>	<b>63%</b>	<b>285 / 379</b>	<b>75%</b>	<b>278 / 383</b>	<b>73%</b>
K	67 / 82	82%	65 / 83	78%	44 / 55	80%	48 / 62	77%
1 <sup>st</sup>	58 / 63	92%	49 / 65	75%	52 / 68	76%	46 / 64	72%
2 <sup>nd</sup>	43 / 65	66%	47 / 64	73%	49 / 63	78%	51 / 69	74%
3 <sup>rd</sup>	44 / 68	65%	21 / 68	31%	46 / 63	73%	47 / 64	73%
4 <sup>th</sup>					47 / 67	70%	42 / 58	72%
5 <sup>th</sup>			15 / 58	26%	47 / 63	75%	44 / 66	67%

Tables 7 a, b & c: NWEA growth participation rate based on students with growth scores divided by the count of students enrolled during Fall and Spring testing

**HIGHLIGHTS**

**CA School Dashboard**

NASA has performed exceptionally well on the Dashboard compared to its resident schools. Considering NASA’s high percentages of English learners (73%) and socioeconomically disadvantaged students (100%), it’s particularly impressive that it has outperformed many of its resident schools for its significant student groups on the academic indicators (ELA, Math, and English Learner Progress).

The table below shows the number of comparison schools NASA outperformed on the ELA, math, and English learner progress indicators for each student group in 2023 and 2024. Years when NASA outperformed the majority of comparison schools are highlighted in green.

	EL		SED		SWD		Hispanic	
	2023	2024	2023	2024	2023	2024	2023	2024
<b>ELA</b>	Better than 2 of 3	Better than 2 of 3	Better than 1 of 3	Better than 2 of 3	Better than 2 of 3	Better than all 3	Better than 1 of 3	Better than 1 of 3
<b>Math</b>	Better than all 3	Better than all 3	Better than all 3	Better than all 3	Better than all 3	Better than all 3	Better than all 3	Better than all 3
<b>ELPI</b>	Better than all 3	Better than all 3						

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

ENGLISH LANGUAGE ARTS								
School	EL		SED		SWD		Hispanic	
	2023	2024	2023	2024	2023	2024	2023	2024
NASA	-68.2	-42.8	-58.3	-37.1	-137.7	-80.2	-59.2	-38.2
Esperanza Elementary	-102.9	-102.6	-97.7	-98.1	-150	-120.9	-96.5	-94.5
Union Avenue Elementary	-73.2	-58.1	-41.2	-35.6	-139.4	-146.3	-42	-37
Gratts Learning Academy (GLAYS)	-64.4	-39.1	-57.2	-41.4	-123.3	-99.6	-57.5	-36.5
LAUSD	-87.8	-78.7	-46.1	-40.2	-111.8	-106.9	-43.1	-38.9
State	-67.7	-67.6	-42.6	-40.9	-96.3	-95.6	-40.2	-39.3

MATHEMATICS								
School	EL		SED		SWD		Hispanic	
	2023	2024	2023	2024	2023	2024	2023	2024
NASA	-47.9	-31.8	-42.5	-29.7	-89.8	-79.2	-43.4	-30.4
Esperanza Elementary	-106.3	-96.5	-102.6	-92.1	-135.9	-131.6	-100	-91.1
Union Avenue Elementary	-74.9	-57.2	-52.4	-41.9	-146	-126	-52.1	-41.7
Gratts Learning Academy (GLAYS)	-66.5	-49.6	-61.6	-49.7	-121.1	-95.2	-61.2	-45.8
LAUSD	-106	-95.4	-78.4	-72.6	-140.3	-131.3	-78.9	-72.6
State	-93.4	-93.4	-80.8	-78.2	-127.3	-124.3	-80.8	-79.2

ENGLISH LEARNER PROGRESS		
School	2023	2024
NASA	61.6	52.8
Esperanza Elementary	52.2	40.7
Union Avenue Elementary	51.0	64.6
Gratts Learning Academy (GLAYS)	46.7	41.8
LAUSD	48.4	47.5
State	48.7	45.7

Source: 2024 CA School Dashboard ELA, Math, and English Learner Progress Status

NASA also showed strong growth on the Dashboard Growth measure for Math in 2024. Math Growth was in the 70<sup>th</sup> percentile for NASA compared to the 50<sup>th</sup> percentile for the district. ELA growth was not as strong as the district or resident schools.

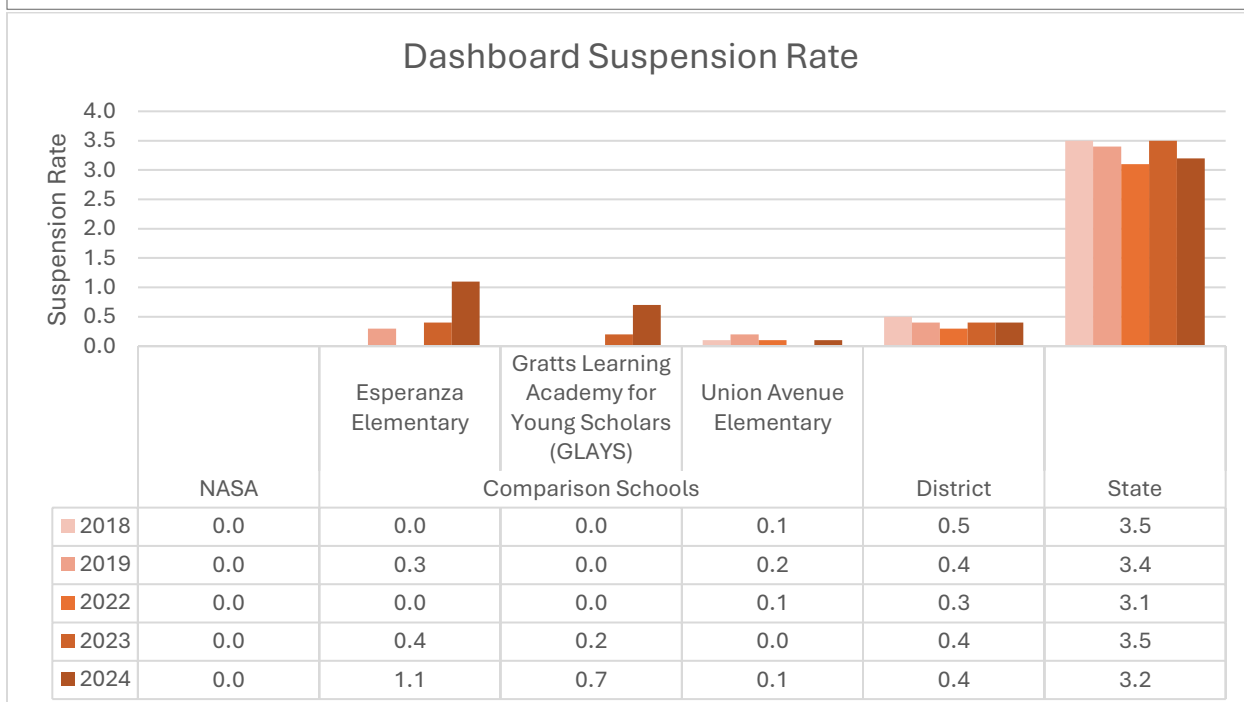
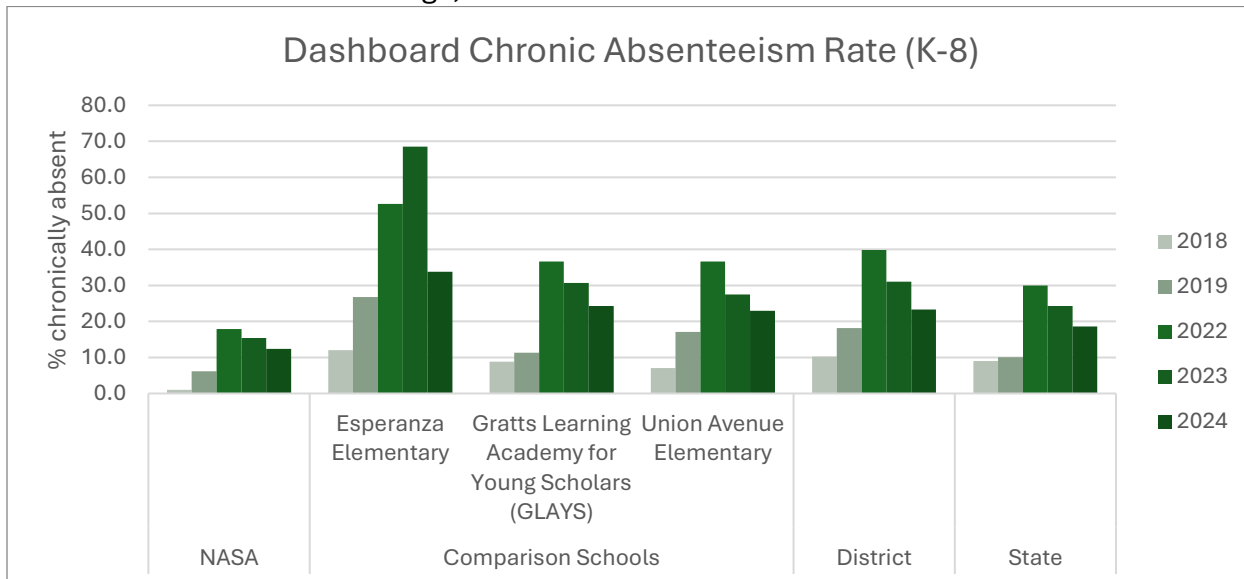
	ELA Growth Score	ELA Growth Percentile	Math Growth Score	Math Growth Percentile
<b>N.E.W. Academy of Science and Arts</b>	<b>-10</b>	<b>15</b>	<b>8</b>	<b>70</b>
Esperanza Elementary	9	75	6	60

Union Avenue Elementary	1	45	4	55
Gratts Learning Academy for Young Scholars (GLAYS)	20	95	8	70
<b>District</b>	<b>0</b>	<b>40*</b>	<b>1</b>	<b>50*</b>

\*Percentile scale for District/LEA is different than it is for a school

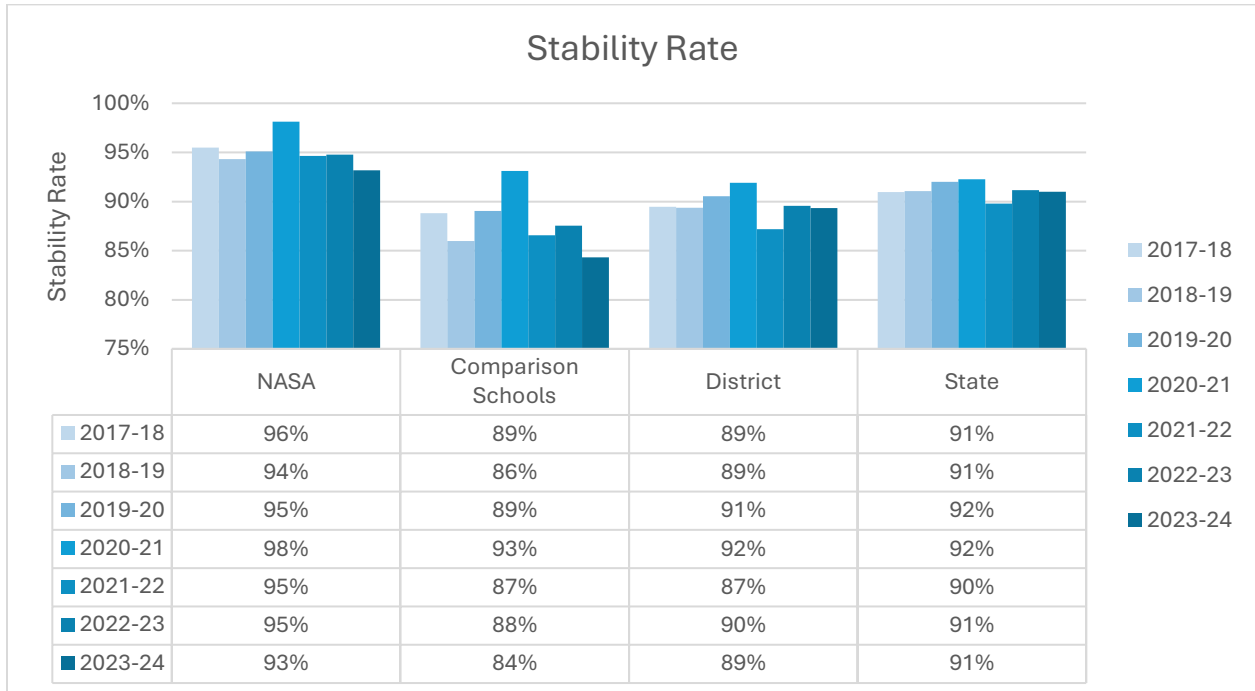
Source: CA School Dashboard for Growth Score and SBE Memo – April 2025 for Growth Percentile

NASA also has a consistently lower chronic absenteeism rate (K-8) and suspension rate than the resident school average, the district and the state from 2018 to 2024.



## Stability Rate

NASA’s stability rate, which measures the percent of students who receive a “full year” of learning in the same school, is consistently higher than the comparison school average as well as the district average. NASA’s 7-year average (2017-18 to 2023-24) is 95% compared to 88% for comparison 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 embrace the community as a foundation to teach and create lifelong

learners and confident global leaders for the 21st century through an emphasis in the arts and sciences.

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

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

#### *Characteristics of an Educated Person in the 21<sup>st</sup> Century*

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

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

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

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

- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.
- Bilingual/biliterate (Pathways to Biliteracy)

### *How Learning Best Occurs*

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

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

- Have uniform standards: N.E.W. Academy of Science and Arts has clear and high expectations of all students that fully align with California state standards.
- Make the curriculum challenging: Rigorous curriculum is organized around major concepts that students are to know deeply.
- Help students catch up: A personalized environment and regular assessments ensure that no students fall behind. Initial assessments are conducted once students are enrolled in the school, to determine their proficiency levels in mathematics and language skills. Extra support before and after school is given to those students in need.
- Provide good teachers: All NASA core subject teachers have an appropriate credential in their subject matter. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice.
- Students learn best when they are challenged by clear and high-expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement.

In addition, given our large English Learner population our current learning approach includes bilingual instruction. Therefore, we subscribe to Stanford University's Understanding Language Project and their 6 tenets for English Learners<sup>2</sup>:

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.

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<sup>2</sup> Retrieved from: <http://ell.stanford.edu/content/six-key-principles-ell-instruction>

3. Standards-aligned instruction for ELs is rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolds.
4. Instruction moves ELs forward by taking into account their English proficiency level(s) and prior schooling experiences.
5. Instruction fosters ELs’ autonomy by equipping them with the strategies necessary to comprehend and use language in a variety of academic settings.
6. Diagnostic tools and formative assessment practices are employed to measure students’ content knowledge, academic language competence, and participation in disciplinary practices.

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

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 by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the Common Core State Standards) and reflect proficiency measures required by the CAASPP/SBAC, as well as state priorities detailed in Education Code Section 52060(d).

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

**Annual Goals of the Charter School**

<b>LCFF STATE PRIORITIES</b>
(Charter Term Commencing July 1, 2026)
<b>GOAL #1</b>

<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**

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.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Increases in the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in English Language Arts.

**Metric/Method for Measuring:** CAASPP

APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	39.6%	53%	58%	60%	62%	65%
English Learners	23%	29%	34%	36%	38%	41%
Long-Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	39.6%	53%	58%	60%	62%	65%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	16.7%	33%	38%	40%	42%	45%
African American	*	*	*	*	*	*
American Indian / Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Latino	39.5%	54%	59%	60%	62%	65%
Native Hawaiian / Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

**Outcome #2:** Increases in the percentage of students, including students in all significant subgroups, meeting or exceeding grade level standards in mathematics.

<b>Metric/Method for Measuring: CAASPP</b>						
APPLICABLE STUDENT GROUPS	Baseline 2024-25	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	35.9%	56%	58%	60%	62%	65%
English Learners	23.9%	43%	45%	48%	52%	55%
Long-Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	35.9%	56%	58%	60%	62%	65%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	10%	33%	35%	38%	42%	45%
African American	*	*	*	*	*	*
American Indian / Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Latino	35.8%	56%	58%	60%	62%	65%
Native Hawaiian / Pacific Islander	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

<b>Expected Annual Measurable Outcomes</b>						
<b>Outcome #3: All teachers are credentialed and appropriately assigned.</b>						
<b>Metric/Method for Measuring: Internal credential checks; Teacher Assignment Outcomes</b>						
APPLICABLE STUDENT GROUPS	Baseline 2023-24	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	66.7%	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	*	*	*	*	*	*

<b>Expected Annual Measurable Outcomes</b>						
<b>Outcome #4: All students have access to their own copies of standards-aligned instructional materials for use at school and at home.</b>						
<b>Metric/Method for Measuring: Internal curriculum inventory checks.</b>						
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						
<b>Outcome #4:</b> All students have access to, and are enrolled in, a broad course of study that includes core subjects, VAPA, PE, and Health.						
<b>Metric/Method for Measuring:</b> 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						
<b>Outcome #5:</b> All state content standards are adopted and implemented.						
<b>Metric/Method for Measuring:</b> Course sequences, lesson plans.						
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	*	*	*	*	*	*
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 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. 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%	<6%	<6%	<6%	<6%	<6%
English Learners	12.9%	<6%	<6%	<6%	<6%	<6%
Long-Term English Learners	*	*	*	*	*	*
Socioeconomically Disadvantaged	12.4%	<6%	<6%	<6%	<6%	<6%
Foster Youth	*	*	*	*	*	*
Homeless	*	*	*	*	*	*
Students with Disabilities	7.9%	<6%	<6%	<6%	<6%	<6%
African American	*	*	*	*	*	*
American Indian / Alaska Native	*	*	*	*	*	*
Asian	*	*	*	*	*	*
Filipino	*	*	*	*	*	*
Latino	11.9%	<6%	<6%	<6%	<6%	<6%

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	*	*	*	*	*	*

**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%	<1%	<1%	<1%	<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	
<p>N.E.W. Academy of Science &amp; Arts will better serve students and families and strengthen parent involvement and participation.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1      <input type="checkbox"/> 4      <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2      <input type="checkbox"/> 5      <input type="checkbox"/> 8</p> <p><input checked="" 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**

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.

APPLICABLE STUDENT GROUPS	Baseline [2024-25]	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	78%	>50%	>50%	>50%	>50%	>50%
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%	>90%	>90%	>90%	>90%	>90%
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	*	*	*	*	*	*

<b>Outcome #3:</b> Achieve a high parent-teacher conference attendance rate.						
<b>Metric/Method for Measuring:</b> Parent-teacher conference attendance.						
APPLICABLE STUDENT GROUPS	Baseline [2024-25]	2026-27	2027-28	2028-29	2029-30	2030-31
All Students (Schoolwide)	98%	>80%	>80%	>80%	>80%	>80%
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 essential skills, critical thinking, and problem solving across disciplines. They must also develop the analytic skills and intellectual curiosity that help them become self-motivated lifelong learners. Toward this end, NASA students are developing strong habits of mind. Throughout the curriculum, students consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). When possible, Latino and Central American educational elements are incorporated throughout the curriculum, reinforcing cultural relevance for students. Students achieve academic achievement through in-depth investigation, rigorous thought, and meaningful connections.

NASA believes that a systematic standards-based instructional program ensures that students are successfully engaged in rigorous academic activities. Rigorous instruction,

guided by data-based analysis of student achievement, ensures that students reach proficiency in Reading Language Arts and Math, Science, and Social Studies, and meet or exceed CAASPP expectations.

Teachers at all grade levels use standards-based instruction guided by the CCSS in English Language Arts and Math. Teachers also analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness.

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

Strategies include, but are not limited to the following:

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

Practices:

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

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

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

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

To this end, part of the instructional design of NASA includes the Language Academy. The goal of the Language Academy (Dual Language Program) is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. 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). Students enter this program in Transitional Kindergarten/Kindergarten, or first grade, and continue through the end of elementary school.

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.

<b>Percentage of Language Instruction per Grade Level</b>		
<i>Grade Level</i>	<i>Spanish Instruction</i>	<i>English Instruction</i>
Kindergarten	70%	30%
First	60%	40%
Second	50%	50%
Third	50%	50%
Fourth	50%	50%

Fifth	50%	50%
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Additionally, work in the Language Academy and included in the English Learner Master Plan (and research), utilizes several foundational guiding principles for English Learner Instruction to define the work toward meeting the needs of ELs. These key principles, developed by the Understanding Language project at Stanford University (2013) are in line with the adoption and implementation of the CCSS and the need to strategically plan for ELs to meet rigorous, grade level academic standards. They are intended to guide the work of teachers, site administrators, Charter School leaders, parents, and community members.

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

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

#### Understanding Language: Key Principles for EL Instruction

1. Instruction focuses on providing ELs with opportunities to engage in discipline-specific practices which are designed to build conceptual understanding and language competence in tandem.
2. Instruction leverages 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.

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

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

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

### *Innovative Components and Key Features of the Education Program*

The goal of the Language Academy (i.e., dual language program) is to provide all students the opportunity to reach high levels of academic achievement and language proficiency (Spanish) while simultaneously acquiring academic English. Correspondingly, English Only (“EO”) and Identified Fluent English Proficient (“IFEP”) students in this program develop language and literacy skills in English while being immersed in target language instruction (Spanish). Students enter this program in Transitional Kindergarten/Kindergarten or first grade and continue through the end of elementary schools.

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

fifth grade. Please refer to Language Academy Program Design Matrix in previous Language Academy section.

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

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

- Family-Community-School Partnerships. NASA actively engages families and the community in the life of the school. Students are engaged and encouraged to participate in service to the community. Some of the partnerships are listed below under “Successes and Accomplishments” (Innovative practice).
- Technology Integration. By implementing technology in our curriculum, students learn computer skills while pursuing academic goals. Students have access to working computers and technology.
- Small Learning Communities. Students are given the opportunity to work in small cohort groups throughout their years at the Charter School, thereby increasing teacher-student interaction, support and monitoring.
- Interdisciplinary, Project-Based Curriculum. Students understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Many teachers engage students by organizing curricula around central ideas, building on students’ prior knowledge, connecting learning to students’ lives, and clearly addressing learning expectations.
- Culturally Relevant Instruction. Latino American/Latino literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students’ lives. The background and culture of **all** students is respected and valued. Further providing students with classical writings by providing a variety of opportunities.
- Language Academy. A dual language style program with 2 cohorts per grade level. NASA works with Loyola Marymount University Los Angeles, in developing this program. The goal of the Language Academy is to provide all students the opportunity to reach high levels of academic achievement and language proficiency in at least two languages. 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). Students enter this program in Transitional Kindergarten/ Kindergarten, or first grade, and continue through the end of elementary school. (Innovative practice)

- Research-Based Practices. N.E.W. Academy of Science and Arts uses curriculum and instructional strategies founded on proven effective best practices. Professional development includes teacher, staff and parent coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students. Students are involved in active-learning through strategies from selected effective best programs; such as, Benchmark Advanced/Adelante with ELD, California My Math (Houghton Mifflin), Science California (Houghton Mifflin), and an authentic Bilingual/Bi-literate program that strongly support all student in mastering the learning of English (Language Academy). Along with the curriculum all grades participate in service learning and other initiatives that support student learning.
- NASA Implements the 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 exhibiting the Pillar of the month in their classrooms.

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

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

Students who score at reasonable fluency in English are placed in an English Language Mainstream (“ELM”) program. They are taught ELD and other core subjects by authorized teachers (English Learner or Bilingual Authorization), using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards. Students receive any additional instruction needed for them to be reclassified as fluent English proficient.

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

### *Curriculum and Instruction*

NASA uses a Multi-Tiered System of Supports (“MTSS”). On a systems level, NEW Academy employs the use of 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.”<sup>3</sup>

MTSS is inclusive of Response to Intervention (“RtI”) processes, but has a broader, system-wide focus that includes aligning a systems initiative, supports and resources. A more

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<sup>3</sup> California Department of Education (2016). *Definitional of Multi-Tiered System of Supports*.

detailed explanation is found in the section on instructional methodologies and in the section of the NASA EL Plan. However, it should be stated that NASA utilizes the following:

- Student Support and Progress Team (“SSPT”) that consists of the Resource Specialist Teacher, the Resource Teachers, Assistant Principal, and classroom teacher. The team works with teacher and parent referrals and meets weekly.
- Tutoring before and after school is provided to students with academic needs (Tier 2).
- All classrooms have access to an Instructional Aide for work with small groups and one-on-one.
- NASA employs a resource teacher that 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 successfully engaged in rigorous academic activities. Rigorous instruction, guided by data-based analysis of student achievement, ensures that students reach proficiency in Reading Language Arts and Math, Science, and Social Studies, and meet or exceed the California Assessment of Student Performance and Progress targets.

As part of the curriculum design process, research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) are used by teachers in their classrooms. These researchers have compiled teaching practices and strategies that have a high probability of enhancing student achievement for all students in all subject areas at all grade levels (Marzano, Pickering, Pollock, 2001). N.E.W. Academy of Science and Arts also has found the use of these instructional practices to be effective for student academic achievement. Some of these include:

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

NASA encourages a student-centered methodology in teaching. Here the teacher assumes the role of facilitator or coach. This type of approach lends itself to inquiry-based learning as well as cooperative learning. We hope for peer-to-peer interactions during lessons. We also encourage use of all technologies in the classroom. Teachers use computers, tablets, projectors and other technology to facilitate or assist in lessons.

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

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

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

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

Our educational program goal is to:

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

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

All classes provide integrated and designated ELD instruction using the new ELD standards. As included in the EL Master Plan, classes provide up to 45 minutes daily designated ELD instruction. Integrated ELD instruction is daily throughout instruction when appropriate. This instruction is aligned to the ELA standards. Our reclassification criteria, which includes assessment data such as the ELPAC, helps to monitor the progress of our ELs.

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

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

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

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

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

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

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

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

- Targeted intervention for at-risk
- 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 area is aligned 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 class include: Language Arts, Math, Science, and Social Studies. From this baseline, students expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community.

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

<b>Subject Area</b>	<b>Curriculum &amp; Instructional Materials</b>
English Language Arts/Reading	Benchmark Advance and Benchmark Adelante, Estrellita
English Language Development	Benchmark ELD
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 has received training in the ELD standards by the CEEL from Loyola Marymount University. As outlined in Element 1 we have implemented data analysis and assessment to identify needs of students as well as built capacity on a variety of strategies staff can use to ensure mastery of all standards.

### *Technology Integration*

N.E.W. Academy of Science and Arts supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into an effective, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate internet search results; as well as, how to communicate deep understanding using

software applications and multimedia technology. Technology-savvy teachers are recruited to teach at NASA. All the teaching staff are involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility.

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

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

- Key technology applications have been integrated into every classroom, and students are proficient in basic Microsoft Office applications, graphic design tools, and 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
- Accelerated Reader ("AR"), a computerized reading program (used in 2<sup>nd</sup>-5<sup>th</sup> grade) that tests reading comprehension and reading level. The program track student success.
- Imagine Learning is strategic research-based computerized program that creates individualized learning programs in Reading and English Language Development. It assesses progress of students.
- Brain Pop is an educational platform that covers subjects such as Science, Social Studies, Math, Engineering, Arts, etc. Videos and materials are designed to help students in these areas.
- Reading AZ is an educational platform for ELA/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 collectively in areas of academics and community projects. Respect, cooperation, and

compassion is emphasized throughout this process and modeled by teachers and administrators.

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

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

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

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

NASA has developed a computer lab for all its campuses. Teachers utilize the labs on a weekly basis for educational activities and for assessment. We have a computer lab

schedule for each campus. Teachers may practice for CAASPP, or utilize any of our online platforms.

### *Intervention and Enrichment Programs*

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

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

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

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

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

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

School Wide Positive Culture. In order to strengthen our school spirit and provide a school wide cultural experience, a piece of literature is selected and shared with all staff members

as our “One Book, One School” book. The book selected is implemented thematically throughout the Charter School in all grade levels in both English and Spanish. The book activities implemented in the classroom range from our visual and performing arts program, writing, balanced literacy program, and current events.

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

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

### *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 a child will have their fourth birthday by September 1 of each year.

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

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

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

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

### *Academic Calendar and Schedules*

N.E.W. Academy of Science and Arts has a longer school day than traditional public schools in order to allow for more time for learning and community activities. The Charter School has 180 instructional days. The administrators and Board of Directors determine specific calendar dates and hours on an annual basis. A complete school calendar for 2025-26 is below.

### Academic Calendar & Daily Bell Schedules.

# 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

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

<p><b>Daily Bell Schedule</b>                  7:30 – 7:50 Breakfast                  8:00 School Starts                  9:00 – 9:20 TK, KB, 1C, 2A, 2B, 4<sup>th</sup> Recess                  9:20 – 9:40 TK/KC, 1A, 1B, 2C, 3C, 5<sup>th</sup> 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 2<sup>nd</sup>, 4<sup>th</sup> Lunch and Recess                  11:40 – 12:20 KA, 3<sup>rd</sup>, 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;"><b>Tuesday &amp; Minimum Day Dismissal</b>                  TK – 5<sup>th</sup> Dismisses @ 1:00</p>	<p><b>January 2026</b></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>1</td><td>2</td><td>3</td></tr> <tr><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td></tr> <tr><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td></tr> <tr><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td></tr> </table> <p>                     1-9 Winter Break                      12 STAFF PD: Pupil Free                      19 M.L. King Day                      23 Minimum Day                      30 EOTM                 </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																																																							
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## Instructional Days and Minutes Calendar.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	155	340	0	0	26	245	0	0	181	36000	59070	23070
1	Yes	155	340	0	0	26	245	0	0	181	50400	59070	8670
2	Yes	155	340	0	0	26	245	0	0	181	50400	59070	8670
3	Yes	155	340	0	0	26	245	0	0	181	50400	59070	8670
4	Yes	155	340	0	0	26	245	0	0	181	54000	59070	5070
5	Yes	155	340	0	0	26	245	0	0	181	54000	59070	5070
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

### *Ongoing Professional Development*

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

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

- Focused & Intentional – provides annual needs assessments, grade level input, and is aligned to teacher growth goals (California Standards for the Teaching Profession)
- Interdisciplinary Language-Rich Teaching and Learning – focused on standards-based interdisciplinary teaching and learning, designed for culturally and linguistically diverse learners, and is guided by formative and summative assessment.
- Coaching & Reflection Cycles – defined approach to collegial coaching, guided by a research-based framework for collecting and reflecting on evidence on best practices for culturally and linguistically diverse students, and promotes teacher leadership.

- Impact Monitoring – includes surveys, student data analysis, and Curriculum Committee leadership and input.

In order to accomplish our goal, teachers will continue receiving professional development with a focus in the following areas: ELD/ELA standards implementation; NGSS; PowerSchool; Dibels; LAS Links; CCSS; computer-adaptive assessments; BCLAD/BASP certification; digital library training; STEM curriculum/3D printer.

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

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

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

#### *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 California Charter Schools Association, to recruit and share N.E.W. Academy of Science and Arts educational program. We also seek applicants through websites, conferences, districts, recruitment agencies, and recommendations. We also recruit from CEEL CENTER PROJECT STELLAR: TEACHING FOR CRITICAL TRANSITIONS: The goals of Project STELLAR include the creation and implementation of a coherent and comprehensive professional development program for pre-service and in-service teachers in academic writing in science. Applicants seeking

employment for an advertised position apply through EdJoin submitting all the necessary documents within the timeline. An interview committee consisting of teachers, administrators, other certificated and classified staff, select candidates for possible interviews. Administration sets up interviews and invite the potential candidates to interview with the interview committee.

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

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

If necessary, after-school supplemental programs or summer classes available to support EL development.

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

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

N.E.W. Academy of Science and Arts fosters a collaborative school environment whereby teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. All teachers are encouraged to seek assistance from NASA staff or other teachers throughout the year. N.E.W. Academy of Science and Arts desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

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

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

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

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

1. Identifying and prioritizing desired results (standards)
2. Designing and aligning assessments to the desired results
3. Designing effective classroom instruction that provides opportunities for all learners

## **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 in order to have access to high quality educational opportunities.

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

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

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

Identification. N.E.W. Academy Canoga Park administers the Home Language Survey (“HLS”) upon a student’s initial enrollment into 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 is required to complete a Home Language Survey as part of the process.

English Language Proficiency Assessment. All students who indicate that their home language is other than English will be tested with the 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 Assessment (“IA”)

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

- Summative Assessment (“SA”)

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

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

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

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

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

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

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

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

Steps:

Step 1	<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 EL Coordinator to identify students who may not be proficient in English.</p>
Step 2	<p>Preliminary Evaluation: Academic History</p> <p>Site administration and EL Coordinator thoroughly assesses and monitors a student’s academic history, upon the student’s entry as well as during the academic year, through multiple measures:</p> <ul style="list-style-type: none"> <li>• Academic records from within or outside of the United States</li> <li>• Information on everyday classroom performance</li> </ul>

	<ul style="list-style-type: none"> <li>• Individual reading assessment using the Teachers College reading assessment</li> <li>• Teacher observations and reports</li> </ul>
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"> <li>• 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.</li> <li>• Teachers administer the ELPAC, which is used to assist in determining the student’s initial English language development level and class placement.</li> <li>• If the student is identified as an English Learner, this information is entered into PowerSchool.</li> </ul>
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"> <li>• 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.</li> </ul>
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"> <li>• The Charter School notifies parents within no more than 30 days after the start of the school year.</li> <li>• Parents of students who are identified as English Learners after the start of the school year must be notified within two weeks.</li> <li>• Charter School attempts to schedule initial meetings to discuss this information with</li> </ul>

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

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

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

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

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

The Comprehensive ELD program will allow ELs to develop a strong English language foundation in informal and formal (academic) settings.<sup>4</sup> ELD also includes foundational literacy development in reading and writing, and complements and amplifies the English Language Arts CCSS. ELD and ELA standards are intended to work in tandem to help teachers design instruction that assists students to develop skills related to cognitive academic proficiency in English.

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

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

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

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

Designated ELD is designed to teach English Learners at their proficiency levels as determined by state and local-level English language proficiency assessments in order to meet each student's linguistic needs. It is taught by a credentialed teacher who is supported by collaboration and access to on-going professional development. Designated ELD is most effective when students are grouped by proficiency level based on an analysis of the English proficiency levels of students enrolled at the school. Site-level

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<sup>4</sup> California Department of Education (CDE). (2010a). *Improving Education for English Learners: Research-Based Approaches*. Sacramento: California Department of Education.

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 grouping<sup>5</sup>:

- 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 LTELs<sup>6</sup>

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

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

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<sup>5</sup> 2 Saunders, W., Goldenberg, C., & Marcelletti, D. (2013). English Language Development: Guidelines for Instruction. *American Educator*.

<sup>6</sup> A Long-Term English Learner is defined in EC section 313.1 as an English Learner who meets the following:

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

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

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

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

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

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

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

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

Teachers are trained in the following strategies:

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

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

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

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

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

Results to Accelerate Program and Progress. The implementation of the N.E.W. Academy Canoga Park ELD program will be reviewed by using assessment data results from indicators as it relates to student academic achievement. These processes will be aligned to the California Accountability system and its requirements for the English Learner Progress Indicator, defined as follows<sup>7</sup>: The California State Board of Education approved an EL Progress Indicator that measures the percent of ELs who are making progress toward language proficiency. The current EL Progress Indicator combines the number of ELs who

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<sup>7</sup> 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/>.

make progress from year to year on the ELPAC and the number of ELs who are reclassified in the prior year.

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

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

- 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* [5<sup>th</sup> Cir. 1981] 648 F. 2d 989)

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

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

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

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

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

English proficient students of the same age (through the use of the Measure of Academic Progress exam)

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

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

The purpose of the Language Appraisal Team is multi-faceted and includes, but is not limited to each designated area below<sup>8</sup>:

- 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 Cycle	
January	ELPAC results arrive. Parents notified.
January February	Compare ELPAC scores with other criteria. Inform teachers.
June	Check end of year ELD, ELA, and MAP criteria for students who didn’t qualify in January but had met ELPAC criteria.
July	Compile list of students who met ELPAC, ELD, ELA, and MAP criteria.
August October	ELPAC annual assessment

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

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

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

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

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

The Language Appraisal Team uses a standardized protocol to collect and review a diverse body of evidence that is reflective of, and aligned to, assessment processes representative of local data, state-mandated measures, and other multiple sources over time. Action

steps that can ensue from an individual monitoring of English Learner's student progress include:

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

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

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

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

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

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

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

**Step 1: Nominate: Referral - Fall**

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

**Step 2: Further Evaluation – Fall/Winter**

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

**Step 3: Multiple Criteria Assessment – Fall/Winter**

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

**Step 4: GATE Committee Winter**

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

**Step 5: Notification - Spring**

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

**Step 6: Placement**

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

*Students Achieving Below Grade Level*

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

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

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

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

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

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

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

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

The SSPT plan outlines actions, timeline, multiple 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 set forth in the SSPT, follow up meetings may be held to consider other modifications.

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

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

### *Socioeconomically Disadvantaged / Low Income Students*

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

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

as needed or by staff request. Other family services are offered by our partnership with the Canoga Park Family Source Center.

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

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 wellbeing.

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 students as a foster youth or homeless youth. Foster youth are identified during the enrollment process by checking identified box in the enrollment form. Homeless youth are also identified by the Principal and Assistant Principal during the enrollment process and during the beginning of every school year if parents volunteer the information on the enrollment form. Parents/guardians are also allowed to update their homeless status if and when it changes throughout enrollment or throughout the school year.

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

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

As students are identified through guidelines of the Mc Kinney-Vento Homeless Assistance Act by 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 monitors 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.

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

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

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 as a whole on an annual basis, using local, state, and national standards. N.E.W. Academy of Science and Arts strives to meet all statewide standards and conduct the pupil assessments required pursuant to Education Code Section 60602.5 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

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

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

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

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

**Measurable Pupil Outcomes: Summative Assessment Performance Targets**

Performance Targets Aligned to State Priorities. The completed LCFF State Priorities Table provided in Element 1 of this petition meets this requirement and is incorporated herein by reference. 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.

<b>N.E.W. ACADEMY OF SCIENCE AND ARTS ASSESSMENT OVERVIEW</b>						
	Grade	Language of Administration	Instructional Program	Fall	Winter	Spring
<b>SUMMATIVE (LONG-CYCLE) ASSESSMENT</b>						
<ul style="list-style-type: none"> <li>• At the end of large chunks of learning to determine student achievement relative to the standards</li> <li>• Monitor an organization’s annual and longitudinal progress to ensure individual students are on track academically</li> </ul>						
<b>STATE MANDATED</b>						
<b>ACADEMIC ACHIEVEMENT</b>						
SBAC/CAA (ELA/Math)*	Grades 3-5	English	ALL			X
SBAC/CAA (ELA/Math)*	Grades 3-5	Spanish (future)	DL			X
CAST Science	Grade 5	English	ALL			X
<b>LANGUAGE PROFICIENCY</b>						
STS, Spanish Proficiency*	Grades 2-5	Spanish	DL			X

CSA, Spanish Proficiency* (replace STS as of Spring 2019)	Grades 3-5	Spanish	DL			X
ELPAC (Initial), English Proficiency*	Grades TK-5	English	ALL	X	Given within first 30 days of enrollment to students whose primary language is not English to determine their ELP status.	
ELPAC (Annual), English Proficiency*	Grades TK-5	English	ELD, DL, SDAIE			X
<b>LOCALLY IMPLEMENTED</b>						
<b>ACADEMIC ACHIEVEMENT</b>						
Measures of Academic Progress (MAP) – Math	Grades TK-5	English	ALL	X	X	X
Measures of Academic Progress (MAP) – Reading**	Grades TK-5	English	ALL	X	X	X
Measures of Academic Progress (MAP) – Language Arts**	Grades 2-5	English	ALL	X	X	X
Measures of Academic Progress (MAP) – Science	Grades 3-5	English	ALL	X	X	X
<b>LANGUAGE PROFICIENCY</b>						
American Council on the Teaching of Foreign Languages (ACTFL) – Oral, Writing, Reading, and Listening*	Grades K-5	Spanish (future)	DL	X	X	X
IDEA Proficiency Tests (IPT) – Oral, Reading, and Writing	Grades K-5	Spanish	DL	X	X	X
Readers and Writers*	Grades TK-5	English	ALL	X	X	X

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

FORMATIVE ASSESSMENT						
<ul style="list-style-type: none"> <li>● Process teachers &amp; students use during instruction that provides feedback to adjust ongoing teaching</li> <li>● Not a tool or an event, nor a bank of test items or performance tools</li> </ul>						
LOCALLY IMPLEMENTED						
Teacher Created Quizzes	Grades TK-5	English, Spanish	ALL	X	X	X

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

## Data Analysis & Reporting

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

Running Records Assessments are assessed during each six to eight-week grading period using criteria based on Benchmark Reading Levels constructed by Fountas & Pinnell criteria and are progressive within the course of the school year and aligned vertically throughout grade levels. Curriculum used for Mathematics in grades K-5 is My Math is assessed using University of Oregon Math CBM Math assessments. Beginning of the Year (BOY), Middle of the Year (MOY) and End of Year (EOY) University of Oregon Math Tests are used as Benchmark Assessments during weeks six, twenty-four, and thirty-six's grading period as baseline, mid-year, and final end of year benchmark.

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

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

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

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

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

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

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

## **Grading, Progress Reporting, and Promotion/Retention**

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

### Grading Rubric

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

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

Teacher must exhaust all options before recommending retention, including bringing their concern to the Student Support and Progress Team (SSPT) for review and discussion. This group will meet to go over strategies and support for the student in question are discussed. The decision to retain a student is the last resort when all else has failed and the student is failing to make normal progress. The parents must be notified of concerns early so that the school and home may cooperate in helping him/her achieve greater success. Most retentions should be at the primarily level, however, older students may be considered if it is strongly felt retention will help the student. At any given time, students should not be retained more than one year. A student retention waiver must be 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.

### Promotion / Retention Policy and Procedures

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

If the student begins to fall behind and is not improving, the teacher begins the documentation process for a Student Support and Progress Team review. The teacher fills out the SSPT packet given by school administration and schedules a meeting with SSPT and parent to review student information, data, and evaluate student work. Teacher receives recommendations, suggestions, and strategies on how to proceed with the instructional

program for the student. A follow up meeting is scheduled for 6 to 8 weeks later to review progress.

Based on the progress the student has made, the student will be monitored for the next year and provided intervention. If the student has not made progress, additional resources and personnel support is offered to the teacher or based on the recommendation of the team and parents, the student will be provided intervention after school with the Resource Specialist Teacher.

Retention possibilities are offered to the parents if they feel the student will benefit from an additional year. Parents have an option to retain their child or not. The principal makes the retention decision.

## **Element 4: Governance**

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

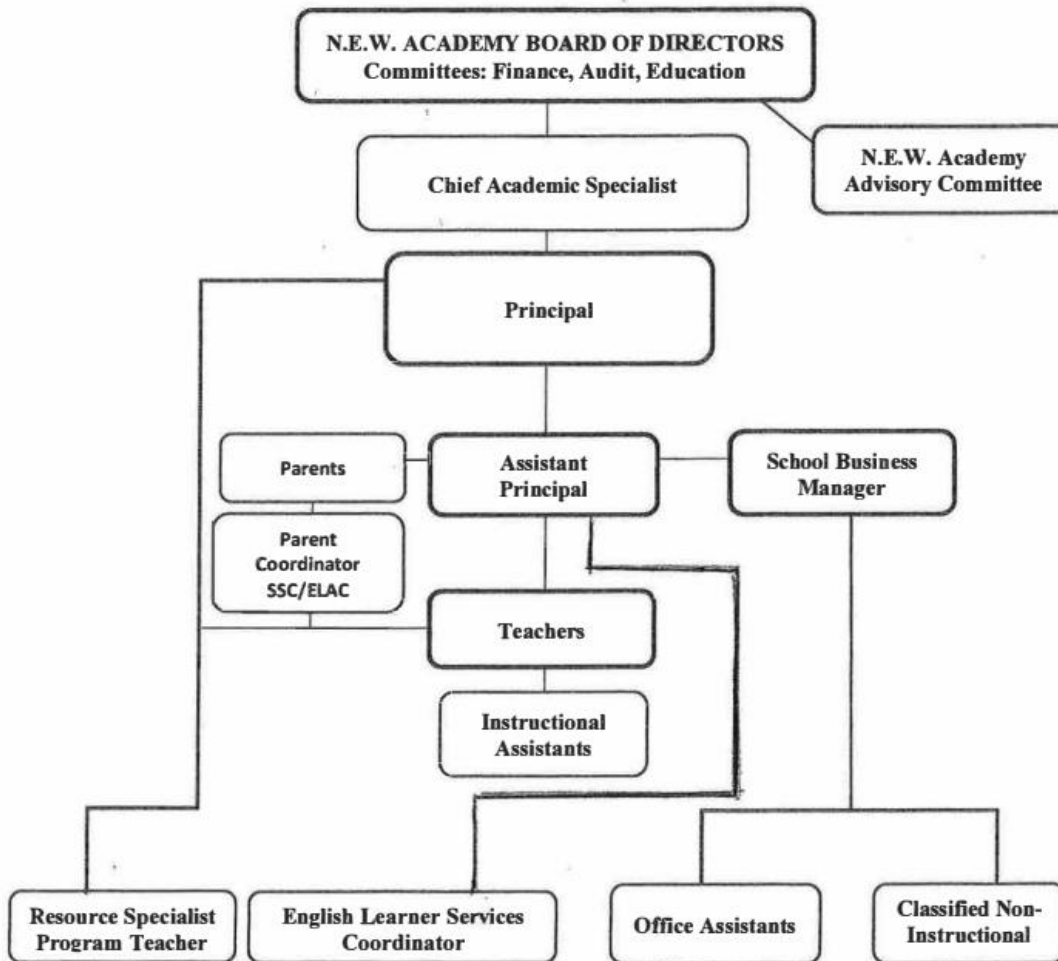
N.E.W. Academy of Science and Arts is a directly funded independent charter school, and is operated by NEW Academy, a legal and operational independent nonprofit entity incorporated as an independent California Nonprofit Public Benefit Corporation with its own Board of Directors (Board). The affairs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

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to Education Code Section 47604(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's 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 meeting and other actions of any committee shall be governed by the provisions of Article IV of NEW Academy's bylaws applicable to meetings and actions of the Board of Directors.

### ***Board of Directors***



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

### Governing Board Composition and Member Selection

The composition of the NEW Academy board currently consists of seven board members. Board members serving on the board have the following expertise to assist in the governance of NEW Academy – finance, auditing, human resources, and education. Board

members were vetted to match areas of expertise identified during NEW Academy’s Strategic Plan process.

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

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

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

Vacancies on the Board of Directors may be filled by a majority of the remaining directors, or if the number of directors then in office is less than a quorum, by (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 Current Board**

Board Member Name		Expertise
Bradly	Brent	Finance
Cervantes	Magdalena	Nonprofit and real estate
DiDonato	Patricia	IRS support
Guzman	Andy	Investments
Luna	Stacy	STEM-based programs
Rosas	Mary	Government affairs, advocacy, and community relations
Tishler	Beth	Arts education

## Governance Procedures and Operations

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

N.E.W. Academy of Science and Arts posts all Board meeting notices and agendas publicly and in an accessible location that is clearly visible to the general public at the meeting location and at all of the charter schools operated by NEW Academy. All board meeting notices and agendas are also posted on the charter schools' websites, and 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. All Board meeting procedures, notification requirements for all meetings and minutes of the NEW Academy Board of Directors meetings follow the requirements of the Brown Act and Education Code Section 47604.1(c). The On-boarding process for new board members will consist of: A review of mission, vision and values of NEW Academy schools, the history of the board and founding organization, board committees, organizational chart, minutes for the last year, copies of bylaws, Conflict of Interest Policy and Charter Petition including academic performance and benchmarks. Included will be tours of the NEW Academy schools.

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

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

A majority of the 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.

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

- (1) The meeting notice and agenda are posted at all teleconference locations, and the Board conducts the teleconference meeting in a manner that protects the statutory and constitutional rights of the parties or the public appearing;
- (2) Each teleconference location is identified in the notice and agenda of the meeting, and each teleconference location is accessible to the public;

- (3) During the teleconference, at least a quorum of the Board participates from a location within the charter schools' grounds or location of the noticed Board meeting as allowed by California law; and within the Los Angeles County boundaries;
- (4) A roll call vote is required for each agenda item; and
- (5) The agenda shall provide an opportunity for members of the public to address the Board directly at each teleconference location

In an effort to increase the engagement and collaborative efforts of Board members, the NEW Academy Board plans an annual 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.

## **Stakeholder Involvement**

### **Committees**

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

### **Standing Committees:**

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

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

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

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

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

## **Parental Involvement**

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

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

- Work with the child at home with homework, projects, etc.
- Maintain positive and effective communication with the teacher and staff.
- Ensure that their child attends school on a regular basis and arrives on time.
- Enforce the school code of conduct with their child.
- Enroll their child in academic enrichment programs (after school 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 in the plan, pursuant to Education Code Section 52855 and Education Code Section 64001. The School Site Council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the SSC must revise the plan, including proposed expenditures of funds allocated to the Charter School through the ConApp, and recommend it to the local governing board for approval.

### **Composition of School Site Council**

Composition of the SSC is as follows:

- The School Site Council shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; 4 parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.
- At the elementary level, the School Site Council shall be constituted to ensure parity between (a) the Principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

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

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

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

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

### **English Learners Advisory Council**

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. All schools with 21 or more EL students, must have an ELAC.

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

1. The Charter School’s program and academics.

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

The Charter School is responsible to the ELAC to provide:

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

The ELAC is responsible for the following:

- Develop and follow its bylaws.
- Meet on a regular basis.
- Select officers.
- Develop ELAC meeting agendas.
- Keep a binder with minutes, the sign-in information, the ELAC bylaws and other ELAC-specific documents, etc.
- Send a representative to the 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.
- 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, attends the SSC meetings.

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

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

The composition of the ELAC is as follows:

- The percentage of parents of English Learners must be at least the same as that of ELs at the Charter School.
- If 50% of the Charter School students are ELs, then 50% of the ELAC must be parents of ELs. Thus, if there are 10 members, 5 must be family of ELs.
- The rest can include the Principal, staff, or other family and community members.

ELAC will meet every second Tuesday at 7:30 am.

### **Community Involvement**

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

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

## **Element 5: Employee Qualifications**

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

### **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
- 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 school. Oversees all instructional programs, ensures Common Core and state standards are met, evaluates staff, supervises special programs, manages school operations and discipline, and maintains strong communication with parents, community, and the Board of Directors.

### **Minimum Requirements:**

- Valid teaching credential
- Administrative 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
- 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 A.A. degree, or passage of 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

### **Elementary 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 classroom teaching experience
- Experience with English Learners
- Bilingual required/preferred
- 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 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**

N.E.W. Academy of Science and Arts makes every effort to recruit students of various racial and ethnic, special education, and English learner groups in order to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD, and that achieves and maintains the LAUSD’s Racial and Ethnic Balance goal. NASA conducts voluntary orientation meetings prior to the opening of each school year to inform interested parents and students on what the Charter School has to offer. Outreach events are held in several locations of the Pico-Union/Belmont area in order to ensure all

students in the area have an opportunity to attend the Charter School. Open houses and school tours are conducted on a regular basis during the school year as well. NASA develops promotional and informational material (i.e. a school brochure, flyers, and website) that is easily transmittable to all of the various racial and ethnic, special education, and English learner groups represented in the District. Promotional and informational materials are distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, and public libraries that serve the various racial, ethnic, ability, linguistic, and interest groups represented in the district. NASA is working closely with Guatemalan agencies including the Consulate of Guatemala to better assist families that do not speak Spanish. Materials in languages other than English, such as Spanish, are distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students may submit applications subjected to the admission procedures detailed in Element 8.

NASA maintains an accurate accounting of the ethnic and racial, special education, and English learner balance of students enrolled in the Charter School. NASA will also document the efforts made to achieve a racial and ethnic, special education, and English learner balance reflective of the District in accordance with the charter petition and standards of charter legislation.

Recruitment Efforts. The recruitment plan includes:

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

Meeting	Location	Date
Meeting with Parents and community	N.E.W. Academy of Science and Art	On-going August through June (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)

Outreach to local schools	Local Pre-Schools	Review posted available dates and provide flyers, information and presence.
Community Organization	Neighboring organization: <ul style="list-style-type: none"> <li>• Various locations including parks, community events, clean up events</li> </ul>	Review posted available dates and provide flyers, information and presence.
Residents within the zip code	Post signs with school information	Review posted available dates and provide flyers, information and presence.

## **Element 8: Admission Policies and Procedures**

***“Admission policies and procedures, consistent with 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 prior to acceptance and enrollment into the Charter School. NASA shall adhere to all state and federal laws establishing the minimum and maximum age for public school attendance in charter schools.

Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or 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 Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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.
- 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:

- A. Application of Interest. Complete and return the Enrollment Interest Form to the Charter School office by the last day of the open enrollment period to ensure enrollment in the Charter School, or, if the number of applicants exceeds the school capacity, to ensure a spot in the public random lottery.
- B. Enrollment Packet. After a student has been admitted 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 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.<sup>9</sup>
  - Proof of health examinations or oral examination required by the Health and Safety Code
  - Proof of residence
  - Court paperwork, e.g., custody order (if applicable)
  - CAASPP testing results from the previous year (if applicable)
  - GATE (advanced learning/if applicable)
  - Green medical form (1<sup>st</sup> grade only)

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<sup>9</sup> 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.

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

## **Student Recruitment**

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

## **Enrollment Process and Guidelines**

There is an open enrollment period beginning in December and continuing until winter. 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 clearly stated on the interest form. The process for enrollment proceeds as follows, (not necessarily in the exact order provided):

- The Charter School will determine class size/configuration for the school year;
- The Charter School will solicit from current students their intention to return the following year;
- The Charter School will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students;
- The Charter School will design program informational materials;
- The Charter School will plan one or more Information Orientation Meetings;
- The Charter School will actively recruit students throughout the community;
- The Charter School will schedule School Tours during open enrollment
- The Charter School will establish and hold an open enrollment period so that all interested student may have an equal opportunity to apply for admission;
- The Charter School will determine the number of returning students at each 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).

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

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

The PRD will be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who

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

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

A wait list is maintained, 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 expresses no further interest. In no circumstance, will a wait list carry over to the following school year. If the wait list opens up, the next student in the wait list will be contacted directly by the Charter School office by 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 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 in early to mid-February. The specific date will be confirmed and communicated the families and community in the enrollment interest form each year.

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

The parents/guardians of students who have been offered a seat for the next school year, either based on enrollment vacancies or based on the PRD results, will be notified in writing and phone. They will be provided 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 2 weeks, Charter School staff will make phone calls to families who have not responded to the written notification prior to offering that seat to the next student on the waiting list.

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

## Element 9: Annual Financial Audits

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(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 NASA and NEW Academy to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls. The books and records of NASA will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions with

the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

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

The auditor will have, at a minimum, a CPA and educational institution audit experiences and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the Los Angeles County Superintendent of Schools, the State Controller, and the CDE by the 15<sup>th</sup> 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 has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, and in consultation with CSD regarding any necessary changes, modification of the lists of offenses for which students are subject to suspension or expulsion.

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

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice

shall state that this Policy and Procedures are available on request at the Charter School's main office at the Loma campus, 379 Loma Drive, Los Angeles, CA 90017.

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

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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 below. 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(c)(4). As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions or expulsions pursuant to the suspension and expulsion procedures described below.

## **School Climate and Student Discipline System**

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

#### **Discipline Foundation Policy**

N.E.W. Academy of Science and Arts has implemented a system that promotes a Positive School Climate that is inclusive through Restorative Justice Practices. N.E.W. Academy of Science and Arts implements values, norms, structures, and relationships, that fosters integrity, personal responsibility, and compassion for oneself and others.

N.E.W. Academy of Science and Arts' focus is universal, providing opportunities to all students. At the beginning of the school year, teachers establish the foundation for good behavior to prevent unwanted behaviors. Some structures N.E.W. Academy of Science and Arts has in place, include the PBIS framework, restorative justice practices, and the social-emotional learning (SEL) framework. These are integral parts of our educational program that help students and school personnel live fulfilling lives.

The six pillars of character help make our school a launchpad for good character and kindness. Teachers introduce the six pillars of character (Trustworthiness, Responsibility, Respect, Fairness, Caring and Citizenship) and concentrate on one pillar every month. Teachers review the pillar of character, recite the “Kids for Character” pledge daily, monitor student behavior and provide feedback to parents through multiple communications (ex: ClassDojo, Parent Square, parent conferences, phone calls...etc.). Teachers teach and model social-emotional lessons, behavior expectations, and classroom/school rules. This is a preventive and proactive approach.

N.E.W. Academy of Science and Arts’ discipline policy is based on positive behavioral support and progressive discipline processes involving all educational partners, including teachers, staff, parents/guardians, administrators, and students. We analyze the behavioral data, looking for trends, patterns, and any correlation within the forms that show potential signs of behavioral problems. As we conduct the behavioral analysis, we also look for interventions within our MTSS system, restorative justice practices, and counseling. We monitor our interventions to see if any adjustments are needed or if they are effective in helping the student improve their behavior.

Our preventive behavioral approach has been a key factor in providing a positive school climate where our students can thrive socially, emotionally, and academically. The discipline policy is included in the Parent-Student Handbook and is available on the Charter School website. Parents and students acknowledge their understanding and responsibilities outlined in the policy by signing the signature page of the manual and returning it to school.

### **School-Wide Positive Behavior Support and Progressive Discipline Approach**

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

The Second Step Program is used school-wide to teach students the skills necessary for identifying feelings, dealing with emotions, showing compassion/empathy, and problem solving. NASA offers students many opportunities throughout the year to develop a positive self-image through assemblies, motivational speakers, and community building activities. Teachers receive professional development on behavior intervention and positive behavior supports within the school setting and are encouraged to participate in professional development workshops and conferences to continue to grow in their capacity to serve

students in a positive manner. Parents receive information on best practices for supporting and promoting positive behavior at home, in school and in the community. By taking care of the whole-child we believe issues may be decreased or eliminated.

### **Tiered Behavior Intervention & Alternatives to Suspension**

N.E.W. Academy of Science and Arts implements tiered behavior intervention 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. Through this approach, teachers and instructional assistants are empowered to take care of minor offenses that arise within the classroom setting. It also identifies the type of behaviors and the type of support required to resolve the issue.

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

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

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

Teachers are sent to workshops to receive professional development on behavior intervention and positive behavior supports. They are encouraged to participate in professional development workshops and conferences to continue to grow in their capacity to serve students in a positive manner. Our parent liaison works with outside agencies to bring resources on best practices for supporting and promoting positive behavior at home, in school and in the community. By taking care of the whole-child, we believe issues may be decreased or eliminated.

NASA's progressive discipline approach helps us resolve behavior issues that may arise in a manner that takes into consideration the type of behavior issue at hand, the cause of the issue, the developmental level of the child, and where best to handle the situation. Through

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

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

Possible Consequences for Misbehavior:

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

NASA has a school-wide student support plan that uses the Response to Intervention model for academic and behavioral support. Student who exhibit behaviors that impede the learning of self and others will be referred to the Student Success Team, for positive behavior tiered intervention. The SSPT will review the student's current and past behaviors and interventions and will collaborate in the development and implementation of a behavior plan tailored to the individual needs of the student.

### **In-School Suspension**

### **In-School Suspensions**

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

designee or other certificated personnel. The student must complete a reflection sheet that addresses the pillars not followed.

## **Grounds for Expulsion or Suspension**

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 taking into account 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 similar to any of the devices described in the preceding clauses.

If it is determined by the Discipline Review Committee 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 N.E.W. 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 NASA 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 schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

### ***Involuntary Removal for Truancy***

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School’s Board adopted Attendance Policy for truancy and only after the Charter School follows the requirements of the Attendance Policy and only in accordance with the policy described

above which requires notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for truancy will be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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 days for in-school or out-of-school suspension during the school year is twenty unless it is necessary to extend a suspension pending resolution of an expulsion hearing or appeal. The maximum number of suspension days for students with disabilities is ten. At all steps during the suspension and expulsion process, necessary translation or interpretation services are provided to ensure parents/guardians are able to understand and participate in the process. Reasonable accommodations are made to ensure parents/guardians who wish to attend a conference or hearing are able to do so.

When staff 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 dean 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 dean. The dean reads 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 dean interviews the accused student to learn that person's side of the story. The dean 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 the principal’s designee determines that a student must be removed to ameliorate an emergency situation, 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 other 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 (typically the dean of discipline) 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 appear to warrant the 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 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. In-school suspensions are usually served in the principal's office or other non-classroom space depending on who is overseeing the student during the suspension (typically the dean of discipline or the principal). During teacher preparation times throughout the day (e.g., before school, at recess or lunch), the classroom teacher provides one-on-one instruction about the day's lesson and learning targets, and assigns suitable work. Throughout the school day, if the student needs additional attention from the classroom teacher to ask questions or explain lessons, the suspension monitor 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 assignments are listed on PowerSchool, which the student and parent have access to at home or in school. This gives the student and parent(s) the knowledge of all classroom and homework assignments that are assigned during the days of suspensions. The principal meets with the suspended student upon return to ensure that assignments have been completed.

### *Appeal of a Suspension*

An appeal from the decision to suspend shall be made in writing to the Principal of NASA, or designee, within five calendar days after the decision of the principal or designee. The written appeal must specify the grounds for the appeal; that is, what provision of law, NASA's 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 of NASA 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 Principal of NASA or, in the event of a conflict, an administrator from a N.E.W. campus other than NASA, who is not familiar with the events at issue;
- 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 principal shall not be reversed arbitrarily or capriciously. The decision of the hearing officer (typically the NASA principal or designee) is final. If the decision to suspend is reversed, records of the initial decision are removed from the student's file.

### ***Expulsion Procedures***

#### *Recommendation for Expulsion*

If the action for which a student has been suspended is one that requires or may warrant expulsion, the principal appoints a Reviewing Officer who familiar with the circumstances surrounding the suspension and uninterested in the outcome. The Reviewing Officer: (1) determines whether the student's suspension should be extended pending an expulsion hearing; and (2) contacts the NASA principal, or designee, to request that 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, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. NASA will offer a suitable interim placement, such as at a grade-appropriate opportunity school or class, continuation school, or off-site supervised suspension classroom where the student will have meaningful access to education during the term of the suspension pending the outcome of the expulsion process.

For suspension periods not requiring an interim placement, the suspended student's homeroom 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 NASA main office. The assignments are also listed on PowerSchool, to which the student and parents have access.

Completed student work sent or delivered to the Charter School's main office are graded in a timely manner by the teacher of each subject, and returned to student on a regular basis, 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.

### *Expulsion Hearing*

The NASA Principal, or designee, appoints a Discipline Review Committee 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 of NASA. At least one member will be an administrator from another N.E.W. campus.

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 specific facts, charges 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 principal, the principal 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, NASA 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, such as Community Day Schools, Opportunity Schools or Independent Study School, other charter schools, and placements suggested by the District.

#### *Appeal of an Expulsion*

An appeal of an expulsion decision must be made in writing to the Principal of NASA, 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 Principal, 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 Principal of NASA 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 Principal, 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 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 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.

NASA is responsible for ensuring that any records of the expulsion proceedings are maintained, and makes available to students/parents the written findings, minutes and, if any, audio records of the proceedings.

NASA also provides 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 any and 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 Principal 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 Principal 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.

#### *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 so as 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 had knowledge 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 does not know how 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 is in need of special education or related services.
- b. The parent/guardian has requested an evaluation of the child.
- c. The child'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 the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

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 eligible, 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, 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 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.

## **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).)