



New Horizons Charter Academy

Charter Renewal Petition

**Submitted to the Los Angeles Unified School District
September 19, 2025**

**Request for Five Year Renewal Term
July 1, 2026 to June 30, 2031**

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Assurances, Affirmations, and Declarations

New Horizons Charter Academy (also referred to herein as “NHCA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(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(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(b)(5)(A)(i).)

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

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

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). 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 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 require 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 court 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 name and title of the contact person for Charter School is:	Richard Thomas, Executive Director/Principal
• The contact address for Charter School is:	14701 Friar Street, Van Nuys CA 91411
• The contact phone number for Charter School is:	(818) 655-9602
• The proposed current address of the or ZIP Code of the target community to be served by Charter School is:	14701 Friar Street, Van Nuys, CA 91411
• This location is in LAUSD Board District:	3
• This location is in LAUSD Local District:	North
• The grade configuration of Charter School is:	TK through 8th
• The number of students in the first year will be:	300
• The grade level(s) of the students are:	TK-8
• The enrollment capacity is:	300
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	8:00am to 3:00pm
• The term of this Charter shall be from:	July 1, 2026 to June 30, 2031

COMMUNITY NEED FOR CHARTER SCHOOL

Founded over a decade ago in North Hollywood, NHCA was created to meet a clear and urgent need for high-quality, personalized public school options in the region. Families in this area, sought an educational setting that was academically rigorous, safe and responsive to the unique needs of their children. On December 10, 2023, the Los Angeles Unified School District approved a Material Revision to support NHCA’s next phase of growth, which includes securing a permanent facility 4.7 miles away in Van Nuys, a community that reflects NHCA’s mission to serve Socioeconomically Disadvantaged (“SED”) students, English Learners (“EL”), and families from a wide range of cultural backgrounds, ensuring continuity in the populations and needs the Charter School has served since its founding. This permanent home allows NHCA to expand its blended learning and enhance program offerings within its comprehensive TK-8 educational model, including integrating state-of-the-art technology, a dedicated STEM lab, and a growing Performing Arts program. Together, these elements ensure that students develop 21st century skills needed to become competent, self-motivated, lifelong learners prepared for success.

NHCA’s Transitional Kindergarten through 8th grade (TK–8) model offers a critical alternative for families seeking a seamless, stable educational experience during their children’s most formative years. The TK–8 structure promotes continuity, allowing teachers and staff to build deep relationships with students and families over time, monitor progress across grade levels, and provide consistent academic and social-emotional support. This model also minimizes the disruption that often occurs during transitions to middle school, offering students a greater sense of safety, belonging, and school identity.

The TK–8 model is particularly well suited to support NHCA’s diverse student body, which in the 2023-2024 school year, included over 84% Socioeconomically Disadvantaged students, 35% English Learners, and nearly 10% Students with Disabilities (“SWD”). With approximately 20–35 students per grade and a total projected enrollment of 300 students, NHCA’s intentionally

small size allows for personalized instruction, timely interventions, and a close-knit school culture. The Charter School’s inclusive design ensures that all students from early learners to adolescents thrive academically and socially in a developmentally supportive environment.

Families are drawn to NHCA for its innovative instructional model, which includes a technology-embedded, multidisciplinary curriculum and extended school day. The Charter School prepares students for global citizenship through hands-on, project-based learning that integrates digital literacy and real-world application of content. From early elementary through middle school, students engage in multimedia presentations, analyze real-time data, and explore global issues relevant issues, laying the foundation for success in high school and beyond.

In every aspect of its design and operation, NHCA fulfills the intent of the Charter Schools Act by improving student learning, offering families meaningful educational choices, and creating new opportunities for instructional innovation. Members of our New Horizons Charter Academy community are committed to active engagement with the local community, professional networks and educational partners to support high quality public education. The Dharma Educational Institute (“DEI”) Board of Directors participate in state, city, and community groups that share our goals for educational improvement and civic engagement. This includes active participation in the Chamber of Commerce gatherings to promote educational awareness and build partnerships with local business owners, as well as membership in the California Charter Schools Association to strengthen advocacy and collaboration. NHCA’s leadership and staff participate in professional learning, workshops, and conferences to ensure that best practices are shared and applied, and collaborate with LAUSD to benefit all students in the District. By offering a high-quality TK–8 program that prioritizes blended learning, inclusion, and long-term student development, NHCA continues to meet a critical need in the LAUSD community.

SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

For the past three years, NHCA has demonstrated consistently high academic achievement with student demographics that mirror the North Hollywood neighborhood schools. By providing a small school environment with individual attention, strong relationships between staff and students, and close communication between school and home, NHCA offers a high-quality educational choice for families in North Hollywood. The Charter School’s blended learning model enhances personalized instruction, while dedicated STEM and performing arts programs enrich the academic experience and support the development of 21st-century skills. Further details about student achievement are provided in the following sections.

Academic Performance Data and Other Absolute and Comparative Performance Indicators

Pursuant to Education Code Section 47607.2(b), New Horizons Charter Academy qualifies for renewal under the middle performance category based on its performance on the California School Dashboard (“Dashboard”). This determination is reflected in the California Department of Education’s March 14, 2025 Release of Charter School Performance Category Data File. Overall, NHCA’s 2023 and 2024 Dashboard results demonstrate particular strength in the academic indicator of English Language Arts (“ELA”).

As demonstrated below and throughout Element 1, 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, 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 based on Dashboard data and metrics as compared to state average for all students and for subgroups. The California Department of Education evaluates all charter schools and places them in renewal tracks annually and makes that report available to the public. In accordance with law and the CDE’s performance category designations, NHCA merited the middle-performing category. We present evidence and data below to demonstrate that NHCA has met the renewal criteria for a five-year renewal.

Education Code Section 47607.2(b) requires that authorizers consider the performance, schoolwide and for all student subgroups, of the Charter School on the state and local indicators on the Dashboard. The District shall provide greater weight to measurements of academic performance, which include the California Assessment of Student Performance and Progress (“CAASPP”) 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 clear and convincing evidence using verified data sources adopted by the State Board of Education, showing measurable increases in academic achievement (at least one year’s progress for each year in school), or showing strong postsecondary outcomes (college enrollment, persistence, and completion rates equal to similar peers). Specifically, NHCA has demonstrated through performance on state indicators, especially those that include measurements of academic performance, that it has succeeded in making sufficient progress towards meeting standards that provide a benefit to the pupils of the Charter School and that continued operation of the Charter School is in the best interest of pupils.

Dashboard: Schoolwide Academic Performance

The following tables reflect the NHCA’s 2024 and 2023 Dashboard performance indicators and distance from standard (“DFS”) as compared to the District and State.

2024 Schoolwide Dashboard Performance Levels			
Indicator	NHCA	District	State
Chronic Absenteeism	34.5%	23.3%	18.6%
Suspension Rate	0.5%	0.4%	3.2%
English Learner Progress	52.6%	47.5%	45.7%
ELA	-32	-28.2	-13.2
Mathematics	-63.7	-60.4	-47.6

Source: <https://www.caschooldashboard.org/>

2023 Schoolwide Dashboard Performance Levels			
Indicator	NHCA	District	State
Chronic Absenteeism	44%	31%	24.3%
Suspension Rate	1.1%	0.4%	3.5%
English Learner Progress	55.8%	48.4%	48.7%
ELA	-39.8	-32.4	-13.6
Mathematics	-63.8	-67.3	-49.1

Source: <https://www.caschooldashboard.org/>

Based on NHCA’s performance across the 2023 and 2024 California School Dashboards, the data demonstrates the steady progress in implementing its mission, vision and educational program. Over this two-year period, NHCA has made measurable progress in several key areas of student achievement and engagement, demonstrating the positive impact of its instructional model and schoolwide supports. The following analysis highlights shifts in performance levels, Distance from Standard and comparisons to the District and state:

- Chronic Absenteeism: NHCA made substantial progress, reducing chronic absenteeism from 44% in 2023 to 34.5% in 2024, a 9.5-point improvement reflecting targeted strategies are effective.
- Suspension Rate: Suspensions decreased by more than half, from 1.1% to 0.5%, now closely aligned with the District and far below the state average.
- English Learner Progress: NHCA has maintained rates that significantly outperforming both District (47.5%) and state (45.7%) averages.
- ELA Performance: NHCA improved by 7.8 points in English Language Arts, rising from -39.8 to -32 and is the same performance level of both the District and the state in 2023 and in 2024 moving into the yellow performance level which is better than then state.
- Mathematics Performance: Math scores remained virtually unchanged (-63.8 to -63.7) from 2023 to 2024. The 2023 yellow performance level matched the District and was stronger than the state average of orange. In 2024, In 2024, NHCA dropped to orange, now aligning with state performance and slightly trailing the District.

Dashboard: Academic Performance by Student Groups

The following tables reflect the NHCA’s 2024 and 2023 Dashboard performance indicators and DFS, as compared to both the District and State. Based on state criteria for numerically significant groups (30 or more students in both the current and prior year), NHCA’s identified subgroups include ELs, Hispanic students, and SED students. Data is only included where performance levels were reported.

ELA 2024 Comparison Performance Levels			
Student Group	NHCA	District	State
English Learners	-79.3	-78.7	-67.6
Hispanic	-46.5	-38.9	-39.3
Socioeconomically Disadvantaged	-33.7	-40.2	-40.9

Source: <https://www.caschooldashboard.org/>

ELA 2023 Comparison Performance Levels			
Student Group	NHCA	District	State
English Learners	-91	-87.8	-67.7
Hispanic	-47.4	-43.1	-40.2
Socioeconomically Disadvantaged	-40	-46.1	-42.6

Source: <https://www.caschooldashboard.org/>

Math 2024 Comparison Performance Levels			
Student Group	NHCA	District	State
English Learners	-82.4	-95.4	-93.4
Hispanic	-86.7	-72.6	-79.2
Socioeconomically Disadvantaged	-67.3	-72.6	-78.2

Source: <https://www.caschooldashboard.org/>

Math 2023 Comparison Performance Levels			
Student Group	NHCA	District	State
English Learners	-94.7	-106	-93.4
Hispanic	-75.7	-78.9	-80.8
Socioeconomically Disadvantaged	-58.9	-78.4	-80.8

Source: <https://www.caschooldashboard.org/>

The Dashboard analysis in English Language Arts and Mathematics for NHCA’s student groups in comparison to the District and state demonstrate meaningful progress highlight the positive impact of the educational program and student-centered learning environment.

The English Language Arts “Comparison Performance Levels” tables demonstrate the following:

- All three student subgroups at NHCA had higher performance levels in 2024 compared to 2023
- NHCA outpaced the District and state in year over year growth for English Learners and Socioeconomically Disadvantaged students
- Socioeconomically Disadvantaged students are outperforming the District and state, indicating an area of strength highlighting the Charter School’s success in addressing the needs of socioeconomically disadvantaged learners

- NHCA’s English Learners improved by +11.7 points from 2023 to 2024. demonstrating significant growth and now performing nearly identical to the District

The Mathematics “Comparison Performance Levels” tables demonstrate the following:

- English Learners not only improved significantly (+12.3) but also surpasses the District performance in 2024, closing the gap from 2023
- Socioeconomically Disadvantaged student’s performance remains a strength, though the gap with the District narrowed in 2024 due to a -8.4-point decline. Despite this, NHCA still outperformed both the District and state in 2023 and 2024
- In 2023, Hispanic students out performed both the District and state in distance from standard, however, experienced an -11-point decline in 2024 identifying an area for renewed instructional support.

NHCA attributes the growth in student performance levels across student groups to the strength of its blended learning model grounded in student centered instruction. The structure of this model is intentionally designed with small class sizes, teacher assistant support, small group intervention, extended tutoring and a comprehensive Multi-Tiered System of Supports (“MTSS”) that uses Response to Intervention (“RTI”) for targeted academic interventions. Together, these strategies create a responsive learning environment where students receive individualized support based on their academic needs. This approach has been effective in accelerating progress for English Learners and Socioeconomically Disadvantaged students across content areas. NHCA remains committed to sustaining and refining this model to ensure continued growth and equitable outcomes for all students.

To better understand NHCA’s academic progress and examine the effectiveness of its instructional program, it is important to analyze changes in DFS across two consecutive years. The following tables provide a side-by-side comparison of 2023 and 2024 DFS scores by student group in both English Language Arts and Mathematics. This analysis offers deeper insight into year-over-year growth trends, subgroup performance, and areas requiring continued support or intervention.

English Language Arts 2023 & 2024			
Student Group/Race Ethnicity	2023 DFS	2024 DFS	Change
All Students	-39.8	-32	+7.8
English Learners	-91	-79.3	+11.7
Socioeconomically Disadvantaged	-40	-33.7	+6.4
Hispanic	-47.4	-46.5	0.9

Source: <https://www.caschooldashboard.org/>

Mathematics 2023 & 2024			
Student Group/Race Ethnicity	2023 DFS	2024 DFS	Change
All Students	-63.8	-63.7	0.1
English Learners	-94.7	-82.4	+12.3
Socioeconomically Disadvantaged	-58.9	67.3	-8.4
Hispanic	-75.7	-86.7	-11

Source: <https://www.caschooldashboard.org/>

In analyzing the DFS from 2023 to 2024, several patterns emerge that highlight both areas of significant progress and areas for opportunities for continued instructional improvement. The following highlights summarize key takeaways:

Areas of Success:

- English Learners demonstrated strong gains in both ELA (+11.7 points) and Math (+12.3 points), outperforming District and state peers in Math and closing the ELA gap.
- Socioeconomically Disadvantaged students outperformed both the District and state in ELA and Math across two consecutive years, with a +6.4-point gain in ELA.
- Overall ELA performance improved across all numerically significant student groups, reflecting the positive impact of targeted interventions and student-centered instructional practices.

Opportunities for Growth and Improvement:

- Hispanic students in Math experienced an 11-point decline in DFS from 2023 to 2024, reversing the prior year’s gains. NHCA will implement targeted math interventions through small-group instruction, math fluency workshops, and increased access to scaffolded digital learning platforms aligned to student needs.
- While SED students made gains in ELA, their Math DFS declined by -8.4 points. To address this, NHCA will leverage its blended learning model to provide more personalized, data-driven math support. This includes targeted small-group instruction during intervention blocks, progress monitoring through adaptive software, and expanded in-class support from instructional assistants.

English Learner Progress

The English Learner Progress indicator on the California School Dashboard measures the percentage of English learners making progress toward English language proficiency. This metric reflects how effectively schools are supporting English learners in developing the language skills necessary for academic success.

As we analyze the data, it’s important to note that NHCA serves a significantly higher percentage of English Learners (35.4%) compared to the District (21.2%) and the state (18.4%). This makes NHCA’s consistently strong performance not only commendable, but especially noteworthy given the greater level of need.

The table below highlights NHCA’s English Learner Progress over the past two years compared

to the District and state.

English Learner Progress		
	2023	2024
NHCA	55.8%	52.6%
District	48.4%	47.5%
State	48.7%	45.7%

Source: <https://www.caschooldashboard.org/>

NHCA has outperformed the state in English Learner Progress for the two previous years, demonstrating the Charter School’s strong commitment to supporting multilingual learners. While the Charter School’s progress rate declined slightly from 55.8% in 2023 to 52.6% in 2024, the decline closely mirrored the state-wide trend (3.2% for NHCA vs 3% for the state), indicating consistent performance in a broader context of statewide decline. The slight decline in progress can be attributed to varying levels of English proficiency across cohorts, which required more intensive and differentiated language supports. In response, NHCA is enhancing designated English Language Development (“ELD”) instruction, increasing collaboration time for teachers, and expanding professional development (“PD”) in integrated ELD strategies and culturally responsive teaching.

This continued strength and proactive approach reflect the impact of NHCA’s blended learning model grounded in student-centered instruction. Through small group learning, designated and integrated ELD, and MTSS/ Response RTI approach with instructional assistants and dedicated intervention time, NHCA ensures English learners receive personalized, timely support aligned to language development and academic growth.

Dashboard: Academic Engagement: Chronic Absenteeism

Chronic Absenteeism gauges students missing 10% or more of the school years for any reason, including excused and unexcused absences and provide insight on how well schools are engaging students and supporting them in staying connected to their learning. Dashboard color ratings are based on both the Charter School’s current absenteeism rate and how much it has improved or declined from the previous year.

The below table highlights NHCA’s chronic absenteeism rates over the past two years compared to the District and state.

Chronic Absenteeism		
	2023	2024
NHCA	44%	34.5%
District	31%	23.3%
State	24.3%	18.6%

Source: <https://www.caschooldashboard.org/>

NHCA has seen a consistent decrease in chronic absenteeism over the past two years with the

following highlights:

- After a peak of 44.0% in 2023, NHCA reduced its overall chronic absenteeism rate to 34.5% in 2024, a 9.5% improvement.
- While NHCA still exceeds the District and state rates, the rate of improvement in 2024 outpaced both, indicating strong progress and effective strategies.
- The improvement in 2024 represents a move from the Red to Yellow performance level on the California Dashboard.

The improvement in NHCA’s chronic absenteeism rate is a direct result of the goals, actions and outcomes outlined in NHCA’s Local Control and Accountability Plan (“LCAP”). A crucial component to this progress was the addition of the pupil services staff member dedicated to improving attendance through daily monitoring and family outreach. These efforts operate within a strong PBIS framework that fosters a welcoming and predictable school environment. Expanded enrichment opportunities and increased access to mental health supports boosted student engagement and removed barriers to consistent attendance. These strategies, embedded within NHCA’s MTSS/RTI have helped re-engage students and reduce chronic absenteeism across the school community.

Dashboard: Conditions and Climate Performance

Suspension, on the Dashboard, is defined as the percentage of students who have been suspended at least once in a given school year. This indicator not only reflects disciplinary trends but also provides insight into how well schools are providing a healthy, safe, and welcoming environment that supports positive student behavior and student connectedness.

Suspension Rate		
	2023	2024
NHCA	1.1%	0.5%
District	0.4%	0.4%
State	3.5%	3.2%

Source: <https://www.caschooldashboard.org/>

NHCA suspension rate declined from 1.1% (2023) to 0.5% (2024), a 0.6 percentage-point decrease. In both years, NHCA remained well below the state average (–2.4 in 2023; –2.7 in 2024) and within a narrow margin of the District (+0.7 in 2023; +0.1 in 2024). This trend reflects NHCA’s intentional efforts to reduce exclusionary discipline through Positive Behavioral Interventions and Supports (“PBIS”), restorative practices, and a proactive, relationship-centered approach to school climate.

Dashboard: Local Indicators

New Horizons Charter Academy has met all Local Indicators on the 2024 California School Dashboard, as reflected in the table below.

Indicator	2024
Basics: Teachers, Instructional Materials, Facilities	“Standard Met”
Implementation of Academic Standards	“Standard Met”
Parent and Family Engagement	“Standard Met”
Local Climate Survey	“Standard Met”
Access to a Broad Course of Study	“Standard Met”

New Horizons Charter Academy’s 2024 Local Indicators Report demonstrates the Charter School’s commitment to cultivating a safe, inclusive, and academically supportive environment where families are engaged as partners in student learning.

NHCA views families as essential collaborators in the educational process. The Charter School’s 2024 self-reflection findings illustrate full implementation across key practices, including building respectful relationships with families, supporting two-way communication, and providing parents with resources to support learning at home. Structures such as Parent in Action meetings, “Coffee with the Principal,” and advisory council participation ensure families are not only informed but empowered to contribute to school improvement efforts. The Parent Coordinator plays a central role in coordinating engagement activities and ensuring that underrepresented families are consistently included in planning and feedback processes.

In addition, student surveys reflect strong perceptions of safety and connection. Learners report feeling supported by staff and connected to their peers. Classrooms are designed to be welcoming and structured, while staff maintain active supervision and reinforce clear behavioral expectations. NHCA’s PBIS, conflict mediation, and enrichment programs further strengthen the Charter School climate.

NHCA’s core belief that students achieve their greatest potential when learning takes place in a safe, respectful environment supported by strong partnerships between home and school.

Dashboard: Academic Schoolwide Performance Comparisons to State, Resident Schools and Local Neighborhood Schools

New Horizons Charter Academy’s 2024 Dashboard outcomes reflect meaningful academic progress and strong subgroup performance, particularly when compared to resident and neighboring schools, LAUSD, and California statewide benchmarks. The Charter School’s results in ELA, Mathematics, and English Learner Progress demonstrate both areas of strength and a clear commitment to academic equity.

The table below demonstrates NHCA’s schoolwide academic performance as compared to LAUSD resident and neighborhood schools that represent the highest number of neighborhood schools assigned to students currently enrolled at NHCA. The resident schools were selected based on enrollment data showing where NHCA students would have otherwise attended, making this comparison particularly relevant in assessing the Charter School’s academic impact.

2024 Dashboard Schoolwide Academic Performance Comparisons Schoolwide						
School Name	Comparison Group	Grade Level	Enrolled	ELA	Math	ELPI
New Horizons Charter Academy	Charter	TK-8	195	-32	-63.7	52.6%
Maurice Sendak Elementary	Resident Elementary	K-5	402	-43.2	-40	50%
Oxnard St Elementary	Resident Elementary	K-5	272	-16	-38.1	54.5%
Victory Blvd Elementary	Resident Elementary	K-5	479	-4	-11.5	58.4%
Camellia Ave Elementary	Neighborhood Elementary	K-5	430	-62.9	-51.6	50.5%
Coldwater Canyon Elementary	Neighborhood Elementary	K-5	604	-33.4	-43	48.8%
Lankershim Elementary	Neighborhood Elementary	K-5	315	-72.2	-55.3	31%
Van Nuys Elementary	Neighborhood Elementary	K-5	439	-50	-54.3	46%
Roy Romer Middle School	Resident Middle	6-8	773	-52.4	-108.1	59.5%
Sun Valley Magnet	Resident Middle	6-12	1,279	-58.5	-101.3	51.8%
Walter Reed Middle	Resident Middle	6-8	1,525	-30.2	-10.1	54.9%
James Madison Middle	Neighborhood Middle	6-8	1,224	-58.8	-109.3	51.8%
Los Angeles Unified	District	Tk-12	381,116	-28.2	-60.4	47.5%
State	State	Tk-12	5,837,690	-13.2	-47.6	45.7%

English Language Arts Schoolwide Comparisons

NHCA's ELA DFS of -32 outperforms many nearby elementary and middle schools and compares favorably to larger systems:

- NHCA is performing better than 8 out of the 11 resident and local neighborhood schools, including;
 - Maurice Sendak Elementary (-43.2)
 - Lankershim Elementary (-72.2)
 - Camellia Avenue Elementary (-62.9)
 - Roy Romer Middle School (-52.4)
 - Sun Valley Magnet (-58.2)
 - James Madison Middle (-58.8)
- Although the state's ELA DFS of -13.2 outperforms NHCA's DFS of -32, NHCA's performance remains competitive when considering the unique context in which the Charter School operates. NHCA serves a small student population with a large concentration of high-needs students, including 86.4% SED students and 35.4% ELs.

- Compared to its closest grade-span peer, Coldwater Canyon Elementary (-33.4), NHCA performs similarly, despite serving the full TK–8 spectrum.
- Overall, NHCA outperformed 8 of the 11 comparison schools in ELA, placing it in the top third of local schools. This strong relative performance highlights the Charter School’s success in advancing literacy outcomes within a high-needs context.

These results reflect the effectiveness of NHCA’s small class sizes, blended instructional model, and data-driven interventions, all of which contribute to consistent academic growth in English Language Arts.

Mathematics Schoolwide Comparisons

While NHCA’s Math DFS of -63.7 falls below the statewide Math DFS of –47.6, it exceeds the results of several local peer schools, particularly middle schools such as:

- James Madison Middle (-109.3)
- Roy Romer Middle (-108.1)
- Sun Valley Magnet (-101.3)

NHCA’s Math DFS of -47.6, is also comparable to or higher than a number of nearby elementary schools, including:

- Lankershim Elementary (-55.3)
- Camellia Avenue Elementary (-51.6)
- Coldwater Canyon Elementary (-43.0)

Given the Charter School’s TK–8 model and its commitment to individualized math interventions, these results underscore steady progress and the impact of targeted supports for struggling learners.

English Learner Progress

NHCA ELPI of 52.6% is a clear testament to the Charter School’s commitment to equitable outcomes for multilingual learners. This rate exceeds both LAUSD (47.5%) and the state (45.7%), placing NHCA well above benchmark expectations.

NHCA also outperforms several local comparison schools with similar or lower percentages of English Learner populations:

- Camellia Avenue Elementary: 50.5%
- Sun Valley Magnet: (51.8%)
- James Madison Middle (51.8%)
- LAUSD (47.5%)
- State (45.7%)

This performance is especially significant given that 35.4% of NHCA’s total enrollment are English Learners, more than double the statewide average. NHCA’s ability to consistently move students toward reclassification and proficiency demonstrates the effectiveness of its blended

learning environment, integrated ELD instruction, targeted small-group supports, and progress monitoring.

Across all measured academic performance areas of ELA, Math, and English Learner Progress, NHCA demonstrates meaningful outcomes, particularly when considering its high percentage of Socioeconomically Disadvantaged and English Learner students. The Charter School outperforms most local schools in ELA, remains competitive in Math, and exceeds both District and state benchmarks in ELPI.

These results are a direct reflection of NHCA’s instructional model, grounded in small class sizes, blended learning, targeted intervention, progress monitoring. They highlight the Charter School’s responsiveness to student needs and its success in accelerating student achievement for high needs populations. Collectively, these outcomes, provide clear evidence of an effective academic program and support the Charter School’s readiness for charter renewal underscores its role as a high-quality, equity-driven public charter school in the greater Los Angeles region.

Dashboard: Academic Student Group Performance Comparisons to State, Resident Schools and Local Neighborhood Schools

2024 ELA School Comparisons					
	School	All Students	EL	SED	Hispanic
NHCA	Charter	-32	-79.3	-33.7	-46.5
Resident Elementary	Maurice Sendak Elementary	-43.2	-55.4	-42.5	-46.6
	Oxnard Street Elementary	-16	-32.6	-21.1	-15.9
	Victory Blvd. Elementary	-4	-32.7	-6.2	-4.9
Neighborhood Comparison	Camellia Ave Elementary	-62.9	-83	-63.1	-63.1
	Coldwater Canyon Elementary	-33.4	-58	-35.6	-35.9
	Lankershim Elementary	-72.2	-97.3	-76.2	-80.8
	Van Nuys Elementary	-50	-60.3	-51.4	-52.3
Resident Middle	Roy Romer Middle	-52.4	-101.3	-53.8	-53.5
	Sun Valley Magnet	-58.5	-91.8	-61.3	-60.3
	Walter Reed Middle	30.2	-83.4	-15.3	-21.7
Neighborhood Comparison	James Madison Middle	-58.8	-103.4	-61.3	-70.3
Los Angeles Unified		-28.2	-78.7	-40.2	-38.9
State		-13.2	-67.6	-40.9	-39.3

NHCA’s ELA outcomes demonstrate meaningful academic achievement across key student groups particularly when compared to resident and neighboring schools with similar demographics. The Charter School’s performance with SED and Hispanic students, and ELs, underscores its effectiveness in serving high-needs populations within a TK–8 setting.

Strengths:

- All Students: NHCA’s overall 2024 ELA DFS of -32 outperforms 8 of 11 local comparison schools, including all resident middle schools and most nearby elementary campuses.

- SED Students: NHCA’s 2024 SED DFS of -33.7 is better than both the LAUSD (-40.2) and California state (-40.9) averages, and outperforms 8 of 11 comparison schools.
- Hispanic Students: At -46.5, NHCA’s Hispanic subgroup performance exceeds most local schools and is comparable to state and District results.
- English Learners: NHCA’s EL DFS of -79.3, while below the state average, is significantly stronger than many local middle schools and higher-poverty elementary campuses, including Lankershim (-97.3), Roy Romer (-101.3), and James Madison (-103.4).

Opportunities for Growth:

- While NHCA’s EL performance surpasses many peer schools, there remains an opportunity to close the gap by strengthening integrated ELD instruction, expanding designated language development supports, and providing ongoing professional development for staff.
- Though NHCA outperforms most comparison schools, it’s “All Student DFS” slightly trails the District average of -28.2, highlighting an opportunity for continued growth in schoolwide ELA achievement. The Charter School is addressing this through its blended learning model by implementing targeted reading interventions, increasing small-group instructional time, and using formative assessment data to personalize instruction and accelerate progress.

Overall, these subgroup comparisons highlight NHCA’s impact in accelerating literacy outcomes for underserved students, reinforcing its role as a high-quality, equity-focused educational option for families in the greater Los Angeles region.

2024 Math School Comparisons					
	School	All Students	EL	SED	Hispanic
NHCA	Charter	-63.7	-82.4	-67.3	-86.7
Resident Elementary	Maurice Sendak Elementary	-40	-43.6	-39.8	-44
	Oxnard Street Elementary	-38.1	-40.3	-42.6	-39.8
	Victory Blvd. Elementary	-11.5	-21.7	-11.8	-17.8
Neighborhood Elementary Comparison	Camellia Ave Elementary	-51.6	-61.4	-53.1	-51.5
	Coldwater Canyon Elementary	-43	-55.8	-44.6	-46.1
	Lankershim Elementary	-55.3	-76.1	-56.9	-60
Resident Middle	Van Nuys Elementary	-54.3	-58.5	-54.5	-53.5
	Roy Romer Middle	-108.1	-152.3	-110.3	-108.6
	Sun Valley Magnet	-101.3	-134.4	-103.3	-102.7
Neighborhood Middle Comparison	Walter Reed Middle	-10.1	-109.7	-61.7	-74.8
	James Madison Middle	-109.3	-146.9	-111.8	-124.2
Los Angeles Unified		-60.4	-95.4	-72.6	-72.6
State		-47.6	-93.4	-78.2	-79.2

NHCA’s mathematics performance reflects areas of challenge but also demonstrates relative strength when compared to local middle schools and several high-needs campuses. While

NHCA’s overall Math DFS of -63.7 trails the LAUSD average of -60.4 and the statewide average of -47.6, its performance remains stronger than that of many comparison schools, particularly for English Learners and Socioeconomically Disadvantaged students served in middle school settings.

Strengths:

- Compared to Middle Schools: NHCA performs significantly better than most resident and neighborhood middle schools in math:
 - Roy Romer (-108.1), Sun Valley Magnet (-101.3), and James Madison Middle (-109.3) all trail NHCA by more than 35 points across All Students.
 - For English Learners, NHCA (-82.4) outperforms Roy Romer (-152.3), Sun Valley Magnet (-134.4), and James Madison (-146.9) by a substantial margin.
- Consistent SED and EL Growth: NHCA’s SED score of -67.3 and EL score of -82.4, while below District and state averages, are significantly stronger than the same subgroups at the majority of middle school comparison sites.

Opportunities for Growth:

- NHCA’s All Students DFS in Math (-63.7) is slightly below LAUSD (-60.4) and further below the state average (-47.6), To address this gap, the Charter School is deepening its focus on foundational skill-building and conceptual understanding through small-group instruction, targeted interventions, and adaptive digital tools embedded within its blended learning model.
- Hispanic students at NHCA scored -86.7 in Math, compared to -72.6 in LAUSD and -79.2 statewide. In response, the Charter School is implementing culturally responsive teaching strategies, expanding differentiated supports during math blocks, and increasing progress monitoring to accelerate learning for this student group.

Building on these strategies, NHCA is leveraging its blended learning model to differentiate instruction, provide real-time feedback through adaptive platforms, and deliver targeted small-group math interventions. The Charter School is also expanding access to hands-on, project-based learning and integrating math-specific professional development to strengthen instructional quality.

Verified Data

The law also gives middle-performing charter schools the opportunity to provide data showing measurable increases in academic achievement, via verified data:

In addition to state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

- (A) *The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.*
- (B) *Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates, equal to similar peers.*

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-

reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2, and supplemented the list in May 2023.

New Horizons Charter Academy’s NWEA MAP Growth (“MAP Growth”) data from the 2023-2024 and 2024-2025 school years provides compelling evidence of meaningful academic progress with schoolwide and most subgroups achieving one year’s growth or more in reading, language usage, and math with nearly all subgroups meeting in 2024-25. These gains reflect the strength of our instructional model, the effectiveness of our targeted supports, and the dedication of our educators.

To ensure every student is supported in their academic journey, NHCA uses the NWEA MAP Growth assessment to measure progress over time and inform instructional decision-making. This adaptive assessment allows us to monitor how students are growing relative to national norms and helps identify where additional intervention or acceleration is needed.

While MAP Growth was initially introduced as part of our efforts to meet charter renewal benchmarks, the results have become integral to our continuous improvement. The following tables highlight verified growth in each subject area, demonstrating where students and subgroups are meeting or exceeding national growth expectations, and where further focus can continue to accelerate student achievement. “Met” indicates meeting or exceeding one year’s growth based on the Condition Growth Index (CGI).

MAP Growth in Reading by Subgroups: Condition Growth Index (“CGI”)-Based “Met” Status								
	2023-2024				2024-2025			
Reading	# Tested # Enrolled	Participation Rate	Met	Student / School CGI	# Tested #Enrolled	Participation Rate	Met	Student / School CGI
All Students	160 / 188	85%	Yes	-0.2	119 / 130	92%	Yes	0.4
SED	146 / 168	87%	Yes	-0.2	109 / 119	92%	Yes	0.4
EL	52 / 67	78%	Yes	0.0	39 / 44	89%	Yes	0.5
SPED	19 / 24	79%	Yes	0.0	15 / 20	75%	Yes	-0.1
Hispanic	96 / 114	84%	Yes	-0.2	65 / 73	89%	Yes	0.4
White	38 / 44	86%	No	-0.3	30 / 31	97%	Yes	0.5

MAP Growth in Language Usage by Subgroups: Condition Growth Index (“CGI”)-Based “Met” Status								
	2023-2024				2024-2025			
Language	# Tested # Enrolled	Participation Rate	Met	Student/ School CGI	# Tested #Enrolled	Participation Rate	Met	Student/ School CGI
All Students	134 / 161	83%	Yes	-0.1	81 / 113	72%	Yes	0.6
SED	120 / 143	84%	Yes	-0.1	71 / 103	69%	Yes	0.6
EL	47 / 57	82%	Yes	-0.1	27 / 36	75%	Yes	0.9
SPED	17 / 21	81%	No	-0.9	9 / 16	56%	*	*
Hispanic	82 / 99	83%	Yes	-0.2	41 / 62	66%	Yes	0.6
White	35 / 37	95%	Yes	0.0	21 / 27	78%	Yes	0.8

MAP Growth in Math by Subgroups: Condition Growth Index (“CGI”)-Based “Met” Status								
	2023-2024				2024-2025			
Math	# Tested #Enrolled	Participation Rate	Met	Student/ School CGI	# Tested #Enrolled	Participation Rate	Met	Student/ School CGI
All Students	139 / 188	74%	Yes	-0.2	124 / 130	95%	Yes	0.6
SED	127 / 168	76%	Yes	-0.2	113 / 119	95%	Yes	0.6
EL	53 / 67	79%	No	-0.3	41 / 44	93%	Yes	0.5
SPED	19 / 24	79%	No	-0.3	19 / 20	95%	Yes	0.1
Hispanic	87 / 114	76%	No	-0.3	69 / 73	95%	Yes	0.5
White	35 / 44	80%	Yes	-0.2	30 / 31	97%	Yes	1.0

As demonstrated in the tables, NHCA has strong upward momentum in 2024-25, with nearly all student groups meeting or exceeding expected growth. As we move into the next five years of our charter we can focus on these areas of success and opportunities for growth based on the NWEA data.

Successes:

- Schoolwide growth in all subjects exceeding one-year growth
 - Reading: CGI from 0.2 to 0.4
 - Language Usage: CGI from 0.1 to 0.6
 - Math: CGI from 0.2 to 0.6
 - Increased participation strengthened in 2024-2025 in Reading (92%) and Math (95%) and Language participation overall 72%
- Student Group Success
 - SED, EL, SPED and Hispanic student met or exceeded growth targets across all subjects in 2024-2025
 - Notable gains for EL students: Reading CGI from 0.0-0.5 and Math 0.3to 0.5

Opportunities for Growth:

- NHCA will work to strengthen MAP testing implementation in the early grades and use the results to guide targeted support for foundational skills in literacy and numeracy.
- Continue to increase participation rates in reading and language to $\geq 95\%$ schoolwide and within each subgroup.
- In math, the Charter School saw significant growth in 2024–25 following prior-year challenges; to sustain this momentum, NHCA will continue leveraging small-group instruction, adaptive tools, and data-informed reteaching strategies that proved successful over the past year.

NHCA’s MAP Growth results over the past two years provide verified evidence of measurable academic progress, with students across grade levels and subgroups consistently meeting or exceeding one year’s growth annually. These internal gains are not only a reflection of past success but a strong predictor of continued upward momentum. The consistency between NHCA’s verified growth data and its projected performance on the California School Dashboard illustrate how the Charter School is advancing achievement among historically underserved student groups. Together, the verified data and Dashboard estimates tell a unified story of growth, impact, and readiness for the next charter term.

Moving Forward: 2025 Dashboard Academic Estimates

As NHCA approaches charter renewal, the most recent internal achievement data shows a clear and compelling upward trend in student academic performance across key student groups. The following estimates are based on the 2025 TOMS Student Score Export File (accessed on 6/27/2025), which demonstrates significant growth in both English Language Arts and Mathematics. These improvements reflect the Charter School’s focused efforts on instructional quality, data-driven decision-making, and its sustained commitment to serving high-needs learners.

DFS estimates were calculated using California School Dashboard methodology as outlined in the 2024 Technical Guide, including:

- Use of each student’s scale score minus the grade-level proficiency threshold as published in the [CAASPP scale score ranges](#).
- Inclusion of reclassified Fluent English Proficient (“RFEP”) students reclassified after 6/15/2021.
- Exclusion of students who enrolled after Census Day.

The following tables summarize NHCA’s projected gains from 2024 to 2025 across key student groups:

English Language Arts 2024 & 2025			
Student Group/Race Ethnicity	2024 DFS	2025 Estimated DFS	Estimated Change
All Students	-32	1.9	+33.9
English Learners	-79.3	-15.7	+63.6
Socioeconomically Disadvantaged	-33.7	0.1	+33.8
Hispanic	-46.5	-4.5	+42

Mathematics 2024 & 2025			
Student Group/Race Ethnicity	2024 DFS	2025 Estimated DFS	Estimated Change
All Students	-63.7	-29.3	+34.4
English Learners	-82.4	-46.6	+35.8
Socioeconomically Disadvantaged	-67.3	-38.3	+29
Hispanic	-86.7	-61.9	+24.8

2023 – 2025 English Learner Progress		
2024	2025	Estimated Change
52.6%	69.4%	+16.8%

Conclusion

In support of its charter renewal petition, New Horizons Charter Academy submits verified data, including MAP Growth results and projected California School Dashboard performance demonstrating the Charter School has met the criteria for renewal under Education Code Section 47607.2(b), as recognized by the California Department of Education. NHCA’s consistent academic growth across all subjects and student groups reflects a high-quality educational program serving its diverse student population.

Granting NHCA a five-year renewal will ensure that a proven, equity-driven public-school option remains available to families in Van Nuys and the surrounding community. As such, we respectfully request that the Los Angeles Unified School District approve a five-year charter renewal term from **July 1, 2026, through June 30, 2031**.

Success Of The Innovative Features Of The Educational Program

As detailed throughout this petition, NHCA’s has achieved measurable success through the thoughtful implementation of its innovative educational model. Anchored by a blended learning instructional approach, a commitment to inclusion, and a deeply engaged TK–8 multilingual community, NHCA’s educational program supports the academic, social, and emotional growth of every student.

The successes of NHCA’s innovative educational program emerged in direct response to the key challenges identified during the previous charter term. With sustained and focused effort, the

Charter School implemented strategic improvements across instructional design, student support systems, school culture, and operational infrastructure. These efforts resulted in significant accomplishments, including the acquisition of a permanent TK–8 facility opening in August 2025, a robust professional development system that has strengthened instructional capacity, and the expansion of social-emotional learning supports that promote a safe and inclusive environment. The following sections detail how NHCA addressed each area of challenge through intentional, data-informed strategies that have led to stronger student outcomes and a more cohesive educational program.

Academic Achievement for Diverse Learners

Supporting diverse learners has remained at the core of NHCA’s mission throughout the charter term. With a student population that includes 84.6% Socioeconomically Disadvantaged students, 35.4% English Learners, and 9.2% Students with Disabilities, NHCA has committed to delivering an inclusive, responsive, and data-informed instructional program that meets the needs of every student. In response to early performance gaps, the Charter School implemented a range of targeted strategies, including faculty training in blended learning, enhanced academic interventions, and expanded language supports. These efforts have resulted in measurable gains across key academic indicators, as evidenced by the most recent California School Dashboard.

NHCA’s English Learner Progress Indicator reached 52.6% in 2024, outperforming both the District (47.5%) and state (45.7%) for the third consecutive year. This sustained growth reflects NHCA’s intentional focus on language development and access to grade-level content. A part-time EL Specialist was hired to coach teachers, particularly in strategies for supporting Long-Term English Learners (“LTELs”) and students dually identified for special education. Professional development emphasized scaffolding techniques, academic language acquisition, and instructional modifications that promote full participation by all learners.

The Charter School’s Socioeconomically Disadvantaged students who comprise the vast majority of NHCA’s enrollment, demonstrated notable growth. NHCA outperformed many local LAUSD resident and neighborhood schools in both ELA and Math, with 2024 CAASPP scores showing students scoring -32 points distance from standard in ELA and -63.7 points in Math, a narrowing gap relative to statewide peers. These gains were supported by intentional use of after-school tutoring, small-group instruction, and culturally responsive teaching practices. Teachers used visual supports, sentence frames, and anchor charts to ensure students could access rigorous content regardless of language background or academic level.

The special education team was restructured to improve coordination and in-class support, and staff received training in inclusive practices that benefit both SWDs and general education students. Together, these system-wide strategies strengthened NHCA’s capacity to serve its diverse population effectively.

NHCA’s student performance outcomes affirm that with the right supports, all students, regardless of background, can achieve at high levels. The Charter School’s commitment to equity, responsiveness, and instructional excellence continues to drive progress and close longstanding opportunity gaps.

Positive School Climate and Student Well-Being

Creating a safe, supportive, and inclusive learning environment has been a priority for NHCA throughout the charter term. In its previous petition, the Charter School committed to reducing suspensions, strengthening behavior systems, and expanding socio-emotional supports. Over the past several years, NHCA has followed through on this commitment with the implementation of consistent behavior expectations, restorative practices, and increased access to counseling and mental health support.

NHCA also implemented a Restorative Justice framework, training all instructional staff in reflection practices, conflict resolution, and Dynamic Mindfulness, a trauma-informed practice that supports students' emotional regulation and stress management. These strategies have been especially impactful for middle school students navigating identity development and peer relationships. To further strengthen the Charter School's climate, NHCA added two part-time school counselors who provide individual and group counseling, facilitate social-emotional learning groups, and host regular parent workshops to build home-school alignment in supporting student behavior.

As a result of these sustained efforts, NHCA's suspension rate has steadily decreased over the charter term from 1.1% in 2022 to just 0.5% in 2024. This reduction reflects the Charter School's success in shifting toward proactive, inclusive discipline systems that prioritize student growth, relationships, and engagement.

Strengthening Instruction Through Professional Development and Teacher Leadership

NHCA robust professional development model focused on strengthening instructional strategies, aligning behavioral expectations, and fostering a cohesive school culture. A key component of this work included targeted training and support in NHCA's blended learning model, ensuring teachers could effectively integrate digital tools with direct instruction to personalize learning and differentiate support. Ongoing training throughout the year equips teachers to meet the diverse needs of students and adapt instruction based on real-time progress.

To deepen internal capacity and promote shared leadership, NHCA established a formal Grade-Level Lead structure. These teacher-leaders facilitate collaborative planning, support peer professional learning, and lead the development of project-based units and curriculum alignment across content areas. This distributed leadership model has strengthened instructional coherence and built a culture of continuous improvement.

As a result of these focused efforts, NHCA has seen steady gains in student performance, particularly among English Learners and historically underserved subgroups, demonstrating that sustained investment in faculty development and leadership leads to stronger outcomes for all students.

Secured Permanent Facility

New Horizons Charter Academy is proud to share that in August 2025, the Charter School will relocate to its permanent home at 14701 Friar Street, Van Nuys, CA 91411. This marks a significant milestone for NHCA, fulfilling a long-standing goal to secure a unified, stable campus that can support the full TK–8 program and better serve the Charter School community. With all

grade levels housed under one roof, NHCA can deepen its community connections, streamline day-to-day operations, and create a more cohesive and supportive learning environment. The new site allows the Charter School to continue building on its instructional model while also enhancing student experiences through expanded facilities such as a STEM kitchen, performing arts space, gymnasium, and athletic field.

After years of navigating co-located sites, this permanent home represents NHCA's long-term commitment to the North Hollywood community and provides a strong foundation for the next chapter of growth and achievement.

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

As demonstrated throughout this petition, NHCA's educational program is effectively meeting the needs of its diverse student population, including 35.4% ELs, 9.2% SWD, and 84.6% SED students. The success of NHCA's inclusive program is evident not only in academic data but in the confidence, engagement, and growth shown by students across all grade levels. Through high expectations, providing individualized supports, and strong family partnerships, NHCA continues to meet the needs of every student it serves.

NHCA's sustained focus on student achievement is reflected in strong outcomes across its highest need student groups.

- The English Learner Progress Indicator reached 52.6% in 2024, outpacing both the District (47.5%) and state (45.7%) for the third consecutive year demonstrating the impact of targeted language supports, scaffolded instruction and integrated academic language development.
- Socioeconomically Disadvantaged students, who make up the vast majority of the Charter School's enrollment demonstrated notable gains in both ELA and Math, with 2024 CAASPP scores showing NHCA students outperforming neighboring LAUSD resident schools. The Charter School's extended learning opportunities, including after-school tutoring, academic clubs, and culturally responsive instruction, have been critical in addressing learning gaps and accelerating growth for students from historically underserved backgrounds.
- For Students with Disabilities, NHCA has continued to improve service coordination, in-class support, and collaboration between general and special education staff. Under the leadership of a dedicated case manager, the Charter School has built a multidisciplinary team that provides targeted interventions, individualized therapies, and structured supports to help students thrive both academically and socially.

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

New Horizons Charter Academy is committed to being a team of continual learners, constantly striving to provide the best educational experience for our students, day in and day out. While New Horizons Charter Academy (NHCA) has made significant progress across key indicators, several areas remain a priority for improvement in the next charter term. These include reducing chronic absenteeism, closing achievement gaps in ELA and Math, and further strengthening

outcomes for ELs, LTELs, and SWD.

Chronic Absenteeism

NHCA's chronic absenteeism rate, while improving, remains higher than the District and state averages. Addressing this will be a top priority. The Charter School will implement a multi-tiered attendance plan that includes proactive family outreach, personalized support plans, and recognition strategies to improve daily attendance. The opening of NHCA's new permanent facility in August 2025 is also expected to have a positive impact, providing students and families with a sense of stability, pride, and connection to the Charter School community.

Support for ELs, LTELs, and SWD

NHCA's most significant ongoing challenge has been ensuring accelerated academic growth for ELs, particularly LTELs and students who are dually identified as SWD. Within our diverse TK–8 student body, many ELs are Spanish-speaking or Armenian-speaking, and a significant portion of families are not fluent in English. This language barrier can present challenges in both instructional support and home–school communication. Additionally, NHCA frequently enrolls transfer students in the middle grades who arrive as LTELs with persistent language development needs, requiring intensive and highly individualized support

Building on the success reflected in the Charter School's 2024 English Learner Progress Indicator (52.6%), NHCA will strengthen targeted supports in the next charter term through a multi-pronged approach. The Charter School will maintain focus on English Learner supports through the use of designated staff expertise and a multidisciplinary approach to coaching teachers, align ELD strategies, and ensure rigorous academic access across all content areas. Designated EL support staff will work closely with teachers to differentiate instruction, implement integrated and designated ELD strategies, and monitor progress for both recently reclassified students and LTELs. Additional professional development will continue to emphasize culturally and linguistically responsive teaching practices to better support Armenian-speaking students and other non-Spanish language backgrounds.

For SWD, NHCA will continue to coordinate services under the leadership of a dedicated case manager, with increased focus on in-class supports, individualized therapies, and collaboration between general education and special education staff. The Charter School will expand the use of co-teaching models and small-group instruction to provide targeted intervention without isolating students from the general education setting.

Through these targeted efforts—paired with strengthened family engagement strategies, translation services, and bilingual community liaisons—NHCA will address the persistent challenges of supporting ELs, LTELs, and SWD, ensuring that all students have equitable access to rigorous academic content and the opportunity to achieve at the highest levels.

Academic Achievement in ELA and Math

Although NHCA has made measurable progress, particularly with ELs and SED students, gaps remain in both ELA and Math. To close these gaps, NHCA will deepen its use of data to inform instruction, increase after-school academic tutoring, and expand the integration of technology and project-based learning across grade levels. Teachers will continue to receive professional

development focused on differentiated instruction, language acquisition, and Universal Design for Learning (“UDL”).

Enrollment, Recruitment, and Adjustment to New Facility

New Horizons Charter Academy (NHCA) has demonstrated resilience and adaptability in the face of enrollment shifts shaped by the COVID-19 pandemic, facility transitions, and community demographics. Like many schools across Los Angeles and the nation, NHCA experienced enrollment decline during the pandemic as families relocated, turned to private schools, or chose homeschooling. Despite these challenges, NHCA’s early adoption of a blended learning model in 2014–2015 allowed the school to pivot, quickly reopening virtually just one week after the statewide shutdown and maintaining stronger stability than many neighboring schools. Prior to the pandemic, NHCA had grown steadily from its founding class of 60 students in 2013 to more than 300 by year four, enrolling 280 students across its two campuses by 2019–2020.

In July 2023, the expiration of the Lankershim lease required NHCA to merge its two campuses at the Fair Avenue co-location site. Enrollment fell to approximately 230 students, in part because of a steep decline in TK enrollment and because some families who walked to the Lankershim site did not continue at Fair. In response, NHCA launched an intensive recruitment campaign reaching into neighborhoods, businesses, and preschools, to stabilize enrollment and generate renewed community interest. Building on these efforts, NHCA continues to leverage its adaptability, community partnerships, and strong academic programming to prepare for new opportunities, including its permanent Friar Street facility opening in 2025.

A unique recruitment challenge has been balancing outreach across two geographic zones: North Hollywood (Fair Avenue, current site) and Van Nuys (Friar Street, future site). Recruitment efforts in Van Nuys have already yielded new enrollments from families eager to join NHCA when it moves into its permanent facility at 14701 Friar Street. The excitement surrounding this new campus—particularly from middle school families drawn to NHCA’s strong STEMLab program, small class sizes, and safe and inclusive culture—demonstrates significant demand. The relocation to Friar Street in August 2025 represents a major milestone: for the first time, NHCA will operate from an independent, permanent facility designed to meet the needs of TK–8 students. This permanence is expected to strengthen recruitment and retention by providing expanded spaces, including a larger STEMLab, and a stable long-term home that affirms the school’s commitment to the community. At the same time, NHCA recognizes that the transition will require adjustment for students, staff, and families. To ensure a smooth move, the school will establish clear operational systems, support families in becoming familiar with the new campus, and foster a renewed sense of community identity in Van Nuys.

With conservative projections of three additional students per grade level per year, NHCA anticipates steady growth fueled by the enthusiasm of families for its new facility, its academic and socio-emotional program, and the continued housing development in Van Nuys. While enrollment fluctuations and facility transitions have presented challenges, NHCA’s adaptability combined with the permanency of its new independent campus, positions the school to transform these obstacles into opportunities for sustainable growth in the next charter term.

STUDENT POPULATION TO BE SERVED

NHCA is designed to serve a diverse student population of students in grades TK-8, with a focus on those at risk of achieving below basic proficiency in state assessments. Our school attracts families seeking an alternative to their current public school options, specifically, those looking for a small, community centered environment with a personalized approach to learning. Located in the Van Nuys area, NHCA provides a high-quality public charter school option grounded in preparing students for global citizenship. In a world facing complex challenges, from poverty and inequality to climate change and social unrest, NHCA students are equipped with the skills, empathy, and resilience to not only navigate these issues but to lead efforts to create a better future.

Families choose NHCA for its innovative instructional model, which features a multidisciplinary, technology-embedded extended-day program. Technology is intentionally integrated across content areas to scaffold instruction, enhance student engagement, and develop digital literacy. Students apply these skills through project-based learning, including creating multimedia presentations, analyzing real-time financial data in math, and exploring global science issues such as climate change. These experiences support the development of global competencies, including critical analysis of informational and visual texts, and evaluating digital sources from multiple perspectives. As students become proficient with a range of digital tools, teachers build on this foundation to deepen content mastery and extend learning.

NHCA maintains a small-school model in order to provide a more personalized and supportive environment for students and families. Ample research supports the correlation between small school settings, parent engagement, and improved student outcomes. NHCA maintains a small-school model in order to provide a more personalized and supportive environment for students and families. Ample research supports the correlation between small school settings, parent engagement, and improved student outcomes. With approximately 20–35 students per grade and a projected TK–8 enrollment of 300, this intentionally limited scale allows NHCA to implement its mission with fidelity and remain highly responsive to each student’s academic and social-emotional needs. The Charter School’s success is grounded in its strategic use of data to monitor student progress, deliver targeted Tier 3 interventions, and maintain strong partnerships with families, LAUSD, and the broader community.

New Horizons Charter Academy draws a population from all areas within Los Angeles Unified School District, with a particular focus on students residing primarily in Van Nuys and North Hollywood area (area zip codes of 91411, 91401, 91405, 91423, 91601, 91605, and 91606), and anticipates the following enrollment over the new charter term:

5-YEAR ENROLLMENT/ROLLOUT PLAN					
Grade	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
TK	17	20	20	20	20
K	20	22	25	26	26
1	21	24	26	30	30
2	21	24	26	30	30

3	21	24	26	30	30
4	21	26	26	30	30
5	23	26	28	33	33
6	23	26	30	33	33
7	23	26	30	33	33
8	20	26	30	35	35
Total	210	244	267	300	300

GOALS AND PHILOSOPHY

Our Vision

At New Horizons Charter Academy, we believe every student possesses unique gifts and deserves a nurturing environment that values cultural and linguistic diversity. As a TK–8 public charter school, NHCA provides a rigorous, multidisciplinary, standards-based instructional program across all content areas, including implementing the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as, “State Standards”). Founded in 2013 and operated by the Dharma Educational Institute, a California nonprofit public benefit corporation, we are deeply committed to fostering a community-centered school where students, families, educators, and community partners collaborate to support each child’s academic and personal growth.

Our vision is continued growth of our strong academic program, community and family involvement, and the continued professional support to our staff. The success of these collective elements ensures a school environment that enables us to nurture the educational, social, and emotional needs of our student community as they develop into well-rounded, educated and responsible global citizens.

Our Mission

New Horizons Charter Academy is committed to providing a comprehensive, State Standards-based education that prepares students to become college-prepared, career-ready, and globally-minded citizens. Our TK–8 program integrates state-of-the-art technology, including SMART boards, iPads, and flat-screen computers, into daily instruction, ensuring students develop 21st-century skills from the earliest grades.

NHCA’s blended learning model combines teacher-led instruction with adaptive digital tools to differentiate learning and support academic growth. Through our dedicated STEM Lab and Performing Arts Program, students explore hands-on science, engineering, music, drama, and dance, building creativity, collaboration, and problem-solving skills.

We are highly committed to equipping every student with a strong foundation in oral and written academic English, mathematics, and science, while also supporting their social-emotional development. To ensure equity and access for all learners, including English Learners, Long-Term English Learners, and Students with Disabilities, we implement research-based instructional strategies and a culture of high expectations and individualized support.

To achieve our mission, NHCA incorporates the following key elements:

- A multidisciplinary academic program aligned with State Standards;
- Consistent integration of technology to enhance engagement, interactivity, and digital literacy;
- A focus on critical thinking, collaboration, and creativity through project-based learning;
- A community-centered environment that fosters strong family partnerships and inclusive learning.

Educated Person in the 21st Century

At NHCA, we believe that educating students for the 21st century requires more than academic mastery. Our goal is to develop confident, adaptable, and socially responsible individuals who are prepared to thrive in a rapidly changing world. We strive to cultivate lifelong learners who think critically, communicate effectively, and embody the habits, skills, and character needed for success in school and beyond. NHCA provides an environment where students become self-motivated, competent, and productive citizens, empowered to contribute meaningfully to their communities and navigate the complexities of the modern world with curiosity and purpose.

We define college and career readiness broadly to encompass both academic proficiency and the essential skills students need to succeed in higher education, the workforce, and civic life. This includes the ability to problem-solve, collaborate, adapt to change, and apply learning across real-world contexts. Our approach reflects Tony Wagner’s “Seven Survival Skills,” which underpin our instructional model and align with NHCA’s commitment to preparing students for success in an increasingly complex and interconnected global society. The aforementioned “Seven Survival Skills” are as follows:

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

NHCA’s educational philosophy embraces the use of technology as a powerful tool for teaching and learning. Informed by the work of Hall Davidson, John Seely Brown, and Nicole Pinkard, we view technology not as an isolated component, but as an integral part of a dynamic classroom environment that fosters student agency, creativity, and digital fluency. Students are supported in using technology to access information, create new ideas, and collaborate across disciplines. Teachers model how to navigate digital media responsibly, evaluate credible sources, and integrate technology into meaningful learning experiences.

To ensure our students are equipped with both academic and life skills, NHCA’s program emphasizes the following competencies:

Academic Competencies

- Read, write and communicate effectively across all content areas.
- Think critically and apply mathematical reasoning to real-world situations.
- Demonstrate scientific inquiry, civic understanding, and artistic expression.
- Integrate and apply knowledge through project-based learning and interdisciplinary tasks.
- Use digital tools responsibly to conduct research, collaborate, and produce original work.
- Analyze and synthesize new information to construct meaning and solve problems.

Life Skills and Dispositions

- Take responsibility for personal decision-making.
- Students develop self-confidence and a willingness to take risks in a safe learning environment.
- Demonstrate perseverance, self-reflection, and independence
- Embrace feedback and maintain a growth mindset.
- Value diverse perspective and appreciate the richness of shared knowledge from California’s culturally diverse environment.
- Show empathy, cultural awareness, and respect for diverse perspectives.
- Make healthy choices and advocate for personal and community well-being.
- Collaborate with others and contribute positively to classroom and community life.

How Learning Best Occurs

At NHCA we believe that learning best occurs when students, regardless of race, culture, language, ethnicity, or gender orientation are helped to identify their academic/intellectual strengths that will serve as the baseline by which to establish learning goals to monitor their educational achievement. We maintain the importance of creating a climate conducive to emotional safety and personal relevance as essential to allowing learning to best occur and students to thrive. In such an environment, under the guidance of a teacher who exhibits an enthusiasm for the subjects they teach, who offers varying levels of support along with the involvement of their families, students learn to construct their own understandings as they discover a passion for learning that becomes a lifelong foundation for their global consciousness and continued growth.

Learning best occurs where students have access to explore, use, integrate, and expand their knowledge using state-of-the-art technology. The below building blocks play a key role in enabling all students to become self-motivated by utilizing our rich technology resources, establishing learning goals, and pursuing individual interests. Our goal is for students to become competent lifelong learners through the following: the delivery of a rigorous standards-based instructional program offering students multiple ways of learning via direct instruction, explorations and research, class and self-selected projects, various groupings, guest speakers/presenters, mentoring, and rich learning resources.

Most importantly, the key to our instructional methodologies is a focus on individualized instruction, tailored to student needs, as opposed to instruction being driven by school or teacher needs. NHCA believes that all children can succeed and achieve State Standards mastery, regardless of their background or circumstances when they enter our school. The challenge for us, as educators, is to discover the means with which to help each individual child achieve his or her full potential. By using these active learning strategies, and with a strong focus on data and

ongoing multi-faceted assessments to inform instruction, we are confident that all of our sub-groups and individual students will succeed.

We implement the following building blocks grounded in a blended learning model to achieve our goals:

- Constructivism
- Inclusive Learning Community
- Project Based Learning
- Parent and Family Involvement

Constructivism

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002. “To meet your students where they are, first you have to find them”). In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners (Tomlinson, 1999).

New Horizons Charter Academy teachers select instructional techniques based on identified student needs on an on-going basis, guided by constructivist learning theory. Constructivism provides the guiding principles for lessons whether they are in the format of direct instruction, project-based learning, or mathematical problem solving.

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

This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery.

Inclusive Learning Community

New Horizons Charter Academy is structured to create and support an inclusive learning community. Classes use a blended learning model that combines teacher-led instruction with adaptive digital tools to personalize learning and support differentiation. Instruction is designed to address a broad range of academic and developmental needs, with general and special education teachers collaborating to ensure all students have equitable access to the curriculum. Instructional supports are provided by specialists and intervention staff, allowing students to receive targeted assistance within the general education classroom.

Honoring diversity has several practical ramifications for teachers. They must be ever vigilant that adaptations, modifications, and instructional support are addressed across all areas of the rigorous curriculum that they teach. They need to be able to: understand how development interacts with an evolving understanding of content, making sure that they include a developmental range in their instruction, be able to relate instruction to each student's areas of strength and need and meet the linguistic and cognitive needs of students whose first language is different than their own, ensuring equity of access to the curriculum.

Each class of 18-24 students (TK-3) includes approximately 1 to 2 children with identified mild to moderate disabilities that require more intensive support, and 17 children without identified disabilities. NHCA has all-inclusive classrooms at each level (K-8). In the 4th-8th grade classrooms, each class of 23-29 students includes approximately 1 to 2 students with identified mild to moderate disabilities, and 22 students without identified disabilities. The Charter School adheres to the classroom size and adult to student ratios for TK set forth in Education Code Section 48000(g).

Other specialists, such as a Speech Therapist and Occupational Therapist, are assigned as appropriate to the students' needs, and deliver direct, consultative and collaborative services in the classrooms. Specialists demonstrate strategies and provide direct in-class service so that classroom staff can implement interventions throughout the instructional program.

While the standards-based general education curriculum frames much of what we want students to learn, we believe that a language-rich, visually-rich and tactilely-rich environment enables all students to creatively participate in the learning process. In addition, multiple intelligences must be considered and valued as students demonstrate what they know and how they best learn. The following are examples of the modification principles used to guide our staff:

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

NHCA provides extensive professional development each year for both new and returning teachers on instruction and curriculum topics. Professional development focuses on Universal Design for Learning, Positive Behavior, and Specially Designed Academic Instruction in English, Culturally Responsive Curriculum, and Co-teaching Strategies to meet the needs of all learners.

Project Based Learning

At NHCA, project-based learning allows for the cohesive implementation of constructivism via a blended learning model. One of the deepest and most valuable forms of understanding comes when students can make connections between different subject matters or disciplines. To foster such thinking, teachers work together to provide their students with an interdisciplinary angle or perspective on a range of important topics and themes. Moreover, students are engaged by being provided authentic, real-world applications. Projects are thus constructed around problems and situations that can be found in the modern workplace. These activities promote a deeper grasp and thoughtful application of important knowledge. Additionally, STEM Lab integrates seamlessly in this learning environment as it encourages students to explore, create and problem-solve through project-based learning while integrating its science, technology, engineering and mathematics disciplines.

Students' interests and previous knowledge are valued as teachers prompt students to engage in projects that require them to investigate, explore, test, refine, reflect and more. Using backwards planning, NHCA's teachers acknowledge the central role of the learner and structure classroom experiences that both honor the initial curiosities and passions of students, and foster the creation of personal meaning among all students as they learn the designated facts and skills contained in the CCSS.

Connections across topics and to the "real world" play a central role in helping motivate and engage students in their learning. Teachers ask open-ended, thoughtful questions, encourage students to ask questions throughout their own learning, seek elaboration of initial ideas to encourage deeper thinking, and challenge students to connect their learning. Assessments are embedded throughout the learning as students engage in dialogue, debate with one another and their teacher, ask questions, go deeper into their learning, and reflect on their own learning through writing, projects and other presentations.

Family Involvement That Promotes Student Learning

Learning best occurs when students' families are involved in their education. Family education and participation are essential components of student success. The ideas and skills a family brings to the Charter School and the exchange of ideas between parents and teachers help the students see parents as partners working towards a successful school experience for every student. Based on U.S. Department of Education research, family and school partnerships are believed to be critical to students' success throughout their lives. According to *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Annual Synthesis, 2002*, a federally-funded research synthesis produced by the Southwest Educational Lab, multiple sources of evidence attest to the key role of parental involvement in supporting student achievement. Positive aspects of family and school partnerships include:

- Increased student attendance and higher aspirations.
- Improvement in student attitude and behavior.
- Improved parent and child communication; positive parent/teacher interaction.
- Increased community support for schools.
- Increased rate of homework completion.
- Higher test scores and grades.

- Fewer referrals and placements in special education.
- Higher promotion and 8th grade graduation rates.
- Higher enrollment rates in post-secondary education.

In addition to several orientation sessions for new families, NHCA conducts several parent-teacher-student class meetings annually to ensure that parents understand the curricular approach, are included in the life of the classroom, and hear from the teacher(s) about their child’s learning. School leaders, in collaboration with teachers and families, establish workshops throughout the year that take place on the school site and welcome all families in the community. These workshops focus on culturally sensitive, hands-on learning experiences to help parents develop skills to support their children. In addition, parents/families are encouraged to participate through information shared at Orientation Meetings, Monthly Parent In Action Meetings, School Site Council (“SSC”), English Learner Advisory Committee (“ELAC”) Meetings, Charter School website, oneCALL phone messages and Room Parent programs.

To encourage the full participation of non-English speaking parents, NHCA has a network of second-language support systems and highly values second language abilities when hiring teachers and other staff.

Parent participation at NHCA has been very high and we view their involvement as key to the success of any school, and it is an important part of our school philosophy and vision. NHCA is very committed to equitably engaging all families and finding a multitude of ways in which a NHCA family can plug into life at school. We firmly believe that parent participation not only strengthens our school, but has an invaluable positive impact on students as well.

It is important to state/note that parents receive a Parent/Student Handbook as well as a written letter informing them that they are not required or expected to participate or volunteer as a condition of admission, enrollment, continued enrollment etc. The Charter School website also has language posted about volunteering and clearly states no requirement or expectation as condition of admission or continued enrollment or effect on school grades or students’ opportunities to participate in any school activity.

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

New Horizons Charter Academy’s educational framework is grounded in research and learning theory. Our mission and vision serve as a guide for how meaningful learning occurs and how students can achieve the attributes of an educated person in the 21st century. NHCA’s program is designed to meet students’ academic and personal development needs, supporting their success in middle school, high school, and eventual college graduation.

We achieve these goals by providing a safe, structured, and achievement-oriented environment where students are supported in meeting California Content Standards, developing strong character, and building academic stamina. This combination of high expectations; a research-informed vision; measurable goals; a multidisciplinary instructional model; robust professional development; and strong family engagement, enables students to become and remain self-motivated, competent, and lifelong learners.

Our program is grounded in five core commitments:

1. We hold high academic and behavioral expectations for every student.

New Horizons Charter Academy holds high academic and behavioral expectations for every student. We foster an achievement-oriented culture grounded in strong core values: curiosity, optimism, gratitude, grit, self-control, social intelligence, and zest. These values are explicitly taught, modeled, and reinforced through daily instruction and weekly community circles.

We believe all students can grow intellectually and achieve at high levels when effort is recognized and intelligence is seen as a skill to be developed. Faculty establishes an environment conveying that every student is capable of being college bound and successful. Classrooms are structured with clear routines, frequent checks for understanding, and a commitment to mastery learning. When students need additional support, the Student Success Team provides timely, targeted interventions to ensure success.

Behavioral expectations are developmentally appropriate, consistent across classrooms, and reinforced through a schoolwide Code of Conduct. Positive choices and academic growth are celebrated at assemblies, with incentives such as privileges and special activities, while consequences remain logical and respectful.

Uniforms play a key role in promoting equity, community, and focus. All students receive a free uniform package and are expected to arrive ready to learn. College T-shirts are worn on designated Fridays to build awareness of future opportunities. NHCA also emphasizes respectful communication, etiquette, and active listening as part of its whole-child approach.

Through consistent routines, clear expectations, and a values-based culture, NHCA empowers students to take ownership of their learning as they develop into confident, self-motivated individuals.

2. We engage and grow competent and experienced school leadership and staff.

New Horizons Charter Academy believes that high-quality leadership and instruction are essential to student success. Our staffing structure is intentionally designed to support both academic achievement and operational excellence through a team of experienced, mission-driven professionals. Through this structure and a robust approach to professional development, NHCA ensures that every student is supported by a highly effective and committed team.

Professional development at NHCA is ongoing, responsive, and directly aligned to our instructional priorities, particularly the implementation of our blended learning model. Faculty participate in weekly collaboration, data analysis meetings, and targeted workshops that focus on mastery-based learning, formative assessment, and small-group instruction. Instructional coaches and school leaders provide continuous support through coaching cycles, helping faculty analyze student data and implement adaptive instructional

strategies.

In this model, technology is integral rather than supplemental. Teachers are supported in balancing direct instruction with adaptive online practice and targeted small-group work to personalize learning and accelerate academic growth. This investment in faculty development strengthens instructional consistency, deepens pedagogical expertise, and ensures the blended learning model is implemented with fidelity. As a result, NHCA fosters a mission-driven culture where all students benefit from high-quality, responsive teaching.

3. We offer a rigorous academic program with intentional student support systems

New Horizons Charter Academy provides a rigorous, standards-aligned academic program designed to build foundational skills and prepare students for long-term success. Instruction emphasizes mastery in literacy and mathematics, with extended instructional time supporting growth across all core content areas, including social studies and science.

NHCA also cultivates a culturally relevant learning environment that honors the diverse backgrounds of its students; particularly its large Latino and Armenian populations. All school-home communications are accessible in English, Spanish, and Armenian, while students may also elect to take Spanish or Armenian as enrichment courses. This helps to instill in them that their bilingual capacities are attributes and gifts, as well as academic assets. We recognize that our students hold multiple identities whether as immigrants, Americans, and/or Angelinos, we intentionally design the learning environment to meet their needs and honor those identities.

NHCA's academic program is further supported by a range of intentional strategies designed to meet individual student needs. Blended learning tools are integrated throughout instruction to provide adaptive, personalized learning experiences that support differentiation. Tiered interventions are implemented through small-group instruction, push-in supports, and targeted pull-out services to ensure all students make progress toward grade-level mastery. Additional instructional time is provided through after-school tutoring and Saturday School, beginning in the second quarter of the academic year. Social-emotional learning and character education are embedded into daily routines and reinforced through community circles and advisory periods. English learners and heritage language speakers receive integrated language development supports that align with classroom instruction and affirm students' cultural and linguistic strengths.

4. We provide clear standards, research-proven curriculum, and frequent assessments.

New Horizons Charter Academy delivers a standards-aligned, research-based academic program grounded in the California Content Standards, including the Common Core and Next Generation Science Standards. Instruction is sequenced to ensure mastery of essential skills across all subject areas, with the Executive Director/Principal collaborating with faculty to align lesson planning and assessment to adopted frameworks.

NHCA uses state-adopted curricula selected for their proven effectiveness and alignment to rigorous academic standards. These materials anchor the Charter School's blended

learning model, which integrates direct instruction with adaptive digital tools to personalize learning and support differentiation.

Frequent assessments including; DIBELS (TK–2); NWEA MAP (grades 2–8); and quarterly interim benchmarks guide instructional decisions and track student progress. These assessments provide real-time, skill-specific data that inform instructional pacing, digital tool usage, and small-group targeting. Based on ongoing results, students rotate between teacher-led lessons, targeted online practice, and personalized intervention.

This strategic use of assessments-balanced with rigorous, standards-based instruction-ensures that teaching is timely, data-driven, and personalized. These are core principles of NHCA’s blended learning model, which creates a dynamic, student-centered environment where each learner progresses toward academic mastery.

5. We are a mission-driven school community.

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

This shared commitment is evident across all aspects of school life. From classroom instruction to school governance, every decision is grounded in the belief that all students can succeed and deserve access to a rigorous, high-quality education. Our mission drives strategic planning; informs professional development; shapes family engagement; and guides how we build relationships with the broader community.

The entire NHCA community of leadership, staff, families, students, and partners work in collaboration to uphold high expectations and provide the academic, social, and emotional support needed for student success. Core values are modeled and reinforced daily, creating a culture of mutual respect, effort, and personal growth. Open communication and culturally responsive outreach ensure that families remain informed, involved, and aligned with the Charter School’s academic vision.

Students are at the center of our mission. They are supported in setting meaningful goals, tracking their progress, and developing the habits of self-discipline, curiosity, and resilience. Through close partnerships between home and school, each student is encouraged to embrace their potential and contribute positively to the Charter School community.

By building strong ties with the local community, New Horizons Charter Academy deepens its mission-driven culture and extends its impact beyond the classroom. Through outreach to businesses, policymakers, community leaders, and local organizations, the Charter School creates additional opportunities for student growth and academic success.

NHCA fosters a supportive environment where students take pride in themselves, their families, their heritage, and their community reinforcing a shared sense of purpose and belonging across the Charter School and the broader community.

The Requirements Of California Education Code § 47605(c)(5)(A)(ii)

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

The following chart details the Charter School’s annual goals, for all pupils pursuant to Education Code § 52052, encompassing each of the eight (8) state priorities identified in Education Code § 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. (“*” is used to indicate a student group that is not numerically significant at this time.)

LCFF STATE PRIORITIES	
Charter Term Commencing July 1, 2026	
GOAL #1	
Increase student achievement in English Language Arts and Mathematics to narrow the achievement gap between student groups and the general population, utilizing a blended learning model.	<i>Related State Priorities:</i> X 1 X 4 <input type="checkbox"/> 7 X 2 <input type="checkbox"/> 5 X 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	<i>Local Priorities:</i> #1 Basic Services #3 State Standards #4 Pupil Achievement #8 Other Pupil Outcomes
Specific Annual Actions to Achieve Goal	
1.1 Curriculum and Instructional Materials 1.2 Tutoring Services 1.3 Intervention 1.4 Academic Progress Monitoring 1.5 Professional Development 1.6 Technology and Digital Resources 1.7 High Quality Instruction 1.8 English Learner Support and Reclassification 1.9 Special Education	
Expected Annual Measurable Outcomes	
Outcome #1: % of students with access to standards-aligned instructional materials for use at home and at school	

Metric/Method for Measuring: Annual review of instructional program and School Accountability Report Card (“SARC”) Report

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #2: % of properly credentialed and assigned teachers

Metric/Method for Measuring: Annual review of credentials and Teacher Assignment Monitoring Outcomes

APPLICABLE STUDENT GROUPS	Baseline (2022-23)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #3: % of teachers with scope and sequences aligned to state adopted content standards, including ELD standards

Metric/Method for Measuring: Annual review of instructional program						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%
Outcome #4: % of English Learners making Progress on the ELPI greater than or equal to the state						
Metric/Method for Measuring: CA Dashboard						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	52.6%	≥ state	≥ state	≥ state	≥ state	≥ state
Outcome #5: English Learner Reclassification Rate						
Metric/Method for Measuring: Annual Reclassification Rate						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
English Learners	28%	≥25%	≥25%	≥25%	≥25%	≥25%
Outcome #6A: % meeting or exceeding growth targets in Reading on the NWEA						
Metric/Method for Measuring: Annual NWEA Data Reports						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	68%	≥70%	≥70%	≥70%	≥70%	≥70%
English Learners	69%	≥70%	≥70%	≥70%	≥70%	≥70%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	67%	≥70%	≥70%	≥70%	≥70%	≥70%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	53%	55%	57%	59%	61%	62%

African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	63%	≥65%	≥65%	≥65%	≥65%	≥65%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	77%	≥77%	≥77%	≥77%	≥77%	≥77%

Outcome #6B: % meeting or exceeding growth targets in Math on the NWEA

Metric/Method for Measuring: Annual NWEA Data Reports

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	71%	≥75%	≥75%	≥75%	≥75%	≥75%
English Learners	66%	≥68%	≥72%	≥72%	≥72%	≥72%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	71%	≥72%	≥72%	≥72%	≥72%	≥72%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	47%	49%	50%	52%	54%	55%
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	68%	≥70%	≥72%	≥72%	≥72%	≥72%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	73%	≥74%	≥74%	≥74%	≥74%	≥74%

Outcome #7: Distance from Standard in English Language Arts for all students and all numerically significant student groups

Metric/Method for Measuring: Dashboard ELA Indicator

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	-32	-29	-27	-24	-21	-19
English Learners	-79.3	-75	-69	-66	-64	-62
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-33.7	≥ state	≥ state	≥ state	≥ state	≥ state
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Hispanic Students	-46.5	-43	-40	-37	-34	-30
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	-13.5	-11	-9	-7	-5	-3
Outcome #8: Distance from Standard in Mathematics for all students and all numerically significant student groups						
Metric/Method for Measuring: Dashboard Mathematics Indicator						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	-63.7	-60	-56	-52	-48	-44
English Learners	-82.4	≥ state	≥ state	≥ state	≥ state	≥ state
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-67.3	≥ state	≥ state	≥ state	≥ state	≥ state
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-86.7	-82	-77	-72	-67	-62
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	-26.1	-24	-22	-20	-18	-16
Outcome #9: % of all students and all numerically significant student groups scoring meeting/exceeding California Science Test (“CAST”)						
Metric/Method for Measuring: Dataquest: CAASPP						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	8.93%	14%	19%	24%	29%	34%
English Learners	0%	10%	12%	14%	16%	18%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	8%	14%	19%	22%	24%	28%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Hispanic Students	8.34%	13%	18%	20%	23%	28%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	14.28%	19%	22%	24%	26%	30%
Outcome #8: 100% Participation in Professional Development						
Metric/Method for Measuring: SARC						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

GOAL #2	
<p>Actively engage families in their children’s education, fostering a collaborative environment that enhances learning experiences and supports students’ academic and emotional growth.</p>	<p><i>Related State Priorities:</i> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p><i>Local Priorities:</i> #3 Parental Involvement</p>
Specific Annual Actions to Achieve Goal	
<p>1.1 Family Events 1.2 Family Workshops 1.3 Family and Community Outreach</p>	
Expected Annual Measurable Outcomes	
<p>Outcome #1: % of parents accessing school social media and two-way communication outlets: Mobile, NHCA App, Instagram, Facebook, Class Dojo, OneCALL, Goggle Classroom</p> <p>Metric/Method for Measuring: Local Sources and Annual Climate Surveys</p>	

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%
Outcome #2: % of parent expressing satisfaction with NHCA						
Metric/Method for Measuring: Annual School Climate Surveys on parent satisfaction						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learners	n/a	95%	95%	95%	95%	95%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	n/a	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	n/a	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	n/a	95%	95%	95%	95%	95%
Outcome #3: % of parents responses to survey question: "My school has a strong and committed community that actively encourages family participation						
Metric/Method for Measuring: Annual Climate Surveys on participating and input on decision making						

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	93%	95%	95%	95%	95%	95%
English Learners	n/a	95%	95%	95%	95%	95%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	n/a	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	n/a	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	n/a	95%	95%	95%	95%	95%

Outcome #4: % of parents that feel the Charter School is safe

Metric/Method for Measuring: Annual Climate Surveys

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	94%	95%	95%	95%	95%	95%
English Learners	n/a	95%	95%	95%	95%	95%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	n/a	95%	95%	95%	95%	95%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	n/a	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	n/a	95%	95%	95%	95%	95%

Outcome #5: Opportunities for Family Engagement

Metric/Method for Measuring: School Calendar

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
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All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	n/a	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	n/a	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	n/a	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	n/a	100%	100%	100%	100%	100%

GOAL #3						
Provide a safe, inclusive and welcoming school climate that is engaging and stimulating for all students and their families, ensuring every student is ready and eager to learn.	<i>Related State Priorities:</i> <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6					
	<i>Local Priorities:</i> #1 Basic Services #5 Student Engagement #6 School Climate #7 Broad Course of Study					
Specific Annual Actions to Achieve Goal						
1.1 Safe and Clean Campus 1.2 PBIS Implementation 1.3 Enrichment Activities 1.4 Nutrition Program 1.5 School Uniforms 1.6 Mental Health 1.7 Attendance Support						
Expected Annual Measurable Outcomes						
Outcome #1: Increase Average Daily Attendance Rate						
Metric/Method for Measuring: CALPADS P-2 and monthly attendance reports						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	92%	95%	95%	95%	95%	95%
English Learners	n/a	95%	95%	95%	95%	95%

Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	n/a	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	n/a	95%	95%	95%	95%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	n/a	95%	95%	95%	95%	95%

Outcome #2: Decrease Chronic Absenteeism

Metric/Method for Measuring: Dashboard Chronic Absenteeism

APPLICABLE STUDENT GROUPS	Baseline (2023-24)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	34.5%	30%	25%	20%	18%	16%
English Learners	38.7%	32%	27%	20%	18%	16%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	35.8%	31%	26%	21%	18%	16%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	33.6%	31%	26%	21%	18%	16%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	26.7%	20%	17%	14%	11%	9%

Outcome #3: Maintain low suspension rate

Metric/Method for Measuring: Dashboard Suspension Rate

APPLICABLE STUDENT GROUPS	Baseline (2023-24)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	0.5%	≤1%	≤1%	≤1%	≤1%	≤1%
English Learners	0%	≤1%	≤1%	≤1%	≤1%	≤1%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0.5%	≤1%	≤1%	≤1%	≤1%	≤1%
Homeless Youth	*	*	*	*	*	*

Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0.8%	≤1%	≤1%	≤1%	≤1%	≤1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	≤1%	≤1%	≤1%	≤1%	≤1%

Outcome #4: Maintain expulsion rate <1%

Metric/Method for Measuring: Dataquest Expulsion Rate

APPLICABLE STUDENT GROUPS	Baseline (2023-24)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	0%	0%	0%	0%	0%	0%
English Learners	n/a	0%	0%	0%	0%	0%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	n/a	0%	0%	0%	0%	0%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	0%	0%	0%	0%	0%	0%
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	0%	0%	0%	0%	0%

Outcome #5: Maintain middle school dropout rate <1%

Metric/Method for Measuring: Middle School Dropout Rate

APPLICABLE STUDENT GROUPS	Baseline (2023-24)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learners	n/a	<1%	<1%	<1%	<1%	<1%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	n/a	<1%	<1%	<1%	<1%	<1%
Foster Youth	*	*	*	*	*	*
Homeless Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #6: 100% of students with access to a broad course of study, including unduplicated students and students with exceptional needs

Metric/Method for Measuring: Local Indicators Reporting

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

Outcome #7: % of students that feel a sense of connectedness to the Charter School

Metric/Method for Measuring: Annual School Climate Survey on school connectedness

APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	98%	98%	98%	98%	98%	98%
English Learners	98%	98%	98%	98%	98%	98%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	98%	98%	98%	98%	98%	98%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	98%	98%	98%	98%	98%	98%
Native Hawaiian/Pacific Islander	*	*	*	*	*	*

Students						
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*
Outcome #8: % of students that feel a school is safe						
Metric/Method for Measuring: Annual School Climate Survey on school safety						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	97%	97%	97%	97%	97%	97%
English Learners	97%	97%	97%	97%	97%	97%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	97%	97%	97%	97%	97%	97%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	97%	97%	97%	97%	97%	97%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	97%	97%	97%	97%	97%	97%
Outcome #9: Overall Good rating for school facilities condition						
Metric/Method for Measuring: Facility Walkthroughs by LAUSD						
APPLICABLE STUDENT GROUPS	Baseline (2024-25)	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Long Term English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Homeless Youth	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

INSTRUCTIONAL DESIGN

Curricular and Instructional Design

New Horizons Charter Academy’s educational program is grounded in the belief that all students can achieve at high levels when provided with rigorous instruction, meaningful learning opportunities, and individualized support. Our instructional design is built upon research-informed practices that reflect a deep commitment to academic excellence, cultural and linguistic responsiveness, and educational equity. Through thoughtful curriculum planning and aligned instructional strategies, NHCA ensures that students develop the knowledge, skills, and competencies necessary for long-term academic success and preparation for college and career pathways.

NHCA’s instructional philosophy draws upon the foundational work of Lev Vygotsky, whose theory of the Zone of Proximal Development informs the Charter School’s approach to scaffolded instruction that helps students move beyond their current level of independent performance. Jean Piaget’s stages of cognitive development guide how instruction is tailored to students’ developmental needs, while Howard Gardner’s Theory of Multiple Intelligences supports the Charter School’s commitment to honoring diverse learning modalities through differentiated approaches. Paulo Freire’s concept of critical pedagogy inspires NHCA’s emphasis on student voice, agency, and the connection between learning and the real world.

The instructional program also incorporates the research of Carol Dweck, whose work on growth mindset encourages students to embrace challenge and view effort as a path to mastery. Daniel Goleman’s research on emotional intelligence informs the Charter School’s commitment to fostering emotional awareness, self-regulation, and empathy. Instructional planning follows the Understanding by Design (UbD) framework by Grant Wiggins and Jay McTighe, which supports backwards mapping from long-term learning goals to specific assessments and instructional activities. In the classroom, Robert Marzano’s strategies for high-level questioning and structured comprehension further support rigorous academic discourse and deep learning.

NHCA also applies evidence-based practices to support students who have historically been underserved in public education. Research by Ehri, Dreyer, Flugman, and Gross, along with Richard Allington, underscores the importance of teacher-led small group instruction, fluency practice at high accuracy, and student choice in reading materials, strategies that are integrated into NHCA’s intervention and ELD supports.

Equity and access are at the forefront of our instructional design. We apply UDL principles to remove barriers and ensure full participation for English Learners (ELs), SWDs, and Gifted and Talented Education (“GATE”) learners. Tools such as Thinking Maps are used across content areas to make learning visible and build academic language. ELD instruction follows LAUSD’s English Learner Master Plan and includes both designated and integrated ELD strategies with regular formative assessment.

Technology integration at NHCA is not a standalone feature but a core instructional strategy grounded in contemporary research. Influenced by the work of Nicole Pinkard, John Seely Brown, and Hall Davidson, NHCA leverages digital tools to foster creativity, collaboration, and real-time

feedback. Technology is used to support differentiated instruction, increase student engagement, and build digital fluency as an essential 21st-century skill. Classrooms are equipped with SMART boards, iPads, and adaptive learning platforms that power NHCA’s blended learning model—combining teacher-led instruction with personalized digital tools to accelerate academic growth.

A strong culture of collaborative professional growth is central to NHCA’s instructional model. Teachers are empowered as instructional designers and reflective practitioners who use student data, classroom observations, and ongoing inquiry to improve their practice. Through weekly professional learning communities, curriculum planning, and a Summer Institute focused on equity, instructional leadership, and innovation, staff engage in continuous professional development. This shared commitment to collaboration and improvement ensures consistent instructional quality across classrooms.

Finally, NHCA’s instructional program is sustained through a shared commitment across our school community. All members of the Charter School community work together to uphold the mission, vision, and goals schoolwide:

- The NHCA community and partners maintain high integrity in fiscal management and direct resources to instructional priorities.
- Teachers, staff, families, and community members collaborate to maintain a safe, inclusive, and child-centered learning environment.
- Students, parents, and educators set and model high expectations for achievement, character, and cultural respect.
- Staff model lifelong learning and professionalism, while empowering students to take ownership of their academic goals.

Innovative and Key Features of the Educational Program

NHCA’s instructional program prepares all students to be college-prepared, career-ready, and responsible community members through a rigorous and inclusive academic experience. Our program is driven by a core belief in the potential of every student and guided by research-based practices that foster critical thinking, creativity, and character development.

Key innovative features include:

- A college preparatory curriculum that emphasizes academic readiness, personal responsibility, and lifelong learning;
- A laser focus on core content areas: literacy, mathematics, science, social studies, and character education;
- A blended learning model combining teacher-led instruction with adaptive digital tools to personalize learning and accelerate growth;
- A multidisciplinary, standards-aligned curriculum emphasizing collaboration, creativity, and real-world application;
- A dedicated STEM Lab and Performing Arts Program that develop hands-on, project-based skills in science, engineering, music, drama, and dance;
- Technology-rich classrooms with SMART boards, iPads, and instructional platforms that enhance student engagement and digital literacy;

- Tiered supports for ELs, LTELs, and SWD, ensuring equity and access through differentiated instruction and progress monitoring;
- A focus on social-emotional learning and inclusive practices, creating a supportive environment that values each learner’s identity and voice.

These innovative and intentional design elements reflect NHCA’s mission to provide a high-quality, student-centered education that meets the diverse needs of all learners. They represent the Charter School’s deep commitment to academic excellence, equity, and innovation. NHCA’s goal is not only to ensure students meet rigorous academic standards, but also to equip them with the critical thinking, collaboration, and problem-solving skills needed to thrive in an increasingly complex and interconnected world.

Curriculum and Instruction

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

Scope and Sequence Aligned with State Standards

New Horizons Charter Academy aligns all curriculum planning with the State Standards. English Language Arts and Mathematics curricula are aligned to the CCSS in ELA and Mathematics. Science (and to the degree it is relevant in other content areas) aligns with the NGSS. Social Studies and other content areas focus primarily on the History-Social Science Framework.

“Backwards Design” of Curriculum

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

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

As teachers select and prioritize these learning expectations, they will be guided by thinking about the extent to which the idea, topic, or process (1) represents a ‘big

idea' having enduring value beyond the classroom, (2) resides at the heart of the discipline, and (3) is tied directly to state standards and standardized testing.

2. **Aligning Assessments to the Desired Results:** Recognizing that teachers are shaping their standards-based instruction into larger projects and thematic units, it is essential that they assess mastery in an explicit way. Teachers assess throughout the unit of study using a variety of methods including both formative and summative assessments. Methods include quizzes or tests aligned with the style students encounter on standardized assessments as well as more comprehensive or authentic checks for understanding such as informal checks, student observation, 1:1 conferencing, performance tasks, and projects. Teachers match an appropriate assessment method to each standard and establish and articulate clear criteria for reaching proficient performance. Teachers create student “passport” – a detailed data profile on all students and utilize our Illuminate data system for flagging chronically underperforming students. Passports will include recommended interventions and support for those students.
3. **Differentiating Instruction to Meet the Needs of All Learners:** Now that the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals with all of their students. Teachers design innovative instructional strategies by differentiating the content, process, and products delivered to students in order to provide equal access for all learners (including English learners and students with special needs). Teachers write effective standards-aligned lesson plans and utilize a repertoire of research-based instructional strategies to increase student achievement.

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

Student Portfolios can play an important role in this process. Once data is gathered through formal assessments, teachers dig deeper into collections of students' works to inform their understanding of each child's strengths and challenges with the material. When learning is documented, children can also revisit and interpret their learning experiences and reflect on how to develop these experiences further. Teachers are able to interpret and reflect retrospectively on each student's

individual progress and also use this documentation toward the creation of future contexts for learning. Teachers learn about their own roles in learning groups (e.g., when to intervene and when to stand back) and factors that contribute to making a learning group effective. Documentation of learning groups provides insight into what students are working on and how teachers might help them move forward in their work. Finally, reviewing documentation influences curriculum in terms of the amount of time a group spends on a topic and the level of student involvement in shaping an activity or unit.

These teaching methodologies place significant responsibility on our faculty, and NHCA will utilize several strategies for addressing these demands. First, in hiring teachers, we recruit and assess for capacity and interest in creating curriculum. (For some teachers, this is a much-desired prospect; for others, an additional burden. We must ensure that we hire teachers who are motivated by the opportunity and capable of fulfilling it.) Second, all teachers participate in guided professional development during the Summer Institute and frequent portions of the on-going professional development blocks.

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

Curriculum Resources and Materials

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

CURRICULUM AND INSTRUCTIONAL

Comprehensive Course List

The following chart illustrates NHCA’s planned curriculum program:

Grade	Subject	Program	State Standards
TK-K	English Language Arts	Wonders	CCSS K ELA Standards
TK-K	English Language Development	Wonders ELD Component; English Learner Master Plan Modules	CCSS K ELD Standards
TK-K	Math	enVision Math	CCSS K Math Standards
TK-K	Science	InspireScience	NGSS K

			Science Standards
TK-K	Social Science	Reflections	CA K Social Science
TK-K	Physical Education	NHCA	CA/CCSS K Physical Education Standards
TK-K	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS K VAPA
1	English Language Arts	Wonders	CCSS 1st grade ELA Standards
1	English Language Development	Wonders ELD Component; English Learner Master Plan Modules	CCSS 1 st grade ELD Standards
1	Math	enVision Math	CCSS 1 st grade Math Standards
1	Science	InspireScience	NGSS 1 st grade Science Standards
1	Social Studies	Onlinelearning exchange	CA/CCSS 1 st grade Social Studies Standards
1	Physical Education	NHCA	CA/CCSS 1 st grade Physical Education Standards
1	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 1 st grade VAPA
2	English Language Arts	Treasures	CCSS 2 nd grade ELA Standards
2	English Language Development	Wonders ELD Component; English Learner Master Plan Modules	CCSS 2 nd grade ELD Standards
2	Math	enVision Math	CCSS 2 nd grade Math Standards
2	Science	InspireScience	NGSS 2 nd grade Science Standards
2	Social Studies	Onlinelearning exchange	CA/CCSS 2 nd grade Social Studies Standards
2	Physical Education	NHCA	CA/CCSS 2 nd grade Physical Education Standards
2	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 2 nd grade VAPA
3	English Language Arts	Wonders	CCSS 1st grade ELA Standards
3	English Language Development	Wonders ELD Component; English Learner	CCSS 3 rd grade ELD

		Master Plan Modules	Standards
3	Math	enVison Math	CCSS 3 rd grade Math Standards
3	Science	InspireScience	NGSS 3 rd grade Science Standards
3	Social Studies	Onlinelearning exchange	CA/CCSS 3 rd grade Social Studies Standards
3	Physical Education	NHCA	CA/CCSS 3 rd grade Physical Education Standards
3	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 3 rd grade VAPA
4	English Language Arts	Wonders	CCSS 4 th grade ELA Standards
4	English Language Development	Wonders ELD Component; English Learner Master Plan Modules	CCSS 4 th grade ELD Standards
4	Math	enVision Math	CCSS 4 th grade Math Standards
4	Science	InspireScience	NGSS 4 th grade Science Standards
4	Social Studies	Onlinelearning exchange	CA/CCSS 4 th grade Social Studies Standards
4	Physical Education	NHCA	CA/CCSS 4 th grade Physical Education Standards
4	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 4 th grade VAPA
5	English Language Arts	Wonders	CCSS 5 th grade ELA Standards
5	English Language Development	Wonders ELD Component; English Learner Master Plan Modules	CCSS 5 th grade ELD Standards
5	Math	enVision Math	CCSS 5 th grade Math Standards
5	Science	InspireScience	NGSS 5 th grade Science Standards
5	Social Studies	Onlinelearning exchange	CA/CCSS 5 th grade Social Studies Standards
5	Physical Education	NHCA	CA/CCSS 5 th grade Physical Education Standards

5	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 5 th grade VAPA
6	English Language Arts	Wonders	CCSS 6 th grade ELA Standards
6	English Language Development	Wonders ELD Component; English Learner Master Plan Modules	CCSS 6 th grade ELD Standards
6	Math	enVision Math	CCSS 6 th grade Math Standards
6	Science	Discovery Education	NGSS 6 th grade Science Standards
6	Social Studies	Discovery Education Pearson	CA/CCSS 6 th grade Social Studies Standards
6	Physical Education	NHCA	CA/CCSS 6 th grade Physical Education Standards
6	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 6 th grade VAPA
7	English Language Arts	MyPerspectives	CCSS 7 th grade ELA Standards
7	English Language Development	MyPerspectives- ELD Component; English Learner Master Plan Modules	CCSS 7 th grade ELD Standards
7	Math	Pearson-Digits RevK12	CCSS 7 th grade Math Standards
7	Science	Discovery Education	NGSS 7 th grade Science Standards
7	Social Studies	Discovery Education Pearson	CA/CCSS 7 th grade Social Studies Standards
7	Physical Education	NHCA	CA/CCSS 7 th grade Physical Education Standards
7	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 7 th grade VAPA
8	English Language Arts	MyPerspectives	CA/CCSS 8 th grade ELA Standards
8	English Language Development	MyPerspectives-ELD Component; English Learner Master Plan Modules	CA/CCSS 8 th grade ELD Standards
8	Math	Pearson Digits RevK12	CA/CCSS 8 th grade Math Standards

8	Science	Discovery Education	CA/CCSS 8 th grade Science Standards
8	Social Studies	Discovery Education Pearson US History	CA/CCSS 8 th grade Social Studies Standards
8	Physical Education	NHCA-Teacher Developed	CA/CCSS 8 th grade Physical Education Standards
8	Visual and Performing Arts	NHCA-Teacher Developed	CA/CCSS 8 th grade VAPA

New Horizons Charter Academy offers a broad course of study that includes core subject areas (i.e. English, Math, Social Studies, and Science) in addition to visual and performing arts, health, PE, and life skills programs. These areas of study are essential to supporting students’ academic achievement, social emotional development, and college and career readiness and are described in more detail below.

At NHCA, we view teachers as instructional leaders who are trusted to adapt and build upon core curricular materials to meet the diverse needs of their students. While adopted programs serve as a foundation, teachers are encouraged to supplement resources in alignment with student interests, needs, and progress. Using the “Backward Design” approach (Wiggins & McTighe, 2005), teachers plan instruction by starting with long-term learning outcomes and essential understandings, then developing assessments and lesson activities that align with those goals.

To ensure instruction is both responsive and personalized, NHCA prioritizes Data-Informed and Differentiated Instruction. Teachers receive targeted professional development and coaching in using student assessment data, conducting objective observations, and designing flexible lessons that support individual growth and mastery.

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

Elementary School Grades

ENGLISH LANGAUGE ARTS (CORE)

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

The following curricular materials are used to teach reading and writing for all learners, including ELs:

Wonders, TK-6 (McGraw-Hill): The Continuum of Literacy and Learning is fully aligned with the CCSS. However, it is much more detailed than these state and national standards and, as such, it presents a means to make the standards more specific as a basis for instructional objectives. There are seven continua which focus on each area of Language Arts:

- Interactive Read Aloud and Literature Discussion
- Shared and Performance Reading
- Writing About Reading
- Writing
- Oral, Visual, and Technological Communication
- Phonics, Spelling, and Word Study
- Guided Reading

NHCA selected *Wonders* as its core TK–6 ELA curriculum because it is evidence-based and designed to support students in actively engaging with texts through reading, writing, and speaking. Literacy at NHCA is not only a foundational skill—it is a lens through which students explore the world, make connections across cultures and time periods, and recognize their role in shaping the future. *Wonders* provides students with timely, developmentally appropriate content that promotes deep understanding, critical thinking, and meaningful self-expression.

Each component of the *Wonders* curriculum outlines grade-level expectations and specific behaviors that support students in thinking within, beyond, and about the text. These continua guide the planning of small-group and whole-group instruction and ensure a developmental progression in literacy skills. To support these objectives, NHCA maintains robust classroom and schoolwide libraries featuring leveled texts and literature. Resources include *Wonders* Leveled Books as well as texts from balanced literacy publishers such as RAZ-Kids and Scholastic.

In TK–1, instruction emphasizes leveled readers and large-format print resources such as big books and charts. In grades 2–5, students engage in literature units that explore a range of genres—including expository, historical fiction, and realistic fiction—aligned to Common Core and California content standards. Across all grade levels, students read, listen to, analyze, and enjoy a rich variety of texts drawn from classroom libraries, school bookrooms, and online platforms. Texts span both fiction and nonfiction genres, including literature, news articles, and poetry. More complex texts are used for read-alouds and shared reading with teacher scaffolding, while independent reading and literature circles build fluency, comprehension, and student autonomy.

MyPerspectives, 7-8 (Savvas Learning Company): *myPerspectives* is a comprehensive, evidence-based ELA program fully aligned with the CCSS. NHCA selected *myPerspectives* as its core 6–8 ELA curriculum because it offers instructional depth beyond the standards, helping teachers translate grade-level expectations into specific, observable outcomes. The program is built around integrated instructional routines and literacy strands that promote authentic student engagement through reading, writing, and academic discourse. In middle school, literacy becomes a vehicle for exploring themes that connect across disciplines, time periods, and cultures. Students engage with essential questions, develop critical thinking and communication skills, and reflect on their roles as informed, responsible members of their communities.

The program is built around a set of integrated instructional routines and literacy strands that include:

- Close Reading and Textual Analysis
- Academic Vocabulary Development
- Analytical and Argumentative Writing
- Independent Reading
- Collaborative Discussions and Presentations
- Media and Digital Literacy
- Project-Based Performance Tasks

Each unit in *myPerspectives* features a curated selection of literary and informational texts—ranging from historical speeches and contemporary essays to classic literature and poetry—that reflect diverse voices and perspectives. Instruction is grounded in academic routines that support students in citing evidence, analyzing structure and purpose, comparing ideas across texts, and crafting well-organized written responses. Regular performance tasks provide students with opportunities to synthesize learning in real-world formats, including argumentative essays, multimedia presentations, and narrative writing.

To support these objectives, NHCA supplements *myPerspectives* with additional reading materials, including trade books, primary source documents, and journalistic texts from sources such as *Time for Kids* and *The Los Angeles Times*. Teachers also integrate Thinking Maps, grammar and mechanics instruction, and sentence deconstruction tools to support the development of writing conventions and academic language.

- Grade 6: Instruction focuses on establishing foundational analysis and expression skills. Students are introduced to close reading routines, write in multiple genres, and participate in structured academic discussions.
- Grade 7: Students deepen their understanding of textual evidence and rhetorical techniques. Instruction emphasizes argument development, comparison of author’s claims, and analysis of thematic connections across texts.
- Grade 8: Students apply these skills independently. They engage with high school-level texts, conduct cross-curricular research, integrate multiple sources in writing, and participate in discussions with greater autonomy. They revise writing based on feedback and self-assessment, and demonstrate mastery of the CCSS through performance-based assessments aligned to real-world communication.

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

specific standards that present grade-appropriate end-of-year expectations. The plan outlined in the Writing By Design Program indicates which month-long unit(s) address each one of these grade-specific standards.

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

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

These crosscutting themes integrate listening, speaking, reading, writing, and research in a balanced and cohesive approach. Students build communication skills, vocabulary, and writing proficiency in an authentic, inquiry-based context. Through the study of literature, they learn literary elements such as plot, setting, voice, theme, and symbolism, and apply this knowledge in both analytical and creative writing. Grammar and vocabulary are embedded throughout instruction to support clarity and precision.

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

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

- Grade 5: Students are introduced to complex texts and close reading strategies. Teachers model how to unpack meaning, guide text-based discussions, and support writing through structured sentence frames and targeted questioning. Students begin writing with evidence and analyzing texts at a deeper level.

- Grade 6: Students tackle increasingly complex texts, analyze argument structure, evaluate evidence, and compare perspectives across genres. Instruction includes comparing texts, evaluating perspectives, and developing increasingly independent writing. Teachers provide scaffolds to help students strengthen academic vocabulary and written fluency.
- Grade 7: Students read classical texts from a wide-range of authors in fiction, non-fiction, and poetry. Students expand their analysis of structure and rhetoric across genres. They engage with multiple viewpoints, dissect arguments, and support their own claims with evidence from texts. Academic discourse becomes more fluid, and students begin crafting longer written compositions with increased sophistication.
- Grade 8: Students independently apply reading strategies developed in earlier grades, including close reading of complex texts and academic discourse with minimal reliance on sentence frames. They analyze their writing using rubrics, self-assess their mastery of key standards, and set goals for improvement. Students also integrate informational texts from science and social studies into their writing, aligning with the CCSS ELA standards and Literacy Anchor Standards across disciplines.

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

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

ENGLISH LANGUAGE DEVELOPMENT PROGRAM (CORE)

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

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

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

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

ELD Program Guidelines / Strategies and Tools

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

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

Designated and Integrated ELD

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

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

Instructional Model - Blended Learning

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

teachers with additional teaching opportunities to frontload complex academic language and additional linguistic support for English Learners by providing:

- **Explicit Instruction** – During explicit instruction; teachers will use a cycle of direct instruction, modeling, different grouping strategies, assessing, re-teaching, and reassessing students for mastery of the standards. Teachers will provide clear learning objectives, as well as embedded instructional scaffolds to support the rigorous demands for academic language, as well as linguistic objectives.
- **Collaborative Practice** – During this phase of instruction, students are groups in pairs or in groups of 4-6 students to extend their learning and application of language in both assignment and project-based learning. The length of these assignments generally run three to four days.
- **Independent / On-line learning** – New Horizons Charter Academy utilized a host of digital learning platforms, with assignments designed to challenge students beyond their current linguistic levels, as well as provide instant feedback to teachers with performance data.

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

Supplemental English-Language Arts Supports

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

MATHEMATICS (CORE)

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

Curriculum tools are carefully selected to build on students’ prior knowledge and support a coherent progression of mathematical understanding. Lessons often center around multi-day, cognitively rich tasks that allow students to make sense of problems, reason abstractly, and persevere through rigorous applications of math concepts. Students regularly engage with visual models, real-world tasks, and opportunities to explain their thinking through mathematical discourse which are hallmarks of a program that supports deep learning and transfer across grade levels.

Teachers deliver both inquiry-based lessons and traditionally structured lesson cycles, often blending the two to meet diverse learning needs. This blended approach incorporates the gradual release of responsibility and promotes student agency in problem solving. Instructional routines are flexible and responsive, allowing students to grapple with challenging content while receiving timely scaffolds and support. Concepts are not taught in isolation; instead, they are spiraled and reinforced through multiple exposures and increasingly complex tasks.

In addition to mastering the CCSS standards in mathematics, teachers receive ongoing professional development in implementing both the CCSS standards and the Standards for Mathematical practice, with consistency and integrity. These practices, such as making sense of problems, reasoning quantitatively, and constructing viable arguments, are embedded in instruction and serve as the foundation for delivering content meaningfully.

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

In all grades, students have a math period, including mathematics operations (focusing on math computation) and mathematics problem solving (focusing on math application). The math program is set up to teach the common core standards, but when students need additional support, teachers organize small groups or provide targeted tutoring to ensure all learners can access and master grade-level content. Blended learning tools and digital resources further enhance differentiation, allowing students to engage with math content at their level while still accessing grade-level instruction.

The general progression of content skill development by grade includes:

- **Kindergarten:** Students focus on two critical areas: representing and comparing whole numbers and describing shapes and space. Students learn the number names and how to count in sequence, count objects, and compare numbers. They begin to understand that addition is putting together and adding to, where subtraction is taking apart and taking from.
- **First & Second Grades:** Students begin to represent and solve problems involving addition and subtraction within 20. Students work with addition and subtraction equations and extend their knowledge of the counting sequence. They develop their understanding of place value and the properties of operations to add and subtract. Students measure and estimate lengths in standard units and relate addition and subtraction to length.
- **Third Grade:** The focus shifts to multiplication and division. Students represent and solve problems involving multiplication and division within 100 and develop an understanding of the properties of multiplication and the relationship between multiplication and division. Students begin to solve problems involving the four operations and identify and explain patterns in arithmetic. They develop an understanding of fractions as numbers and solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- **Fourth Grade:** Students continue using the four operations with whole numbers to solve problems. They generalize place value understanding for multi-digit whole numbers and use place value understanding and properties of operations to perform multi-digit arithmetic. They extend understanding of fraction equivalence and ordering then build fractions from unit fractions by applying and extending previous understandings of operations. They learn to use decimal notation for fractions and compare decimals and fractions.
- **Fifth Grade:** Students develop an understanding of the place value system. They perform operations with multi-digit whole numbers and decimals to hundredths. They use equivalent fractions as a strategy to add and subtract fractions. They apply and extend previous understandings of multiplication and division to multiply and divide fractions. In Geometry, they learn to understand the concept of volume and relate volume to multiplication and addition. They also begin to graph points in the coordinate plane to solve real-world and mathematical problems.
- **Sixth Grade:** Students apply and extend previous understandings of multiplication and division to divide fractions by fractions, and of numbers to the system of rational numbers. They learn about ratio concepts and use ratio reasoning to solve problems. They apply and extend previous understandings of arithmetic to algebraic expressions, reason about and solve one-variable equations and inequalities and represent and analyze quantitative relationships between dependent and independent variables.
- **Seventh Grade:** Students apply and extend previous understanding of operations with fractions to add, subtract, multiply, and divide rational numbers. They learn to analyze proportional relationships and use them to solve real-world and mathematical problems. They use properties of operations to generate equivalent expressions and solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- **Eighth Grade:** Students work with radical and integer exponents. They develop their understanding of the connections between proportional relationships, lines, and linear equations. Students analyze and solve linear equations and pairs of simultaneous linear equations. They define, evaluate, and compare functions and then use functions to model relationships between quantities.

The program recognizes the importance of both automaticity with basic facts and conceptual depth. Students apply foundational skills in increasingly complex problem-solving contexts, interpreting data, working with proportional reasoning, and applying mathematical thinking to novel situations. Starting in fifth grade, students engage with a supplemental problem-solving curriculum (RevolutionK12) to reinforce application and demonstration of math reasoning in daily instruction.

In 8th grade math, students study symbolic reasoning and the use of symbolic language of mathematics and science. Algebraic skills and concepts are used in a wide variety of problem-solving situations. Students continue to use arithmetic operations with integers, rational, irrational and real numbers. They use advanced rules of exponents, solve equations and inequalities with absolute values, simplify expressions, and solve multi-step problems. They graph linear equations and inequalities, identify points on a line, understand slopes, and solve systems of two linear equations. Students factor second- and third-degree polynomials and simplify fractions with polynomials. Students use the quadratic formula to find the roots of a second-degree polynomial,

solve quadratic equations, find the x-intercepts, and solve physical problems, such as the motion of an object under the force of gravity. Students also know and use aspects of a logical argument, use deductive and inductive reasoning, and determine the validity of an assertion.

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

HISTORY-SOCIAL SCIENCE (CORE)

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

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

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

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

- **Kindergarten:** Community and relationships
- **First Grade:** Citizenship
- **Second Grade:** Culture
- **Third Grade:** Change and impact
- **Fourth Grade:** Perspectives (focus on California history)
- **Fifth Grade:** Design (focus on United States history and geography)

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

- In **Sixth Grade**, students expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students also analyze the interactions among the various cultures, emphasizing their enduring contributions and the links between the contemporary and ancient worlds.
- In **Seventh Grade**, students study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500 - 1789. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students then study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. Students learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.
- In **Eighth Grade**, students study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students will trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

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

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

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

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

SCIENCE (CORE)

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

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

The FOSS system supports our constructivist model, as it is based on the idea that the best way for students to appreciate scientific enterprise, learn scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiry, investigation, and analysis. This approach is further enriched by our commitment to PBL, which gives students opportunities to apply scientific knowledge to real-world problems and interdisciplinary challenges. Through hands-on experiments, collaborative projects, and extended investigations, students engage deeply with the content, developing both conceptual understanding and the critical thinking skills needed to ask questions, test hypotheses, and communicate findings. The integration of FOSS with PBL ensures that science instruction is both rigorous and relevant, empowering students to become curious, confident, and capable learners.

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

In addition, the FOSS investigations are supported by science texts. Instead of beginning with text, FOSS science texts are intended to be read after initial investigations. A rich database of books for download and other supplementary materials, *FOSS Science Stories*, is available online

for schools and school districts that use the FOSS system. Included in these materials are:

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

The New Horizons Charter Academy science curriculum is, at its core, inquiry-based. New Horizons Charter Academy has added an additional science curriculum developed by McGraw-Hill. The Inspire Science for K-6th grades is modeled after the FOSS Kits, however, because its built on the same platform as our Wonders ELA curriculum, our students are very familiar with navigating the Digital Platform. The Inspire Science curriculum provide student with lab kits as well as, workbooks to guide them through the Science standards they are learning. The curriculum is fully aligned with NGSS. Students engage in science via exposure to real world concepts and cross-curricular themes, and regularly apply critical thinking skills and test new ideas and hypotheses through labs and experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments. Our 6th grade through 8th grade utilize the IScience curriculum from McGraw-Hill which is similar to FOSS Kits, with much more rich resources for students, including lab kits.

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

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

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

The general progression of content skill development includes:

- **Kindergarten:** Materials and motions, trees and weather, and animals two by two

- **First Grade:** Sound and light, air and weather, and plants and animals
- **Second Grade:** Solids and liquids, pebbles, sand and silt, and insects and plants
- **Third Grade:** Motion and matter, water and climate, and structures of life
- **Fourth Grade:** Energy, soil, rocks and landforms, and environments
- **Fifth Grade:** Mixtures and solutions, earth and sun, and living system

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

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

Middle school students are explicitly taught the Practice Standards, as they are new expectations for the science classroom and students develop these practices as habits of mind, and are expected to articulate their purpose in each lesson. In addition to McGraw-Hill iScience Lab Kits, NHCA has invested in Discovery Education Science TechBooks. The Science curriculum for 6th-8th grades is fully aligned with NGSS and has extensive videos and VR resources that allow students to understand many Science concepts deeper.

Grade 6 – Earth Science

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

Grade 7 – Life Science

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

Grade 8 – Physical Science

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

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

MATHEMATICS AND SCIENCE STEM (ELECTIVE)

The addition of *Action Labs* for grades 5–8 will integrate science, technology, engineering, and mathematics in a collaborative, hands-on learning environment. Students will rotate in pairs through 17 modules that connect core academic concepts to real-world applications and career pathways. Each module blends theory with a PBL component, promoting both academic language development and practical problem-solving skills. Modules will cover a wide range of topics, including structural engineering, drone flight simulation, audio and video production, 3D printing, culinary arts, and rocket building. Through these experiences, students will apply and extend their

learning in alignment with the Next Generation Science Standards (NGSS) while enhancing their communication and collaboration skills in authentic settings.

VISUAL AND PERFORMING ARTS (ELECTIVE)

Visual arts are an integral part of daily learning experiences at NHCA, with grade-level teachers integrating art into social studies, language arts, science, mathematics, and technology in alignment with State Standards. Arts-integrated, PBL supports the Charter School's charter mission by allowing students to apply content knowledge in creative, authentic contexts. For example, students may sketch to illustrate their writing, pantomime or improvise dialogue to demonstrate understanding of literature and historical events, and explore historical periods, cultures, and themes through music and dance. These activities align with NHCA's PBL approach by engaging students in sustained inquiry, fostering critical thinking, and culminating in public presentations of learning.

The Performing Arts component emphasizes communication, public speaking, and acting skills. Students participate in theater games, improvisation, scene study, monologues, speech techniques, and character analysis. They view and critique performances, learn the basics of playwriting, and create original scenes. Students also study speeches and presentations, applying their skills in both the elective and core classes.

Performing arts are closely coordinated with the ELA curriculum to reinforce grade-level language development and public speaking. Music instruction includes musicality, instrumentation, rhythm across varied cultures, and piano/keyboarding, with performance opportunities that support community values, reinforce language acquisition, and develop musical skills.

Research has consistently demonstrated significant correlations between academic success and disciplined, consistent study of instrumental music. For example, multiple studies have found that students who participate in formal music education have higher academic achievement scores than those who do not (Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997).

NHCA ensures access to a wide range of materials and equipment, including art supplies and musical instruments, to facilitate high-quality arts instruction.

LIFE SKILLS CURRICULUM (NON-CORE)

New Horizons Charter Academy's Cloud9 social-emotional curriculum incorporates a rigorous and developmentally appropriate program of values and character education to prepare students to thrive in high school, college and the world. This curriculum guides all students with the life skills necessary to create self-motivated, competent, and lifelong learners. Our ethics curriculum is created in-house by teachers and builds on the skills our scholars need to succeed academically and in their future adult lives.

The Life Skills program is designed to teach scholars to be authentic and true to themselves while fostering the competencies needed for lifelong learning and personal growth. As part of this

program, all students become familiar with and practice the Charter School’s core values: *curiosity, optimism, gratitude, grit, self-control, social intelligence, and zest*. These values serve as the foundation for a school culture that promotes a safe and productive environment, essential for the academic, social, and emotional development of every student. This character education and ethics curriculum reflects our goal to prepare students to graduate from high school and continue on to college.

Respect for Self and Learning Perseverance

We believe that life skills are important in creating civic individuals. Ethics combined with perseverance help students confront challenges, avoid self-destructive behaviors, and make responsible decisions as they grow into adolescence and adulthood. Lessons are designed to inspire scholars to recognize their self-worth, take ownership of their actions, and feel empowered to get involved and make a difference in the world.

The development of perseverance is particularly key to our students’ long-term success. We explicitly emphasize this value, instilling the mantra that success requires hard work. We are charged with creating students who, when faced with difficult decisions or challenging situations, feel compelled to make thoughtful, informed decisions. They do not languish in indecision or avoid discomfort, they learn to confront problems early, apply strategies to mitigate them, and move forward with confidence. This mindset is reinforced daily by staff, who model and teach perseverance through academic tasks such as addressing errors on tests or revising homework. We cultivate learners who believe in their ability to focus, take risks, and persist. Through direct instruction and consistent support, students build the foundational skills to sit still, listen attentively, concentrate deeply, and organize themselves for success—both in and beyond the classroom.

Our goal is to ensure these skills translate into how students navigate the real-life challenges they will face, and most importantly, the decision to either drop out or stay in high school and move onto college. It is in these moments that a strong sense of character makes the greatest difference. At NHCA, we focus on developing students who have the comfort, confidence, and resilience to make informed choices and continue forward as self-motivated, lifelong learners.

Life Skills sets the academic tone of the Charter School by providing scholars a forum for learning how to problem solve, communicate, and listen to fellow students. During this dedicated time, teachers implement curriculum and structures that help students address real-life issues, whether these are neighborhood pressures, or concerns with school, family, or friends. Advisory sessions incorporate lessons on topics such as drug prevention or navigating difficult choices, using discussions, role-plays and guided reflection to support students in developing strategies to handle these situations.

Advisory also serves as a supportive space for students to process the demands of NHCA’s rigorous academic program and the broader life challenges they may face. It fosters connection, reflection, and a sense of belonging, ensuring students have the emotional and practical tools to thrive both in and out of school.

Academic and Respectful Community: Respect for Others and the World Around Us

Justice, fairness, and equity are foundational values and are infused through school culture and rituals. New Horizons Charter Academy students learn about nonviolent social movements for justice, and how-to problem solve with one another without using violence, and instead with respect for self, perseverance, and respect for others.

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

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

PHYSICAL EDUCATION AND HEALTH (NON-CORE)

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

Secondary School Grades

Course Sequence

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

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

INDEPENDENT STUDY

NHCA will allow students to participate in “short-term” independent study, and shall comply with the requirements of Education Code Section 51744, et seq. Participation is voluntary, and a classroom option will always be available.

Short-term independent study may be approved to ensure academic continuity during absences of more than one (1) school day due to health-related concerns, parent work travel, family emergencies, or other unforeseen circumstances, and must be approved by the Principal or designee. Instruction will be aligned to grade-level standards and designed to be substantially equivalent to in-person learning.

TECHNOLOGY

New Horizons Charter Academy is committed to a sound technology program using state-of-the-art equipment selected specifically to meet the needs of our student population. Technology is not taught in isolation, but rather as an integral part of our blended learning model, where students engage with digital tools alongside direct instruction to deepen understanding, personalize learning, and develop academic independence. As students research, investigate, and explore the vast array of technology tools available in every classroom, they become proficient, comfortable, and confident in their effective use. NHCA staff continuously explore best practices for integrating technology into instruction, operating from the belief that a rigid, step-by-step program is the least effective approach for fostering confident, competent users.

Students in the 21st century must be technologically literate—that is, they need to know how to use computers in the ways professionals use them daily. All students receive explicit instruction in basic typing skills as well as key programs including Word, Excel, PowerPoint, Prezi, Google Docs, Spreadsheets, Slides, Classroom, Drive, and email. Instruction is integrated across core content areas such as reading, writing, science, and social studies. By the time they enter high school, students are proficient with these programs and possess the technological literacy necessary to support their academic goals and personal interests.

Students use computer-based learning programs to master foundational literacy skills. Then

students use computers for research and fact-finding to complete assigned projects and homework. Technology instruction is integrated into the core curriculum and used for testing. We currently have a computer cart for each classroom, which includes computers for each student. Over the past three years, we have built our technology infrastructure to allow for more bandwidth and access points for wireless Internet. With the roll out of Common Core and Smarter Balance testing, we have invested substantially in technology, training and infrastructure. Technology training is headed by NHCA lead teachers and Assistant Principal (or other employee designated by the ED/Principal), including Director of Operations. Training may also be provided by experts in technology provide professional development. Training includes PowerPoint, Prezi, Google Classroom and Google Docs/Slides/Sheets and Google Drive, typing, literacy and math online programs, and keyboard basics. Students take assessments in both ELA and Math online via our Illuminate database. These assessments are created by teachers from a Common Core aligned item bank and include quizzes, tests, and interim assessments. These online assessments help students prepare to take state online tests by helping them feel comfortable with the format, speed, and rigor of questions.

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

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

Online text versions may be transformational because as students read literature works using technology, they can access the footnotes to expand their understanding of textual analysis, can access the notepad in their devices and respond to passages to provide examples of literary devices

such as simile, metaphor, tone, conflict, etc. Online text versions may be transformational because the students may also be able to access YouTube in education to view examples of some movie clips about their literature selections so that they see printed text in a more visual format to understand and enjoy their literature selections and discuss them more critically with their peers.

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

INSTRUCTION

New Horizons Charter Academy recognizes the critical role teachers play in determining a student's success and anchors its blended learning model in strong, teacher-led instruction. Direct instruction remains central, providing clear, explicit teaching of concepts, while small-group, individualized, and technology-enhanced learning opportunities extend and deepen understanding.

In this model, teachers leverage digital tools and adaptive software to personalize learning pathways, while also delivering targeted mini-lessons, guided practice, and real-time feedback. This balance between live instruction and online learning ensures that students benefit from both the expertise of highly effective educators and the flexibility of differentiated, data-driven learning experiences.

Research consistently shows that teacher effectiveness is one of the most significant factors influencing student achievement, often outweighing variables such as class size and socioeconomic status (Darling-Hammond, 2010). NHCA's commitment to continuous professional development, data-informed instruction, and instructional coaching ensures that teachers are equipped to deliver high-quality lessons that drive academic growth for all learners.

To refine and align the instructional practice of the entire teaching staff, *Data Works*, an educational research group, has worked with teachers to implement its "Explicit Direct Instruction" ("EDI") methodology. Although similar to the seven-step lesson plan format, EDI places significant emphasis on the consistent incorporation of SDAIE and cognitive strategies, while incorporating insights from recent studies in brain research. EDI approach places ongoing checks for understanding echoing student responses and allowing adequate wait time for answers, which are strategies that are especially effective for NHCA's large population of ELs. Our teachers and other selected staff members will be trained in EDI classroom coaching techniques which will also include lesson plan development, strategies, use of resources, classroom observation and timely feedback.

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

INSTRUCTIONAL METHODS AND STRATEGIES

The instructional methods and strategies at New Horizons Charter Academy draw upon research-based practices and proven models demonstrated to be effective in schools serving similar populations of students. Like these high performing schools, New Horizons Charter Academy, share the following key characteristics:

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

HOW THE CHARTER SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF STATE STANDARDS

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

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

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

TRANSITIONAL KINDERGARTEN

New Horizons Charter Academy believes that students who are enrolled in Transitional Kindergarten (“TK”) should have time and space to develop intellectual and social-emotional skills and abilities so that they have a solid foundation and are confident to begin Kindergarten the following year. When justified by enrollment, we have a separate TK classroom and curriculum so that we can meet the needs of each individual student and create a cohesive classroom community. During this TK year, students will be working towards the Kindergarten standards, using age and developmentally appropriate instructional strategies, and Kindergarten curriculum materials. NHCA shall meet the staffing requirements of Education Code Section 48000(g) in TK classrooms.

Students who enroll in NHCA who will have their 4th birthday by September 1 are offered a space in one of our TK/Kindergarten combinations classes or a stand-alone TK class if offered, based on enrollment. During the subsequent school year, a TK student may become a Kindergartener.

Implementation of this plan is as follows:

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

ACADEMIC CALENDAR AND SCHEDULES

Academic Calendar

New Horizons Charter Academy aligns its school calendar closely with LAUSD school calendar. NHCA begins in the middle of August and runs through the middle of June. The Charter School calendar shares nearly all vacations and holidays with the Los Angeles Unified School District (except for Spring Break) and includes 180 days of school instruction. The school day begins at 8:00 am and ends at 3:00 pm. The design of the academic year supports the mission of the Charter School. To begin planning for the year, teachers report in August for professional development. In total, we provide 10 paid professional development days before, during, and after the school year to ensure our teachers receive training and development necessary to create the excellent instructional practice on which our success depends. In addition, our year is divided into four quarters. Report cards are sent out at the conclusion of each quarter, to ensure effective communication regarding each student’s progress. Below is the draft 2026-27 school calendar for more details. The instructional days are listed each month with a total of 180 days.

New Horizons Charter Academy

2026-2027 Draft Calendar

 PD
 School Closed
 Minimum Day
 School Events
 180 Instructional + 10 PD = 190

July						
S	M	T	W	T	F	S
			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	

July 4th - Independence Day

August						
S	M	T	W	T	F	S
						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					

August 5th-7th PD Day
 August 10th-11th PD Day
 August 12th - First Day of School
 August 21st - Admissions Day

September						
S	M	T	W	T	F	S
		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			

September 7th - Labor Day
 September 21st - Unassigned Day

October						
S	M	T	W	T	F	S
				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

October 16th - Quarter 1 Ends
 Oct 26th - Pupil Free Day
 Oct 28th - Parent Conf: Early release Day

November						
S	M	T	W	T	F	S
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				

November 11th - Veterans Day
 November 20th - Minimum Day
 November 23rd- 27th- Thanksgiving Break

December						
S	M	T	W	T	F	S
		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		

December 18th - Minimum Day 12:00 pm
 December 18th - Quarter 2 ends
 December 21st - January 4 - Winter Break

January						
S	M	T	W	T	F	S
					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						

January 5th - Pupil Free Day
 January 18th - Martin Luther King Day
 January 20th - Parent conf: Early Release Day

February						
S	M	T	W	T	F	S
	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						

February 15th - Presidents Day

March						
S	M	T	W	T	F	S
	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			

March 12th - Q3 ends
 March 19th - Minimum Day
 March 22nd - April 2nd - Spring Break

April						
S	M	T	W	T	F	S
				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	

April 2nd - Cesar Chavez Day
 April 5th - Pupil Free Day
 April 14th - Parent Conf: Early Release Day
 April 23rd - Armenian Genocide Remembrance Day

May						
S	M	T	W	T	F	S
						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					

May 25th - Memorial Day

June						
S	M	T	W	T	F	S
		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			

June 8th - 8th Grade Culmination: Minimum Day
 June 9th Last Day of School: Minimum Day 12:00 pm
 June 10th - 11th Teacher PD
 June 19th - Juneteenth

New Horizons Charter Academy Class Schedules

Below is a comprehensive set of sample daily schedules for TK/Kindergarten through 8th grade, including schedules for regular, early dismissal, late start and minimum days.

Sample Schedules TK – Kindergarten and Instructional Minutes

Sample Schedules TK – Kindergarten and Instructional Minutes			
Schedule Type	Number of Days	Minutes per Day	Total Minutes
Regular	101	275	27,775
Late Start Tuesdays	37	245	9,065
Modified Wednesdays (early dismissal)	34	230	7,820
Minimum Day/Parent Teacher Conferences	8	230	1,840
Total Instructional Minutes			46,500

Monday, Thursday, Friday	Start	End	Minutes
Recess/Nutrition	8:30	8:45	(15)
Physical Education	8:45	9:00	15
ELA including Designated ELD	9:00	10:30	90
Math	10:30	11:30	60
PE/Art	11:30	12:35	65
Lunch	12:35	1:15	(40)
Science/Social Studies/ Integrated ELD	1:15	2:00	45
Total Minutes	275		

Late Start Tuesday	Start	End	Minutes
Physical Education	9:00	9:15	(15)
Recess/Nutrition	9:15	9:30	15
ELA including Designated ELD	9:30	10:30	60
Math	10:30	11:45	75
PE/Advisory/Art	11:45	12:35	50
Lunch	12:35	1:15	(40)
Science/Social Studies/ Integrated ELD	1:15	2:00	45
Total Minutes	245		

Modified Day Wednesday	Start	End	Minutes
Science/Social Studies/ Integrated ELD	8:30	8:00	30
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:30	120
Math	11:30	12:35	65
Lunch	12:35	1:15	(40)
Dismissal	1:15	1:15	
Total Minutes	230		

Minimum Day & Parent Conference	Start	End	Minutes
Recess/Nutrition	8:30	8:45	(15)
Physical Education	8:45	9:00	15
ELA including Designated ELD	9:00	10:20	80
Math	10:20	11:30	70
Science/Social Studies/ Integrated ELD	11:30	12:35	65
Lunch/Dismissal	12:35	1:05	(30)
Total Minutes	230		

Sample 1 st – 3 rd Grade Schedules and Instructional Minutes			
Schedule Type	Number of Days	Minutes per Day	Total Minutes
Regular	101	305	30,805
Late Start Tuesdays	37	275	10,175

Modified Wednesdays (early dismissal)	34	250	8,500
Minimum Day/Parent Teacher Conferences	8	240	1,920
Total Instructional Minutes			51,400

Monday, Thursday, Friday	Start	End	Minutes
Enrichment/Intervention	8:30	9:00	30
Recess/Nutrition	9:00	9:15	(15)
ELA including Designated ELD	9:15	11:20	125
Math	11:20	12:30	70
Lunch	12:30	1:10	(40)
Physical Education	1:10	1:45	35
Science/Social Studies/Integrated ELD	1:45	2:30	45
Total Minutes	305		

Late Start Tuesday	Start	End	Minutes
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:20	110
Math	9:20	12:27	67
Lunch	12:27	1:07	(40)
Science/Social Studies/Integrated ELD	1:07	1:47	40
PE/Art	1:47	2:30	43
Total Minutes	275		

Modified Day Wednesday	Start	End	Minutes
Science/Social Studies/Integrated ELD	8:30	9:00	30
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:20	110
Math	11:20	12:30	70
Lunch	12:30	1:10	(40)
Advisory/SSR	1:10	1:35	25
Total Minutes	250		

Minimum Day & Parent Conference	Start	End	Minutes
Science/Social Studies/Integrated ELD	8:30	9:00	30
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:15	105
Math	11:15	12:45	90
Lunch/Dismissal	12:45	1:15	(30)
Total Minutes	240		

Sample 4th – 5th Grade Schedules and Instructional Minutes			
Schedule Type	Number of Days	Minutes per Day	Total Minutes
Regular	101	335	33,835
Late Start Tuesdays	37	305	11,285
Modified Wednesdays (early dismissal)	34	265	9,010
Minimum Day/Parent Teacher Conferences	8	255	2,040
Total Instructional Minutes			56,170

Monday, Thursday, Friday	Start	End	Minutes
Math	8:15	9:00	45
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:30	120
Social Studies/ Integrated ELD	11:30	12:25	55
Lunch	12:25	1:05	(40)
Advisory/SSR	1:05	1:45	40
Physical Education/Art/Science	1:45	2:45	60
Total Minutes	335		

Late Start Tuesday	Start	End	Minutes
Physical Education	8:45	9:15	30
Recess/Nutrition	9:15	9:30	(15)
Math	9:30	10:45	75
ELA including Designated ELD	10:45	12:30	105
Lunch	12:30	1:10	(40)
Advisory/SSR	1:10	1:50	40
Science/Social Studies/ Integrated ELD	1:50	2:45	55
Total Minutes	305		

Modified Day Wednesday	Start	End	Minutes
Science/Social Studies/ Integrated ELD	8:15	9:00	45
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:20	110
Math	11:20	12:30	70
Lunch	12:30	1:10	(40)
Art/Science/PE	1:10	1:35	25
Total Minutes	265		

Minimum Day & Parent Conference	Start	End	Minutes
Science/Social Studies/ Integrated ELD	8:15	9:00	45
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:15	105
Math	11:15	12:45	90
Lunch/Dismissal	12:45	1:15	(30)
Total Minutes	255		

Sample 6th – 8th Grade Schedules and Instructional Minutes			
Schedule Type	Number of Days	Minutes per Day	Total Minutes
Regular	101	335	33,835
Late Start Tuesdays	37	305	11,285
Modified Wednesdays (early dismissal)	34	265	9,010
Minimum Day/Parent Teacher Conferences	8	240	1,920
Total Instructional Minutes			56,050

Monday, Thursday, Friday	Start	End	Minutes
Social Studies/ Integrated ELD	8:15	8:45	30
Recess/Nutrition	8:45	9:00	(15)
Physical Education	9:00	9:15	15
ELA including Designated ELD	9:15	11:15	120
Science	11:15	12:25	70
Advisory/SSR	12:25	12:55	30
Lunch	12:55	1:35	(40)
Physical Education/Arts/STEM	1:35	2:45	70
Total Minutes	335		

Late Start Tuesday	Start	End	Minutes
Physical Education	8:45	9:15	30
Recess/Nutrition	9:15	9:30	(15)
Math	9:30	10:45	75
ELA including Designated ELD	10:45	12:55	130
Lunch	12:55	1:35	(40)
Advisory/SSR	1:35	2:15	40
Science/Social Studies/ Integrated ELD	2:15	2:45	30
Total Minutes	305		

Modified Day Wednesday	Start	End	Minutes
Science/Social Studies/ Integrated ELD	8:15	9:00	45
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:30	120
Math	11:30	12:55	85
Lunch	12:55	1:35	(40)
Total Minutes	265		

Minimum Day & Parent Conference	Start	End	Minutes
Science/Social Studies/ Integrated ELD	8:15	9:00	45
Recess/Nutrition	9:00	9:15	(15)
Physical Education	9:15	9:30	15
ELA including Designated ELD	9:30	11:15	105
Math	11:15	12:30	75
Lunch/Dismissal	12:30	1:00	(30)
Total Minutes	240		

INSTRUCTIONAL DAYS AND MINUTES

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

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	101	275	34	230	8	230	37	245	180	36,000	46,500	10,500
1	Yes	101	305	34	250	8	240	37	275	180	50,400	51,400	1,000
2	Yes	101	305	34	250	8	240	37	275	180	50,400	51,400	1,000
3	Yes	101	305	34	250	8	240	37	275	180	50,400	51,400	1,000
4	Yes	101	335	34	265	8	255	37	305	180	54,000	56,170	2,170
5	Yes	101	335	34	265	8	255	37	305	180	54,000	56,170	2,170
6	Yes	101	335	34	265	8	240	37	305	180	54,000	56,050	2,050
7	Yes	101	335	34	265	8	240	37	305	180	54,000	56,050	2,050
8	Yes	101	335	34	265	8	240	37	305	180	54,000	56,050	2,050

PROFESSIONAL DEVELOPMENT

NHCA provides a comprehensive, ongoing program of professional development designed to ensure teachers have the skills, knowledge, and capacity to deliver the Charter School's instructional program effectively. Our approach is data-driven, collaborative, and responsive to both student needs and teacher feedback, ensuring continuous growth in instructional quality and student outcomes.

Professional Development is initiated based on the following:

- Findings from student performance data, based on student needs and school culture.
- Feedback and request made from our teaching faculty.
- Observations from our Leadership Team, focusing on effective, research-based pedagogy.
- Schoolwide priorities identified by Executive Director/Principal needs.
- Targeted PD to address emerging trends and annual goals.

Goal Setting and Coaching

Each summer school wide goals are developed with staff input, creating a scope and sequence for the year. Goals fall into three categories:

- Culture: Indicators of strong student culture of student engagement
- Leadership: Openness to feedback, professionalism, and leadership demonstration
- Instructional Goal: Class-wide and student group proficiency targets set by each teacher

The Leadership Team provides ongoing coaching and support to help teachers meet these goals, offering feedback, modeling effective strategies, and collaborating on solutions throughout the year. Coaching is responsive to teacher needs and may include classroom visits, co-planning, modeling lessons, or analyzing student work together, ensuring each teacher receives personalized guidance to strengthen practice and improve student outcomes.

Embedded Professional Learning

Professional development at New Horizons Charter Academy is embedded into the school year to ensure that learning is continuous, collaborative, and directly connected to instructional practice. All programs and schoolwide initiatives receive ongoing support from vendors, consultants, and internal leadership. A trainer-of-trainers model maximizes resources, with Lead Teachers serving as mentors and facilitators for their peers.

NHCA dedicates weekly professional development sessions every Wednesday afternoon following early dismissal, providing structured time for training, collaboration, and implementation of new strategies. In addition, Late Start Tuesdays offer 75 minutes for teachers to work together on curriculum planning, unpacking standards, and analyzing assessment data to inform instruction.

An additional goal of the NHCA's embedded PD model is to build a foundation for academic and social success for all students through a language-rich learning environment where hands-on experiences and research-based strategies intersect. Teachers engage in ongoing academic

research to strengthen their practice, regularly presenting “Data Stories” during PD to share strategies, student progress, and best practices. During grade-level meetings, teachers are encouraged to exchange research-based findings, plan differentiated instruction, and discuss relevant educational articles to deepen their instructional approach.

Key structures to NHCA embedded professional development include:

- Weekly PD sessions on Wednesdays following early dismissal
- Late Start Tuesdays dedicate focused collaboration time, curriculum mapping and data analysis
- Daily Planning time supports teacher peer to peer and leadership
- Non-instructional professional development days, for data review, curriculum planning, analysis of student work, participate in educational workshops, conduct parent conferences, and site visits to high performing schools.

To ensure that embedded professional development is consistently applied and tied to measurable growth, NHCA utilizes *The College-Ready Promise* (TCRP) Framework, which provides a comprehensive observation and evaluation system for teachers, supported by detailed rubrics accessible via tablet or laptop. This platform functions as an additional “virtual coach,” enabling teachers to set, track, and drive professional growth through personalized development plans. For instructional coaches, TCRP offers a flexible tool to streamline and enhance coaching and collaboration, including a “walk sheet” feature that organizes the most actionable feedback and next steps. For administrators, the system delivers a structured feedback process aligned to 39 performance indicators across four domains. Data from TCRP can be viewed at the organizational level or disaggregated to the individual teacher, allowing leaders to monitor performance trends, set organization-wide priorities, and focus on targeted areas for improvement. The platform’s visual graphs and analytics make progress easy to track, ensuring that data is actionable for administrators, coaches, and teachers alike.

Examples of professional development topic and training includes the following:

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

- Workshops through Building Excellent Schools
- Workshops from Uncommon Schools
- Increasing Student Talk (teacher-centered instruction)
- NWEA Assessments

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

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

Annual Professional Development Commitment

NHCA schedules three to five full days of professional development for all certificated staff before the start of the school year, along with ongoing PD sessions throughout the academic year. Teachers also participate in three pupil-free days dedicated to professional learning. Staff are encouraged to attend external workshops and conferences to further expand their instructional skills. The Instruction Committee, an advisory body to the Board of Directors, recommends PD priorities based on benchmark assessment data and other standardized measures, with final approval granted by the Board. This process ensures that all PD activities remain aligned with student needs, school priorities, and NHCA's mission of continuous instructional improvement.

Teacher Recruitment

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

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

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

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

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

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

To attract and retain outstanding teachers, teachers are regarded as respected professionals. They

receive competitive compensation packages and have regular access to computer technology, telephones, voicemail, email, and other necessary instructional resources.

To ensure that all teachers are effective in delivering NHCA’s educational program, the Charter School provides ongoing supervision, frequent observations, and regular feedback focused on content delivery, classroom management, and the use of student achievement data to individualize instruction. Teachers collaborate during common planning periods and Friday professional development sessions to align instruction to State Standards, adapt curriculum based on data, and review the progress of individual students often in partnership with parents to provide rigorous, data-driven support.

New teachers are paired with experienced mentors and participate in comprehensive orientation and training before the school year begins. As part of the Annual Professional Development Commitment—three to five days of PD prior to the first day of school—new teachers receive targeted training in the blended learning model, PBIS, expectations and evaluation processes, the TCRP framework, and the employee handbook. Additional training and support, including assistance with completing a new teacher induction program, are provided throughout the year to ensure that every teacher, new or veteran, has the skills, resources, and collaborative support to deliver high-quality instruction from day one.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

New Horizon’s Charter Academy is committed to ensuring English Learners (ELs), including Long Term English Learners (LTELs) and English Learners at risk of becoming LTELs receive comprehensive supports needed to achieve English proficiency and full access to grade level content. The Charter School complies with all state and federal requirements 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 ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. NHCA has adopted the LAUSD EL Master Plan.

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

Supporting our EL students, requires that we take an approach that will ensure the quickest

acquisition of English while also respecting the culture and home language of our students. In order to reach the goal of strong English fluency and respect for the mother language of our native speakers, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. NHCA helps students recognize that their bilingual capacity is an asset, an admirable and necessary skill for success in school and beyond. Teachers and leadership communicate to parents in Spanish and Armenian as needed, while instruction in core content areas is delivered in English. In addition, Spanish and Armenian are taught at NHCA as an enrichment course.

Process for Identifying EL Students

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

Home Language Survey

NHCA will administer the HLS upon a student’s initial enrollment into a California public school (on enrollment forms). The home language survey consists of the following four questions:

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

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

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The home language survey is completed in a language other than English, including spelling the word “English” in another language (e.g. Ingles)
- Student initiates interaction with their parents/guardians in a language other than English

- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program for fifteen (15) days, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English based on classwork, assessments, and teacher/staff observation

The English language proficiency of all currently enrolled EL's is assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's Individualized Education Program ("IEP") or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. New Horizons Charter Academy notifies parents of the Charter School's responsibility to conduct ELPAC testing and informs parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Students are classified along four ELPAC proficiency levels ranging from Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed, which are aligned with the 2012 California ELD Standards. These levels are described in the following table.

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

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

Following identification and classification, students are placed into NHCA’s comprehensive program of Designated and Integrated ELD, ensuring targeted language development and access to the core curriculum

Educational Program for English Language Acquisition

All EL students learn with all other students in the classroom during instructional time. Our direct-instruction program is geared to all literacy learners, especially EL students. Instruction is differentiated in alignment with the stages of English language development as measured by the ELPAC and described in the California ELD Standards. Teachers use modeling, graphic organizers visuals and other scaffolds to support students’ recognition of essential information in all academic subjects. They are mindful of students’ stages of language acquisition and design lessons that integrate vocabulary development, oral language, reading, and writing into daily learning activities.

Teachers work with EL students though daily reading, writing, and discussion activities to

determine each student's literacy habits and skills. Three relevant themes guide the Charter School's English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

To ensure equitable access to core curriculum, NHCA provides both Designated and Integrated ELD. During Designated ELD, which takes place within the daily ELA block, students receive focused instruction in the California ELD Standards for a minimum of 30 minutes per day. Instruction is grouped by proficiency level, with explicit lessons supported by McGraw-Hill's ELD curriculum and IStation leveled literacy interventions. Designated ELD is delivered by both the classroom teacher and the reading intervention specialist, ensuring that students benefit from small-group, targeted support.

Integrated ELD occurs throughout the instructional day as teachers embed ELD Standards in content instruction using SDAIE strategies, modeling, and structured academic discussions so that students simultaneously build academic English and access grade-level content. Integrated ELD takes place in the general education classroom and is led by the general education teacher, allowing students to develop academic English while fully engaging in grade-level content.

Collaboration is an essential component of NHCA's program. Because teachers share instruction (different teachers for different subjects) for all students, they are able to lesson plan together and collaborate on how to meet the needs of individual students. Teaching is made public as all teachers work together to meet the needs of every student. Grade level teams plan lessons together identify opportunities for integrating ELD standards across subjects, and design small group instruction based on ongoing assessment data. As a result of this collaborative planning, students are placed into flexible reading groups that rotate among teachers, enabling targeted instruction in specific skills and strategies. This structure allows teachers to focus their efforts on small groups, ensuring that students receive instruction tailored to their needs. These practices are particularly critical in supporting NHCA's significant English Learner population in becoming English proficient. Teachers utilize IStation diagnostics and McGraw-Hill's ELD curriculum, along with other leveled literacy interventions, to monitor progress and provide additional support as needed.

Through this intentional blend of designated instruction, integrated supports, and collaborative planning, NHCA provides English Learners with the tools to develop academic English proficiency and succeed in all content areas. The program is designed not only to accelerate language acquisition, but also to ensure that English Learners are fully included, engaged, and prepared for reclassification and long-term academic achievement.

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

Our programs to support ELs are based on the California ELD Standards. EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Students are expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the ELPAC.

Additionally, teachers of ELs assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

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

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

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

Six Key Strategies for Teachers of English Learners¹

1) Vocabulary and Language Development

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

2) Guided Interaction (collaborative learning)

- a. Teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
- b. Teachers provide students with opportunities to negotiate meaning from language and text and to work in cooperative pairs or groups to develop problem-solving and social skills.
- c. Teachers group students flexibly, at times working in heterogeneous groups and at times not.

3) Metacognition and Authentic Assessment

- a. Rather than having students simply memorize information, teachers model and

¹ Adapted from Alliance for Excellent Education. (December 2005). *Case study on the New Teacher Center, University of California at Santa Cruz; and Project GLAD (Guided Language Acquisition Design).*

- explicitly teach thinking skills (metacognition) crucial to learning new concepts.
 - b. Teachers use a variety of activities to check for student understanding, acknowledging that students learning a second language need a variety of ways to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.
 - c. Teachers “make thinking public,” the metacognitive aspect of teachers and students modeling how an answer was arrived at, not merely what the correct answer was.
- 4) Explicit Instruction**
- a. Teachers utilize direct teaching methods to teach concepts, academic language, reading comprehension strategies, text patterns, vocabulary, writing patterns, and decoding skills needed to complete classroom tasks.
- 5) Meaning-Based Context and Universal Themes**
- a. Teachers incorporate meaningful references from the students’ everyday lives and use them as springboards to interest them in academic concepts.
 - b. Teachers create classroom environments that provide authentic opportunities for use of academic language.
 - c. Teachers provide students with opportunities to activate and focus prior knowledge via inquiry charts, brainstorming, and clustering.
- 6) Modeling, Graphic Organizers, and Visuals**
- a. Teachers regularly utilize a variety of visual aids, graphic organizers (such as *Thinking Maps*), pictures, diagrams, summaries, and charts to help English learners easily recognize essential information and its relationship to supporting ideas.

Teachers receive professional development during summer training and throughout the year on implementing these strategies effectively with students who are English learners including:

Modified speech: slower speech rate, clear enunciation, controlled vocabulary, use of cognates, limited use of idiomatic speech and words with double meaning defined

Contextual clues: gestures, facial expressions, acted-out meaning, and use of color-coded materials and graphic organizers.

Multisensory experiences: realia, props, manipulatives, audio-visual resources, hands-on activities, demonstrations, and projection tools.

Comprehensible input: graphic organizers (maps, charts, graphs), word banks with picture clues, visual displays, word origin explanations, and use of examples and analogies.

Frequent comprehension checks: targeted questions and varied response modes (e.g., whiteboards, thumbs up/down) to monitor understanding.

Formative assessment: confirmation checks, clarification requests, repetition, expansion of responses, and use of diverse question types.

Summative assessment: use of multiple modalities to assess mastery, review of key vocabulary

and concepts, and final products that reflect understanding and synthesis.

Appropriate lesson design: alignment with fluency levels, scaffolding, oral language before written tasks, structured reading and writing activities, cooperative learning, pacing, modeling, study skills instruction, text adaptation, critical thinking, native language support when available, and extension activities.

Content-driven: rigorous, grade-appropriate curriculum organized around central themes and aligned with core academic standards.

Through this integrated approach grounded in the CA ELD Standards, supported by ongoing professional development, and informed by ELPAC data, NHCA ensures that English Learners develop academic English proficiency, access grade-level content, and make steady progress toward reclassification.

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

New Horizons Charter Academy ensures all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. Instruction is differentiated according to student proficiency levels, Emerging, Expanding, and Bridging, as measured by ELPAC results and classroom assessments.

Teacher professional development focuses on building strategies to build EL students' reading, writing, listening and speaking skills while ensuring meaningful access to the core curriculum. Strategies to assist EL students in each classroom includes front loading content area vocabulary, using graphic organizers, pairing students with an English proficient student partner, and providing 1:1 or small group support through teacher assistants. These strategies are applied flexibly to match student proficiency levels and to scaffold access to rigorous, grade-level academic standards. For students not making sufficient progress toward proficiency, additional interventions are provided, such as targeted small-group instruction, leveled literacy intervention, or referral to the Student Success Team (SST) for individualized academic support.

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

Teachers regularly evaluate student progress using formative and summative assessment data specific to English Learners (ELs). Assessment results are used to inform and adjust instructional practices to better meet the needs of each student. To document progress, each teacher receives an ELD folder for every EL student. These folders are used to monitor individual progress at the student's targeted ELD level and include work samples and evidence of mastery toward ELD standards. Teachers submit portfolios for review three times a year.

In addition to ELD folders, a Master Plan folder is created and maintained in each student's cumulative file. This folder documents EL status, ELPAC test history, parental notifications, and final reclassification decisions. It also archives prior ELD folders, benchmark reading levels, and other relevant records such as attendance, CAASPP scores, and class program information. Teachers review each student's Master Plan folder at the beginning of the fall semester to gain the most accurate reflection of progress to date. The school's goal is for each EL student to advance

by at least one proficiency level per year on the ELPAC until reclassification is achieved.

Annually, teacher leaders, administration, and the Board evaluate the Charter School’s English Learner program. This evaluation includes surveying teachers, students, and parents; analyzing reclassification rates; and reviewing assessment data to determine program effectiveness. The Executive Director, Assistant Principal (or designee), and other relevant executive-level staff (including the Director of Operations) meet to review reclassification procedures, ELPAC testing processes, and coordinator assignments, as well as methods for communicating results to students and families. Recommendations for improvement are identified and incorporated into the program for the following school year. This annual evaluation occurs at the end of the year or during the summer months prior to the start of school.

RECLASSIFICATION PROCEDURES

New Horizons Charter Academy reclassification criteria are:

Criteria	Grades K-1	Grades 2-5	Grades 6-8
Annual ELPAC	Overall Summative ELPAC Performance Level 4 (or Alt. ELPAC Level 3)	Overall Summative ELPAC Performance Level 4 (or Alt. ELPAC Level 3)	Overall Summative ELPAC Performance Level 4 (or Alt. ELPAC Level 3)
Grade-Level Basic Skills	DIBELS 8 – End of Year Benchmark or Above Benchmark on all assessed measures Supplemental: NWEA benchmarks and/or CAASPP	i-Ready Reading Diagnostic – Approaching Grade Level or Higher, or ELA SBA Standard Met/Exceeded Supplemental: NWEA benchmarks	i-Ready Reading Diagnostic – Approaching Grade Level or Higher, or ELA SBA Standard Met/Exceeded Supplemental: NWEA benchmarks
Teacher Evaluation	ELA composite score of 3 or 4	Grade of C or better in English or LTEL/ELD course	Grade of C or better in English or LTEL/ELD course
ELD Level (Supplemental)	Completed early advanced level based on site-level benchmark assessments and additional student work samples	Completed early advanced level based on site-level benchmark assessments and additional student work samples	Completed early advanced level based on site-level benchmark assessments and additional student work samples
Progress Report (Supplemental)	Marks of 3 or 4 (Meeting/Exceeding) in ELA domains	Marks of 3 or 4 (Meeting/Exceeding) in ELA domains, and C or better in English and ELD (if applicable)	C or better in English and ELD (if applicable)
Parent Consultation	Parent-teacher conference (Parent opinion/consultation)	Parent-teacher conference (Parent opinion/consultation)	Parent-teacher conference (Parent opinion/consultation)
SSPT Review	Required if student meets ELPAC + basic skills but not teacher evaluation	Required if student meets ELPAC + basic skills but not teacher evaluation	Required if student meets ELPAC + basic skills but not teacher evaluation

RECLASSIFICATION GOAL: It is New Horizons Charter Academy’s goal that students are reclassified within three years through targeted instruction and assessment, in alignment with the Los Angeles Unified School District EL Master Plan. For students enrolled at NHCA beginning

in Transitional Kindergarten, this provides the opportunity for re-designation well before they would otherwise be identified as Long-Term English Learners (LTELs). For students who enroll later and whose language development is still at the Minimally Developed or Somewhat Developed stages on the ELPAC, NHCA provides additional interventions with the goal that students advance one to two proficiency levels per year, remaining on track for reclassification during their TK–8 education.

The Executive Director/Principal monitors the school’s reclassification rate and adjusts the academic program if targets are not met. The leadership team also continually monitors the progress of Reclassified Fluent English Proficient (RFEP) students to ensure sustained success, English Learners (ELs) to track ongoing progress toward reclassification, and Long-Term English Learners (LTELs) and students at risk of becoming LTELs to ensure they are making adequate growth in language acquisition.

Staff meet regularly to monitor student progress using multiple measures, including trimester NWEA MAP Growth results, ELPAC scores, IStation reading levels, end-of-unit writing assessments, and authentic work samples from ELD instruction. Based on a comprehensive analysis of this data, individualized goals are established for each student. When students do not meet established goals, NHCA provides additional supports such as small-group or one-on-one intervention, targeted coursework in literacy and language development, and Student Success Team (SST) meetings to create wraparound plans in partnership with families. Students with disabilities are reclassified in accordance with District policy and IEP team recommendations, ensuring equitable access to reclassification opportunities.

ELPAC Testing

All students who indicate that their home language is other than English will be tested using the English Language Proficiency Assessments for California (“ELPAC”) within thirty days of initial enrollment and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient. The ELPAC consists of two assessments:

- Initial Assessment (IA): Administered once, within 30 calendar days of a student’s first enrollment in a California public school, the IA determines whether a student should be classified as an English Learner or Initially Fluent English Proficient.
- Summative Assessment (SA): Administered annually between February 1 and May 31, the SA measures an English Learner’s progress in developing English proficiency until reclassification criteria are met.

Both the IA and SA are administered across grade spans (K, 1, 2, 3–5, 6–8) and assess the domains of Listening, Speaking, Reading, and Writing. In grades K–1, all domains are administered individually, while in grades 2–8 the assessments are computer-based, with Speaking conducted one-on-one.

NHCA 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 Elementary and Secondary Education Act for annual English proficiency testing.

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

Strategies for English Learner Instruction and Intervention

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

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

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

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

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

Monitoring and Evaluation of Program Effectiveness

Regular, documented progress monitoring is essential to ensuring that English learners achieve both language proficiency and grade-level academic standards, ultimately becoming eligible for reclassification. English learners are assessed throughout the school year using a combination of formative and summative measures in language and literacy.

Each English Learner has an ELD folder maintained in their cumulative file. This folder includes ELPAC test scores, CAASPP results, copies of parental notifications, curriculum-based

assessments (e.g., McGraw-Hill ELD, IStation diagnostics), and work samples. Teachers update and review these folders each trimester, and they are formally reviewed annually upon receipt of state assessment results. Every certificated teacher with English learners in their class is responsible for monitoring and documenting each student's progress. The academic performance of students who have been reclassified as Fluent English Proficient is reviewed and documented twice annually to ensure sustained success. Students who do not demonstrate continued progress receive additional intervention and support, coordinated by the EL Specialist and classroom teachers.

NHCA places particular emphasis on monitoring Long-Term English Learners (LTELs) and students at risk of becoming LTELs. Their progress toward meeting ELD standards, reclassification criteria, and grade-level content expectations is reviewed more frequently, including mid-trimester progress checks by the EL Specialist and regular collaboration with classroom teachers. Students in grades 5–8 also meet individually with the ELD Specialist after new ELPAC scores are received to review their progress, set goals toward reclassification, and identify action steps. Families are kept informed of LTEL status and reclassification progress through annual notifications, parent meetings, and individual conferences, with additional support provided during the critical transition years in upper grades.

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

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

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

GATE Students and Students Achieving Above Grade Level

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

Identification

NHCA enrollment form has the following question: "Has student been Identified for Gifted and Talented Services - Yes or No". New Horizons Charter Academy pulls CALPADS ODS Report

5.3 to check if enrolling students have been identified as GATE from any previous schools attended.

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

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

Student Identification

If after referral and screening by NHCA's GATE review team, which is composed of the principal, the referring teacher and grade level partner. If it is determined that a student demonstrates intellectual, high ability, or special talent, the committee may recommend that the student be formally assessed and will include in that recommendation the type and manner of assessment. In cases wherein, the committee recommends that the student be assessed by an outside provider or the Los Angeles Unified School District, NHCA will pay for the assessment using monies allocated by the State for said purposes.

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

Meeting the Educational Needs

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

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

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

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

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

Monitoring Progress

The Charter School Principal takes the lead in monitoring the progress of all student groups, including those identified for GATE, and serves as the primary contact for parents. NHCA grade-level teachers and the Assistant Principal (or other employee designated by the ED/Principal) use the student information system to monitor the progress of gifted and talented students on all available external assessments such as CAASPP, ELPAC, Quarterly Internal Benchmarks, NWEA, and at each reporting period based on subject grade performance, as well as internal assessments such as the IStation Reading and IStation Math diagnostics, Freckle Diagnostics, and DIBELS (K-3).

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

Students Achieving Below Grade Level

Identification

New Horizons Charter Academy uses assessments such as the IStation Reading and Math, DIBELS, NWEA and SIPPS as part of our schoolwide Multi-Tiered Systems of Supports (MTSS) and universal screening process to identify students who may be at risk of achieving below grade level. Additionally, teachers, administrators, support staff, and parents may identify students as needing additional interventions at any time or students can self-refer.

Meeting the Educational Needs

NHCA meets the needs of these students using the three-tiered Response to Intervention (RTI) model with our MTSS framework. Tier one provides the primary prevention of more intensive interventions with high quality instruction that meets the needs of most students. A classroom teacher may identify students who need additional help and differentiate instruction in addition to implementing additional strategies. For students with low IStation Reading and Math, DIBELS, NWEA and SIPPS results, or for students who are not demonstrating adequate progress with classroom interventions, that student may be referred for a Student Success Team (SST) meeting. By examining student health, attendance, work and study habits, behavior, and/or language needs, the SST will determine if and what tier two interventions are necessary to support academics and/or socio-emotional development. The SST can be comprised of teachers (both general education and special education), parents, administrators, and the student, and they are responsible for developing a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher, small group instruction within the classroom setting, tutoring and intervention, as well as other intervention strategies for families to implement at home and outside of school. If at the initial SST meeting, or during follow up SST meetings to discuss student progress, the team determines that a student should be assessed for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes are reviewed with the parent and consent is sought to evaluate if a child meets the criteria for receiving additional support with special education services or for a Section 504 evaluation.

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

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

1. Team members introduce themselves and their roles, the lead is designated
2. Purpose and process of the meeting are stated
3. Timekeeper is appointed
4. Strengths are identified

5. Concerns are discussed, clarified and listed
6. Pertinent information and modifications are listed
7. Concerns are synthesized with one or two chosen for focus
8. Strategies to deal with are chosen; concerns are brainstormed
9. Team chooses best strategies to carry into actions
10. Individuals make commitments to actions
11. Person responsible and timelines for actions are recorded
12. Follow-up date is set

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

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

Monitoring Progress

Students achieving below grade level are monitored in a variety of ways. Those who are receiving in-class interventions are monitored by the classroom teacher(s) to determine the effectiveness of

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

Socioeconomically Disadvantaged/Low Income Students

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

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

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

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

Identification

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

Meeting the Educational Needs

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

Given that typically over 84% of our students qualify for free and reduced-price lunch, NHCA operates a school-wide Title I program and its instructional methodology and program are carefully created and chosen with this population in mind. NHCA School Leaders are primarily responsible for maintaining and analyzing assessments records to ensure we are meeting the needs of this targeted population. For individual students needing additional support, NHCA develops an Individual Learning Plan outlining the areas of strength and areas of need. If we are not meeting the instructional needs of the group as a whole, as indicated by cohort analysis of assessment data, we revise our curriculum as necessary to address our students' needs. New Horizons Charter Academy also designed its program so that all students will obtain access to the grade-level curriculum and there are also opportunities for students to obtain either intervention help during the regular school day or an accelerated curriculum during the regular school day for students who are ready for more challenging work. Additionally, after school intervention and/or summer school is provided for students who are academically behind. New Horizons Charter Academy also plans multiple outside experiential learning opportunities throughout the school year in order to provide all students with firsthand experience outside of the classroom in order to strengthen their "cultural currency" and enhance their understanding of their grade-level curriculum inside the classroom. Technology access for both students and teachers increases student engagement and allows our students to be not only consumers of technology, but producers as well. Parent education and involvement is encouraged, and parents take an active role in the education of their child by attending a variety of events including our Parent Empowerment Workshops, Parent Teacher Conferences, and Informational Meetings.

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

Monitoring Progress

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

Students with Disabilities

The District Required Language contains all provisions necessary to address matters related to

students with disabilities and special education.

Students in Other Subgroups

As noted throughout this petition, New Horizons Charter Academy is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. These students are identified through teacher/family/staff referral. New Horizons Charter Academy provides extensive support for these students in the context of our entire caring, supportive school community. As detailed above, our SST process and teacher training ensure that all students with special needs are promptly identified and provided the support they need, including referrals for students and their families to outside support organizations such as The Salvation Army. While homeless, foster care or other students are not “statistically significant,” we track these students’ progress both individually and as a group(s) within our data system and analysis process, as we do all other students.

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

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

Hispanic or Latino and African-American

The design of New Horizons Charter Academy is geared specifically towards the needs of students from the Van Nuys and surrounding community. We provide the structural, programmatic, and

curricular elements that enable teachers to bridge their students' academic gaps and demonstrate strong academic achievement at all grade levels - regardless of background. Instructional methods and educational components at New Horizons Charter Academy are designed to address the needs of this population, as the design of the Charter School has taken best practices for this population.

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

Monitoring Progress

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

As with all subgroups, student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, NHCA implements strategies described in other sections of this petition such as tiered supports, targeted interventions and designated/integrated ELD. Staff also identify students and families who might need additional resources and connect them to school based supports, including referrals to community service organizations. Progress for these students is monitored and documented with the same frequency and rigor as for all students, and services are adjusted as needed.

A TYPICAL DAY FOR A NHCA STUDENT

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

Students are engaged in using manipulatives to solve math problems, creating models and dioramas, and charting results from their tests of hypotheses. Student musicians, singers, dancers, artists, writers, and actors are heard creating, practicing, performing, reading aloud, and critiquing. All of these serve as processes for learning and a means to demonstrate their understanding of the arts and core academic content. Students are engaged with educational software on classroom computers or researching on the internet and taking notes. Students explore and experiment in the Charter School's garden, planting indigenous foods of Native Americans as they study our nation's history and development. There are also quiet times when only hushed tones are heard as a class full of students and teachers read, write and reflect, individually or in small groups.

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

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

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

In a **first-grade** classroom, many learning activities are happening simultaneously—and each one focused on ensuring that the students are prepared to meet the CCSS. Some students read self-selected stories at their own reading levels in the book nook. At the same time, a small group of students work with a teaching assistant to review strategies for figuring out tricky words before

they start their independent reading as they strive to master the performance indicator “Know and apply grade level phonics and word analysis skills in decoding words.” As she finishes with that small group, the assistant calls a second group of three emergent readers who are English Learners. She leads them in reading a rhyming pattern book and focusing on phonetic awareness and vocabulary development. In a circle on the carpet, the teacher conducts a guided-reading lesson, modeling how expressive, fluent, oral reading promotes comprehension and enjoyment, or in kid language, *reading like you’re talking makes the story more fun to read and easier to understand*. While on the surface the purpose may appear to be to having a good time, the teacher knows that she is driving towards the performance indicator “Read with sufficient accuracy and fluency to support comprehension.”

After spending a few moments in several classrooms, it becomes clear that classroom spaces are set up to facilitate student access to resources, including supplies, a word wall, sample texts and their own folders of past work. Student-created resource materials are displayed throughout the classroom and children are encouraged to move throughout the room purposefully to access materials as needed. Students are taught how to find answers without always turning to an adult for support. The teacher alternates roles throughout the day, sometimes delivering instruction and frequently facilitating independent learning activities for individual and small groups of children. While much of this is visible to an observer, what may not be as apparent to a visitor are the standards that drive every aspect of instruction across the Charter School.

In a **third-grade** classroom, students finish working independently and in pairs to complete the days’ “Math Challenge” in their journals. Then, three pairs of students share out to the class the steps in their different approaches to the getting a solution. The teacher presents a 15-minute lesson on a third possible algorithm for solving 2-digit multiplication problems. Then, students divide into their math groups. One group works on their ongoing statistics project, graphing the results of their student poll and preparing an analysis of the data. One group works with the teacher on a comparison of the three multiplication algorithms and taking a first step toward identifying the one that makes most sense to them as an individual learner. The other group uses the computers to access the online math practice and review materials to support and reinforce single-digit multiplication facts.

As one walks the hallways and drops into classrooms, it is notable that rigorous learning activities and student engagement are apparent in all aspects of the instructional program. Teachers ask students to provide evidence for their reasoning. Children collaborate in small groups to work their way through the challenges presented by the teacher. Questions can be heard as they challenge each other to support their thinking and well-articulated statements soon follow as students work to refine their arguments.

As the tour transitions to **6th to 8th grades**, visits to the classrooms have a similar feel, but learning activities are adjusted to reflect student independence. taking advantage of teachers who are experts in their respective subject area. In History, students will analyze primary sources and literary texts related to ancient, medieval, and U.S. history. Math classes push students to apply their knowledge and skills to complex, real-world problems in collaborative groups.

At this level, Writing By Design in the ELA classroom focuses on structure, genre-based writing,

mechanics, revision, and response to writing prompts. Students may participate in debate-like Socratic Seminars, create presentations of their research, and edit one another's essays, while consulting with a teacher. Students explore essential questions in science and design and implement laboratory experiments to collect data to explore original hypotheses. Across all disciplines, students will become adept at using the claim, evidence, and reasoning framework to create sound pieces of argumentative writing. In Advisory, students focus on self-awareness, goal setting, conflict resolution, and topics in social justice. Elective courses are intentionally rigorous, challenging and appealing to students of this age.

Throughout the Charter School, students regularly interact with their peers in their own classrooms and across grades. Students participate in performances and demonstrations, read with upper-grade "book buddies," and come together to work on joint service-learning projects that incorporate and bring to life their academic lessons in real world application. Halls are filled with examples of student achievements and efforts, including detailed explanations to give context to each project displayed so that their fellow students, teachers, parents, and other visitors can learn from students' work. The work displayed contains not only the finished product but also artifacts that reveal something about the learning process. Displayed work enables other students to reflect on and learn from the learning strategies of their peers, thereby developing their metacognitive skills.

The faculty and staff at New Horizons Charter Academy consistently create and foster a school culture of joy, excitement, and celebration of learning and the work being done within and beyond school walls by our students. The Executive Director/Principal or designee greet each child by name and is warmly embraced by students who are eager to report on a recent accomplishment. Parents are a common presence in our school, as enthusiastic supporters of student performances and demonstrations; volunteers in the classrooms, school office, and lunch area; and serving as true "boosters" of our operation. This collaborative effort ensures that students feel enthusiastic about their school experience, supportive of their classmates, and supported by their teachers and parents in their learning and development.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in 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, or the nature of the program operated, 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

Please refer to the LCFF State Priorities table in Element 1, incorporated herein by reference, for a description of the measurable goals and objectives of New Horizons Charter Academy educational program.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please refer to the LCFF State Priorities table in Element 1, incorporated herein by reference, for a description of the specific performance targets (pupil outcomes), for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code Section 52052, that align with the eight (8) state priorities identified in Education Code Section 52060(d).

OTHER PERFORMANCE TARGETS

Please refer to the LCFF State Priorities table in Element 1 for a description of all other measurable goals, including goals for any innovative components in the program, name each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes.

STUDENT-LEVEL OUTCOMES

Baseline measurements of language arts, mathematics, and ELD will be taken at the beginning of the school year to determine the current level of academic achievement of all students (these same tests will be given again at the end of the year to determine academic and social growth). Students entering a certain grade level will be given an assessment from their grade level during the previous year to determine skill acquisition. NHCA will use publisher-designed (Wonders-ELA, enVision-Math, InspireScience, DiscoveryEducation) and school-designed tests derived from the CCSS to measure literacy and mathematics skills for each student at the beginning of every academic year. For example, English Language Arts assessments include publisher created pre-tests, unit tests and post-tests (both selected and constructed response), teacher created pre, post and unit tests, rubric-scored projects, essays, oral presentations, the SBAC, and fluency/phonics assessments. Students will complete at least one formal writing assessment each quarter. NHCA students will prepare and present at least one formal oral presentation each quarter. NHCA teachers use standardized Writing By Design rubrics for each genre of written and oral communication. The entry level assessments will aid teachers in planning intervention opportunities for students who are underperforming as well as enrichment activities for students who are advanced. During the school year, teachers engage in both informal and formal assessments of students using a variety of measures in order to ensure that instruction is differentiated to meet each individual student's needs. These tools provide teachers with a snapshot of each student's mastery of English language arts and math standards at any given interval.

It is important to note that while our primary focus in all aspects of our curriculum – direct subject-matter instruction, project-based learning time and instruction in the arts – is in ensuring each student's mastery of grade level standards in the core content areas, as a mission-based school, we also value highly qualities and skills above and beyond the core State Standards. As detailed throughout this petition, our “backwards design” approach to lesson planning and our focus on data-informed instruction both work to clearly define and then assess which State Standards and other objectives are desired and then achieved.

NHCA utilizes a variety of assessment tools in evaluating student achievement of stated objectives

across all disciplines. Among the assessments used will be teachers' assessments of student work and mastery of applicable standards and other learning objectives via student work portfolios, teacher observation, and conversation with students. The skills, knowledge, and attitudes are measurable learning goals derived from state and national standards, as well as school-wide learning outcomes. The use of in-house assessments and the frequency of assessment are also addressed.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

New Horizons Charter Academy outcome measurement process will continue to use a variety of resources to ensure that assessment guides instruction and that major outcomes are met. The process consists of a series of assessment tools, including:

- Entry Level Assessments
- Monitoring Assessments
- Summative Assessments

The assessments used to measure student outcomes include state-mandated assessments such as the CAASPP, ELPAC, California Science Test, California Alternate Assessments, and the California Physical Fitness Test. NHCA follows the data collection procedures that are provided by each corresponding agency with results presented in a format that allows for the disaggregation of assessment data. New Horizons Charter Academy will also use other assessments in addition to assessments mandated by the State. These include publisher-designed and school-designed assessments, homework, class work, teacher observation, and/or core assessments. To keep track of data and to make data useful, New Horizons Charter Academy uses Illuminate Education's Student Information System and Data and Assessment platforms.

These different data, assessment, and accountability tools make information more easily accessible for program evaluation in order to drive instruction and to redirect resources to ensure that all students are meeting grade-level standards. Student and school performance data are analyzed on an ongoing basis when information is made available to the Charter School. Information is communicated to students, parents, and teachers on a regular basis via parent meetings, staff meetings, school newsletters, and/or other written communication.

The review of assessment data occurs during staff meetings in order to use achievement information to drive instruction and to inform professional development needs. Students' report cards will help parents understand whether their children are meeting grade-level standards based on traditional letter grades, with the expectation that students must achieve a grade of C or better to pass each class.

Achievement data is collected and saved over time in order to track the long-term progress of students. This longitudinal data will be kept on file at the Charter School, and when appropriate, will be made public in aggregate. For example, achievement data will be graphed and displayed visually on posters, in newsletters, and/or on the Charter School's website. This information allows administrators, teachers, and instructional leaders to evaluate the progress students have made during their entire elementary school career, helping to ensure that the academic goals of

the Charter School are met. Students' achievement data is also used by the Charter School community to help establish, evaluate, and improve the Charter School's education programs and policies as well as to monitor the Charter School's progress toward meeting the set benchmarks.

Entry Level Assessments

New Horizons Charter Academy takes a proactive approach and assesses all students at the beginning of the school year (or upon admission if they enter after the school year has begun). Students will be tested on their reading and math skills using the NWEA-Reading and Math, respectively. These entry level assessments are necessary to plan for early intervention opportunities for students who may be at-risk of not performing at grade level, as well as planning for enrichment activities for students who are proficient or advanced. The expectations are that students are at grade-level. However, NHCA is aware that students are performing at different levels at the beginning of the year. NHCA will plan accordingly to support students based on the school-wide baseline assessments.

Monitoring Assessments

Throughout the school year, teachers engage in regular, on-going assessment of students using a variety of measure to ensure that assessment guides instruction. Benchmark assessments, administered at regular intervals, measure standards mastery and guide instructional adjustments throughout the year. Depending on the grade level and subject matter, these may occur weekly, monthly, or quarterly.

Additional measures include the Reading Inventory and Math Inventory, administered two to three times per year, and NWEA MAP Growth assessments, administered three times per year (Fall, Winter, Spring). Teachers also use publisher-created and/or teacher-created language arts and math chapter or unit tests, along with ongoing checks for understanding. Homework, classwork, and informal assessments are tracked using grade books and/or computer software.

This information is used to guide instruction and to make sure that major outcomes are met. If during the course of the year, students are at-risk of not meeting exit outcomes and promotion requirements, appropriate intervention is administered. This information is also communicated to parents/guardians during regularly scheduled student-led parent conferences. NHCA has a mastery level set at 75% and monitors students who fall below that level or greatly exceed that level for consideration for GATE testing.

Summative Assessments

Summative assessments measure cumulative student learning and, in combination with ongoing formative assessments, provide a comprehensive picture of student mastery and readiness for promotion. These end-of-year and periodic measures confirm whether students have met the knowledge, skills, and performance expectations outlined in NHCA's educational program. include the CAASPP and end of the year publisher-designed and/or school-designed assessments. Students take tests at the end of the year to see how well they met exit outcomes. Teachers compare students' core assessments at the beginning of the year versus the end of the year. This shows student growth over time. Since assessment occurs throughout the year, there should be no surprises at this point. Overall school performance is measured using the Academic Indicators on the California State Dashboard. NHCA has a mastery level set at 75% and monitors students who

fall below that level or greatly exceed that level for consideration for GATE testing. Summative assessments measure cumulative learning and confirm student readiness for promotion. In addition to annual state testing, NHCA uses quarterly benchmarks as interim summative checkpoints to measure standards mastery at key points in the year.

The following table illustrates the formative and summative assessments used at NHCA.

FORMATIVE ASSESSMENTS			
Type	Purpose	Grade Levels	Frequency
Weekly Mini Benchmarks (ELA & Math)	Short, standards-aligned assessments from Wonders (ELA) and enVision/Digits (Math) administered via Illuminate to monitor mastery and guide differentiated instruction. Results inform RTI and targeted supports.	TK-8	Weekly
Reading and Math Inventory	Adaptive online assessments measuring reading comprehension and math skills; used to monitor growth, guide interventions, and inform instructional planning.	3-8	2-3 times a year
DIBELS	DIBELS is a research-based assessment used to measure early literacy and reading skills, identify students' strengths and areas of need, and monitor progress toward grade-level benchmarks over time. The goal is to identify students who might need additional help with reading and track their progress over time. these assessments help us measure the progress of students receiving reading intervention.	TK-3	2 times per year
SIPPS	Reading Analysis Program scaffolded reading support program to develop student's phonological awareness, phonics, sight word recognition, and fluency through explicit, sequential instruction.	K-3	Bi-weekly
NWEA Reading, Language and Math	The NWEA MAP Growth assessment is an adaptive online tool used to estimate students' general developmental levels, identify individual strengths and areas for improvement in core subjects, and track academic progress over time.	TK-8	Fall Winter and Spring
Teacher Developed Formative Assessments	Includes exit slips, quizzes, writing prompts, and oral/digital presentations to check understanding and adjust instruction in real time.	TK-8	Ongoing

SUMMATIVE ASSESSMENTS			
Type	Purpose	Grade Levels	Frequency
Quarterly Benchmarks (ELA, Math, Science, History)	Standards-based, curriculum-aligned assessments drawn from Wonders, enVision/Digits, InspireScience, Discovery Education TechBooks, and Pearson Online Learning Exchange. Results are analyzed during scheduled pupil-free days to guide next-quarter planning.	TK-8	Quarterly (every 10 weeks)
CAASPP	Required state test measuring student progress in ELA and Math.	3-8	Annually Spring
California Adaptive Assessment (CAA)	Students with cognitive disabilities take the CAA, a modified assessment aligned to their IEP goals, to measure progress in ELA and Math.	3-8	Annually Spring
English Language Proficiency Assessments for California (ELPAC)	Required state test for English language proficiency that must be given to students whose primary language is other than English. The ELPAC purpose: <ul style="list-style-type: none"> • Identify students with limited English proficiency • Determine the level of English language proficiency of those students Asses the progress of limited English proficient students in acquiring the skills of listening, speaking, reading, and writing in English	TK-8	Annually
CAST	Identify students' ability to meet or exceed grade level standards in science.	5 and 8	Annually Spring
California Physical Fitness Test	Required state testing, used to help students start life-long habits of regular physical activity to promote a level of fitness	5 and 7	Annually February-May window

Accountability For Student Success

In alignment with Every Student Succeeds Act, NHCA is committed to ensuring that all students have full access to the curriculum and that each subgroup is making meaningful progress toward meeting grade level standards and objectives, and that all core teachers are properly credentialed. The Executive Director/Principal and or designee collaborate with faculty to uphold high expectations and ensure instructional quality across classrooms. All core teachers are properly credentialed, and school leaders are held accountable for student achievement by the NHCA Board of Directors.

To meet accountability targets, NHCA embeds data analysis and instructional improvement into its professional culture. At the start of each school year, teachers participate in a professional

development institute where they review state testing results, analyze internal assessment data, and reflect on instructional strategies. Ongoing vertical articulation supports alignment across grade levels. Throughout the year, teachers meet regularly in grade-level teams to assess student work, analyze results, and adjust instruction to ensure standards mastery and equitable outcomes for all students.

Varied and Authentic Assessments

At NHCA, assessment is a systematic and ongoing process grounded in our blended learning instructional model, which integrates teacher-led instruction with digital platforms to personalize learning and track progress in real time. Assessment serves two essential purposes: (1) to evaluate student learning and growth over time, and (2) to inform and improve the effectiveness of instruction.

NHCA’s balanced assessment systems integrates both formative and summative assessments including standardized tests, performance-based tasks, digital diagnostics and authentic, student centered strategies. Teachers use these tools to collect and analyze data, provide timely feedback, differentiate instruction, and support students’ academic and social-emotional development.

While standardized test scores provide a limited but important snapshot of student achievement, NHCA goes far beyond these measures to understand and support the full spectrum of student learning. These scores are analyzed in aggregate and disaggregated by subgroup (e.g., English Learners, Students with Disabilities, Socioeconomically Disadvantaged students) to monitor schoolwide progress, identify disparities, and inform instructional planning. However, standardized tests are just one layer in NHCA’s comprehensive approach to assessment.

To provide a richer and more complete picture of student growth, NHCA integrates multiple layers of assessment combining traditional measures with authentic, real-world performance tasks and technology-supported tools. Digital platforms are used to deliver embedded assessments, adaptive diagnostics, and standards-aligned content that provide teachers with real-time data to differentiate instruction and support individual learning needs. Simultaneously, authentic assessments, including project-based learning, portfolios, writing rubrics, and teacher observations, offer deeper insight into students’ ability to apply knowledge, think critically, and reflect on their own progress.

Together, these tools ensure that learning is assessed through multiple lenses, providing a well-rounded understanding of each student’s progress to guide support and instructional decision-making. The table below highlights the varied and authentic assessment tools used to support comprehensive student learning at NHCA:

Varied and Authentic Assessments			
Type	Purpose	Grade Level	Frequency
Backwards By Design Rubric and Checklists	With the guidance of the Executive Director/Principal, teachers develop valid and reliable rubrics and checklists using the Backwards by Design approach to be used for evaluating student projects. These tools provide ongoing data about students' progress towards meeting state and grade-level standards and incorporate additional learning goals for social and emotional learning.	TK-8	Weekly
Writing By Design	This commonly used rubric assesses both writing craft and conventions. It provides a means to monitor student progress during the year, as well longitudinally over multiple years.	TK-8	Weekly
Technology Support Tools	NHCA uses digital platforms such as enVision and Digits (Pearson), RevolutionK12, Freckle (Math), and McGraw-Hill Wonders (ELA) to deliver standards-aligned instruction and embedded assessments. These tools provide real-time data to help teachers monitor progress, differentiate instruction, and target student needs.	TK-8	Weekly
Portfolios	Students compile work samples over time, demonstrating growth, reflecting on strengths and areas for improvement, and showcasing individual interests. Portfolios serve as a tool for both assessment and family engagement.	TK-8	Weekly
Observation and Documentation	Teachers use structured observation tools and content-aligned checklists to evaluate student learning and social-emotional development in both individual and group contexts.	TK-8	Weekly

DATA ANALYSIS AND REPORTING

New Horizons Charter Academy uses data from student grades, internal diagnostic and benchmark assessments, as well as annual state assessments to monitor student progress throughout each school year and from one year to the next. NHCA regularly utilizes assessment data to make changes in the implementation of the educational program, professional development activities, and resource allocations. Basing decisions on student data is core to our decision-making process and evaluation of the success of the decision.

Teachers implement a variety of formal and informal assessments to determine student achievement and use common planning time within subject areas and/or grade levels to calibrate both the assessments and expected outcomes. To measure student understanding throughout lessons, teachers use such strategies as exit tickets, short writing prompts, “do now’s”, and fact tests. Assessments are modified and/or accommodations are provided to students with special needs in accordance with the student’s IEP. All students are given an opportunity to retake a test or resubmit a paper or project to improve their grade and demonstrate progress or mastery toward

the objectives or standards being taught.

The Charter School's administration coordinates the collection, analysis, and reporting of pupil achievement data to school staff and to pupil's parents and guardians in order to utilize the data continuously to monitor and improve New Horizons Charter Academy educational program. For example, at the beginning of each school year, New Horizons Charter Academy holds a parent meeting to explain the Charter School's results from the previous year's administration of state standardized tests. This information is also explained in the Charter School's newsletter. Sharing this information helps parents understand the Charter School's educational focus for the upcoming year so that they can better support the Charter School's efforts (i.e., making sure their children read at home every day). Additionally, before each school year begins, New Horizons Charter Academy conducts an analysis of test scores, which helps the Charter School set its curricular focus and professional development focus for the upcoming year, and it helps to ensure that there is instructional coherence throughout the Charter School during the entire school year.

The different assessment methods selected ensure that assessment data guides instruction and that there are no surprises at the end of the year. For instance, since assessment occurs throughout the year, teachers are able to immediately implement new strategies or re-teach lessons based on their students' current assessment data. Additionally, students may be recommended for intervention programs based on the results of on-going assessment data.

Throughout the school year, parents are informed of their child's academic progress. Official progress reports and/or report cards are generated eight times a year. Teachers and counselors may send out interim progress reports as needed. Student Success Team meetings are also held throughout the school year with parents if their children are having difficulty meeting grade-level standards. Parents are invited to call teachers for private conferences whenever they have a concern about their child's progress. Parents are also able to access real time data regarding their child's attendance, assignments, and current grades through Illuminate's online grade portal and smartphone app.

As a result of New Horizons Charter Academy on-going assessments, teachers, parents/guardians, administrators, and students should always know how well students are performing at any given point in time. They should not need to wait until the end of the year to find out how well students are performing. The entry level assessments will show how New Horizons Charter Academy's proactive approach ensures that intervention does not come only when it is too late to do anything about it. Assessment data is also used throughout the year to help determine professional development needs so that teachers can obtain the help and support they need in order to assist their students in a timely manner. For example, if periodic assessment of students' reading fluency scores reveal that students are not yet reading at the benchmark reading fluency rate, professional development will be planned that addresses effective teaching practices that improve students' reading fluency.

Board members, faculty, students and parents are involved at various levels in the assessment and monitoring of student progress. The level of impact of each stakeholder group dictates the level of involvement. Board members and parents are the most removed group from the day-to-day practices of creating assessments and monitoring student achievement. Board members receive

an updated dashboard at board meeting, which includes information such as enrollment figures, assessment scores, attendance rate, and budget updates. Parents receive similar dashboards during parent meetings with the principal. Students receive their individual score reports. In addition to receiving the same dashboards as board members and parents, teachers are given all of the scores of their individual students and comparison data when applicable. The creation and distribution of our school dashboard to board members, teachers, and parents has been an effective process in keeping all stakeholders informed about our students' progress toward achieving the academic standards. From recipients, positive feedback on the frequency and layout of the dashboards has been provided. Students and parents are also provided logins to the online grade-book portal where they can access grades and scores on assessments in real-time. Families without internet access at home can access the online grade book at any time during the school day via the school office.

Data Management System

NHCA utilizes a student information system (“SIS”) Aries, and Illuminate, that has the capacity to capture data and create a variety of reports and analyses on topics such as student achievement, student subgroup, grade-level, and classroom data, tailored to the needs of our school and our instructional methodologies. We will continue to ensure that our SIS integrates with District-systems and/or reporting requirements.

Use of Data to Inform Decision Making at All Levels

At NHCA, student performance data is used across all levels of the school community to guide decisions, refine instructional practices, and monitor progress toward academic goals. Under the leadership of the Executive Director/Principal, and in collaboration with the Assistant Principal (or other employee designated by the ED/Principal), school leaders and staff regularly analyze and respond to assessment data to ensure alignment with schoolwide priorities. Data is shared transparently with students, families, staff, and the Board to support a culture of continuous improvement. The following are ways in which data are utilized and shared:

School Level Data: School level data is used to guide decisions made by leadership and the Board of Directors regarding curriculum, resource allocation, staffing, and professional development. Trends in subgroup performance (e.g., EL, FRPM, SWD) are reviewed and reported through state-mandated dashboards, internal reports, and tools such as the School Accountability Report Card (SARC). These data points inform schoolwide planning and enable leaders to respond proactively to emerging needs.

Class Level Data: Class-level data is used to inform decisions within the classroom and across the Charter School, as needed. Teachers collaborate across grade levels to share insights and review student data at the start of each school year. Vertical articulation meetings allow incoming teachers to understand individual student histories, instructional needs, and effective strategies. Ongoing data from classroom assessments, pre-tests, and formative tools guide daily instructional adjustments. In partnership with school leaders, teachers use data to inform re-teaching, regrouping, lesson pacing, and instructional coaching.

School leaders also use class-level data to identify patterns and prioritize teacher support and professional development. Staff are trained to analyze both formative and summative data, including teacher-developed assessments and state-aligned benchmarks, to improve outcomes for

all students.

Individual Student Data: Individual student data are used to provide families, teachers and students with detailed information about each student’s achievement. In addition to tracking student progress toward grade level standards, it can be used for in-depth analysis of student strengths and areas of concern. When necessary, this analysis is used to design intervention programs that meet student needs. It may be used to help inform supplemental remedial instruction, special education evaluations, or more challenging enrichment.

Progress reports, based on State Standards and school-generated goals and objectives, are issued at least twice each year. The progress report explains both learning and behavioral objectives and marks the student’s progress toward mastery of the expectations. These reports can also be used as part of teacher-parent conferences.

Use of Assessment Data

NHCA’s Leadership Team meets monthly to review classroom and schoolwide assessment data. Lead Teachers present student performance trends, based on publisher assessments, classroom work, and teacher observations. The team evaluates these trends to identify root causes and recommend adjustments to instructional practices, curriculum pacing, or targeted interventions.

Longitudinal Analysis of Progress

Results from our assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the Charter School. NHCA regularly reports on and distributes information about school progress to the school community, including, but not limited to summary data on the following key outcomes and milestones:

- Student progress toward the Charter School’s goals and outcomes from assessment instruments and techniques as described in this section
- Major Board decisions and policies established or changed by the Board during the year
- Annual parent satisfaction survey
- Major school community accomplishments, including fundraising efforts, facility developments, community partnerships and more
- Additional information, including other information regarding the educational program and the administrative, legal and governance operations of the Charter School

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Results from these myriad assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the Charter School. NHCA regularly report on and distribute information about school progress every 5th and 15th week, teachers generate progress reports and send home. NHCA distributes the standards-based reports card on a quarterly basis to our parents/guardians to ensure they are informed about student progress. Our reports are available in the main school office for the school community and interested members of the community.

The staff worked together to develop a school-wide standard-based grading policy including make up work opportunities, grade scales, rubrics, grades for Learning and Study Skills, and partial credit. Standardized tests, which are both valid and reliable measures of student achievement, are used in conjunction with school-based assessments for students across all grade levels. Longitudinal tools such as skills inventories and CAASPP results provide a valuable measure of literacy and math skills by providing data from formative and summative assessments. The Leadership Team coordinates the collection, analysis and reporting of this student achievement data to school staff and to each student’s parent(s) or guardian. NHCA holds a back-to-school night in September to explain grading and state standardized tests. Teachers and administrators also frequently encourage parents to become involved in their child’s learning process and outcomes. Parents have access to their children’s progress through conferences three times per year.

When report cards are issued (and more frequently for students at risk and students with IEPs), teachers schedule student-led parent conferences to discuss these reports. Grades on report cards are aligned with State Standards for content skills and English Language development. English Language Learner portfolios consist of writing samples, information on reading levels and other work samples, and placement, assessment and re-designation criteria.

Annually, the NHCA Leadership Team presents to the parents, the Board, results of the CAASPP testing, school assessments, and other student data that has been compiled and analyzed. This data is used by the Board to review the effectiveness of the Charter School’s academic program. Additional criteria used to evaluate these areas are based on indicators such as student, parent and teacher satisfaction rates, annual results on the California Dashboard, and student redesignation and promotion rates. This allows NHCA to improve the overall educational program to meet the needs of all students.

Sample Grading Rubric for TK-2

Grade	Definition
4	Evidence Demonstrates Mastery of Standards
3	Demonstrates Significant Understanding
2	Demonstrates Partial Understanding
1	Demonstrates Minimal/Below Grade Level Understanding of Standards

Sample Grading for 3rd – 8th

Grade	Definition
A	Outstanding
B	Above Grade Level
C	Minimum Grade Level Performance
D	Below Grade Level
F	Unacceptable Performance at this Grade Level
I	Incomplete Performance Severely Below Grade Level

New Horizons Charter Academy holds parent conferences three times during the school year. Parents are given their child's report card during the parent conference and the final report card is sent home at the end of the year.

Promotion to the next grade level depends on the grades earned. Students who do not make satisfactory progress each year are at risk of being retained. If a student is recommended for retention, the Charter School will maintain documentation that he/she has informed the student's parents in writing such as on the student's report cards and/or verbally informed the parents during a meeting or parent conference that the student may be retained. The purpose of retention is to help a child develop a more solid academic foundation from which they can build upon. Some goals of retention include:

- Strengthening a student's academic knowledge and skills
- Providing additional time and instruction for a student to meet grade-level standards
- Helping a student catch-up to master grade-level standards
- Developing a student's self-confidence in his/her academic abilities

Student Retention Policy

If a student is not making adequate progress and becomes a candidate for retention, New Horizons Charter Academy will notify the parent in writing and will also contact the child's parent by phone. At least mid-way through each semester, and at the latest before March 1 of each year, the child's teacher will consult with the Executive Director/Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

Educational Plan

Teachers, with support of the Executive Director/Principal (or designee), will develop an education plan for each student at risk of retention, including highlighted, time-tracked areas of need in reading, writing and mathematics. The education plan will be reviewed quarterly. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

Retention Folder

Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the Executive Director/Principal. This folder will also maintain records of school parent communications, including signed proof of parent notification. The following data will be recorded on or attached to a student information page of the retention folder:

1. Assessment data as appropriate to grade level
2. Report card scores and comments

3. Samples of representative work as compared with proficient work at the same grade level
4. Written summary of student's strengths and weaknesses
5. Location and Storage of Records
6. Other important information

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the Charter School office throughout the following academic year. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

Retention List

On or before May 1 of the current year, an Academic Review Committee will receive a list of any student being considered for retention. The Academic Review Committee will collaborate with parents to review each student's academic history, as well as interventions and support provided by the Charter School. Then the Academic Review Committee, in consultation with parents, will determine whether each student would benefit more from retention or from a modified program of study the following year to remediate gaps. If the determination is made to retain a student, parents, who would have already been notified of their students' status and involved in interventions.

Every family has the right to appeal a retention recommendation. The appeal must be submitted in writing within 7 calendar days of the date the retention recommendation was issued. The appeal must be submitted in person to an office staff member and the letter must be addressed to the Executive Director/Principal. The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the Executive Director/Principal will review the documentation provided with the appeal statement. The Executive Director/Principal is responsible for reviewing all of the evidence and making a determination within 14 days. The response to this appeal will be rendered to the family no more than 14 calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The Executive Director/Principal's decision will be final.

Academic Monitoring of Retained Students

The student's classroom teachers (in the current year) will collaborate with prior year teachers to create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. In cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.

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 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 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.

NON-PROFIT PUBLIC BENEFIT CORPORATION

New Horizons Charter Academy is a directly funded independent charter school and operated by Dharma Educational Institute, a California Nonprofit Public Benefit Corporation, pursuant to California law.

New Horizons Charter Academy shall operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as may be negotiated between the District and the Charter School. Pursuant to 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 benefit corporation or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all of oversight responsibilities required by law.

GOVERNANCE STRUCTURE

Below is the organizational chart for New Horizons Charter Academy, which includes positions at the Charter School site, as well as organization wide. The organization chart below may be modified from time to time, according to changes in the organization.

Major Roles and Responsibilities Within the Governance Structure

Board of Directors

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including but not limited to the following:

- Hire, supervise, evaluate, discipline, and terminate the position of Executive Director/Principal of the Charter School;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as the fiscal agent. This includes, but is not limited to, the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School (e.g., monthly review of profit and loss statement, balance sheet, cash flow analysis, and revenue statement; review of interim reports, unaudited actual and final audit; review and approval of initial and final annual budget, and any budget revisions);
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed.
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in Charter School programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Review request for out of state or overnight;
- Approve the Charter School calendar and schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit;
- Act as an appellate body for student expulsions.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which schools are established.

Administrative Leadership

NHCA shall have an Executive Director/Principal who has substantial educational experience. The Executive Director/Principal shall assume a role much like a principal in a traditional public school.

The Executive Director/Principal is the head of the Charter School. It is the primary responsibility of the Executive Director/Principal to ensure the organization meets annual financial goals and generates an appropriate surplus without compromising the quality of the program, in order to secure the Charter School's long-term sustainability. The Executive Director/Principal will manage the daily operation of the Charter School and work closely with the Board of Directors to

execute the long-term, strategic growth of the Charter School and its mission and vision.

The Executive Director/Principal reports to the Board of Directors and is responsible for the overall operations of the Charter School, collaborating with the Assistant Principal (or other employee designated by the ED/Principal), on operational and instructional needs of the Charter School.

The Executive Director/Principal will be responsible for the following:

- Develop and refine strategic goals, with the Board of Directors, to achieve its mission and vision, establish clear benchmarks, and track and measure progress.
- Hire, supervise, evaluate, discipline, and terminate all faculty positions.
- Supervise, support and manage school leadership and staff in all aspects of their work including effective support for faculty, maximizing student achievement outcomes and closing the achievement gap between sub-groups as identified in the strategic goals.
- Oversee the fiscal health of the Charter School for effective operation and long-term sustainability, including management of the operational budget and development of adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Ensure operational integrity of the Charter School including satisfactory and proactive compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and successful charter petition renewal.
- Ensure that diversity, as defined by the Board, is articulated throughout the organization including monitoring student demographics, leadership and organizational policies in compliance with all applicable laws.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including the District's Charter Schools Division, local leadership, school faculty, staff, students, parents, community members, and other private and public partners.
- Establish strong ties to the professional staff from the School of Education at California State University, Los Angeles and Northridge and with the adjacent community resources to provide additional resources to support NHCA's academic growth.
- Represent and advocate for the Charter School at the local and State level including the California charter school community.
- Inform and ensure that the Board of Directors has the necessary information to effectively perform its fiduciary duty.
- Works with the Board on fundraising, including a capital campaign to secure and develop a permanent Charter School site
- Develops and maintains relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Oversees and manages the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office providers
- Ensures that the annual fundraising targets are met
- Represents the Charter School as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community

- Develops and maintains effective relationships with LAUSD, and oversees all aspects of charter renewal, review and compliance
- Conducts outreach and serves as a liaison with local leadership, Charter School faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establishes and maintains partnerships with community service organizations, businesses and local councils and residents
- Assists Assistant Principal (or other employee designated by the ED/Principal), as requested, in coordinating parent involvement and volunteering
- Ensures that an effective performance management system is in place for all staff under his/her direct supervision
- Oversees self-evaluation efforts of the Charter School, including parent surveys
- Supervises creation of Charter School computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.
- Hires additional staff to support the Charter School, as needed, as the Charter School continues to grow
- Prepares and updates as appropriate the Employee Handbook and Family Handbook and ensures that all parties receive and acknowledge receipt
- Recruits the Assistant Principal (or other employee designated by the ED/Principal) and collaborates with the Assistant Principal (or other employee designated by the ED/Principal) to assist him/her in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise
- Recruits, develops, and retains high-performing individuals who are passionate about the Charter School and its mission
- Diagnoses the gaps between where the Charter School is, versus where it aspires to be, and ensures that appropriate strategies and practices are implemented to close these gaps

Instruction

Serve as the instructional leader of New Horizons Charter Academy and work with the Assistant Principal (or other employee designated by the ED/Principal) to ensure:

- Assume primary responsibility for curriculum and instruction.
- Mentor and support teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Coach teachers in accordance with organizational policy, including implementing teacher support plans when necessary.
- Coach Teacher Assistants who are providing instructional support assigned to general education classes.
- Ensure teachers implement effective daily and yearly pacing plans and lesson plans.
- Coordinate Professional Development and staff meetings.
- Support the implementation of New Horizons Charter Academy's instructional strategies and scholar lessons at the Charter School site.
- Evaluate and select instructional materials.
- Regularly collect, analyze, and share data to drive student achievement and inform instructional practices.

- Oversee and coordinate the Charter School’s applicable testing programs, including the administration of required state assessments such as ELPAC, CAASPP, Physical Fitness Test, etc.
- Oversee the Charter School’s Beginning Teacher Support and Assessment (BTSA) program.
- Oversee the Charter School’s special education programs and services by working with Assistant Principal (or other employee designated by the ED/Principal) This may include:
 - Serve as the main administrator in charge of special education, including serving as the main administrator on Welligent and in IEP meetings.
 - Regularly communicate with the Assistant Principal (or other employee designated by the ED/Principal) in charge of Special Education and Student Services to ensure compliance with special education policies, procedures, and timelines.
 - Evaluate Special Education Teachers and Level II Campus Assistants assigned to special education.
- Oversee/coordinate intervention, Saturday school, and/or summer school programs.
- Coach Assistant Principal (or other employee designated by the ED/Principal).

Safety and Supervision

- Appropriate procedures are in place for discipline, supervision, and success team meetings.
- Collaborate on supervision schedule of Teacher Assistants to ensure student safety.
- Collaboration with LAUSD campus partners to:
 - Share instructional practices
 - Provide for a safe campus
 - Oversee the campus’ maintenance and operations
 - Review and update the campus’ safety plan
 - Coordinate emergency drills
 - Coordinate campus-wide meetings and events
- Compliance and effectiveness of NHCA’s special education programs and services by working with the Assistant Principal (or other employee designated by the ED/Principal) in charge of Special Education and Student Services and the Charter School’s Special Education team.

Parent Engagement and Student Activities

Supervise the Assistant Principal (or other employee designated by the ED/Principal) and Director of Operations to ensure:

- Organization of parent meetings and workshops both during the school day and in the evenings and weekends.
- Implementation of NHCA’s ELAC and School Site Council
- Effective coordination of parent conferences, Back to School Night, and other school wide events.
- Attendance policies are being adhered to and meetings are taking place with truant students and families.
- Coordination between Assistant Principal (or other employee designated by the ED/Principal) and other positions to best serve students and families.

- Effectiveness of school's fundraising activities.
- Implementation of required student health screenings such as vision screening, hearing screening, and scoliosis screening, depending on the grade levels served.

Operations

Supervise NHCA's office staff to ensure:

- Maintenance of student information systems, student records, and school records, including the confidentiality of student information.
- Appropriate procedures are in place for situations such as student enrollment procedures, lottery procedures, student record requests, etc.
- Appropriate staff are compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork by designated due dates to LAUSD and the CDE.
- Coordinate, if applicable, to review, complete, and submit any data and paperwork for the Charter School's LCAP, CALPADS, CBEDS, SARC, Title I Parent Involvement Policy, and other paperwork as needed.
- Keep the Charter School in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Update policies and procedures, employee handbooks, and parent/student handbooks.
- Manage the NHCA's budget.
- Ensure the staff has adequate resources to do their jobs.
- Oversees Prop. 39 application process and related activities
- Secures appropriate furnishing, materials, supplies, and equipment for Charter School operations
- Pursues appropriate temporary facilities for the Charter School as needed

Maintain Internal and External Community Relations

- Effectively communicate with staff, parents, students, and community members.
- Treat others fairly, equitably, and with dignity and respect.
- Immediately address any stakeholders' concerns.
- Represent the Charter School at off-campus events.
- Develop and maintain partnerships with community members, businesses, and organizations.
- Serve as the main liaison between NHCA and the Charter School's authorizer LAUSD.
- Oversees the Charter School's website, email/list-serves, mobile app, twitter, newsletter, and other means of communication with the parents, teachers, volunteers, and other community members
- Serve as the main liaison between NHCA and New Horizons Charter Academy's Board of Directors, including submitting written reports on the Charter School's operations to the Board of Directors.

Assistant Principal (or other employee designated by the ED/Principal)

Supervisor: Executive Director/Principal

NHCA’s Assistant Principal (or other employee designated by the ED/Principal) and/or Designee is experienced and innovative educators with exemplary academic and professional credentials while also being people who are especially invigorated by a new charter school environment. Our Assistant Principal (or other employee designated by the ED/Principal) reports directly to our Executive Director/Principal to help facilitate, manage and develop ongoing and new aspects of our program while also supporting the smooth running of daily operations and our Charter School’s facility.

Director of Operations

Supervisor: Executive Director/Principal

The Director of Operations is responsible for overseeing and managing New Horizons Charter Academy’s financial and operational health, including human resources, budgeting, financial reporting, procurement, payroll, audits, and compliance reporting. The Director of Operations also serves as the organization’s on-site Fiscal Manager.

GOVERNING COMPOSITION AND MEMBER SELECTION

New Horizons Charter Academy shall be governed by the DEI corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. NHCA is governed by a highly qualified, mission-driven Board of Directors committed to the success of all students and the long-term sustainability of the Charter School. The Board provides strategic oversight, fiduciary accountability, and leadership aligned with the Charter School’s mission, vision, and charter obligations. Its composition is intentionally structured to ensure a balance of professional expertise, community representation, and parent voice—key elements that support responsive, transparent, and effective governance. Board members bring a diverse range of backgrounds in education, business, law, finance, and public service, and uphold high standards of integrity and accountability. The governance structure outlined below ensures legal compliance, safeguards against conflicts of interest, and supports the Charter School’s continuous improvement and strong operational health.

The DEI Board shall have no less than five (5) and no more than nine (9) directors. All directors, except for the representative appointed by the authorizer, (if any) shall be designated by the existing Board of Directors at the corporation’s annual meeting of the Board of Directors. Regular meetings will be held monthly unless otherwise scheduled by the Board of Directors.

Each director shall hold office unless otherwise removed from office in accordance with the bylaws for two (2) years and until a successor director has been designated and qualified. Directors may serve a maximum of (3) three consecutive terms. After serving (3) three consecutive terms, a director will become eligible to serve on the Board after a (1) one year hiatus from Board service.

The DEI Board shall have at least one parent representatives, and community representatives appointed by the Board. The parent representative(s) must have at least one child currently enrolled in NHCA. The community representatives shall be recognized in the community, have a minimum of 5 years of business or professional experience, and have a demonstrated vested interest in supporting education. Parent and community representatives shall be appointed in June

as necessary including but not limited to, filling member vacancies, and adding members with expertise not currently represented on the Board.

Community members will be sought who have strong ties and recognition in the local community through volunteer activities, philanthropy, public employment, or local business. Board members shall have experience in one or more of the following areas: education, government, law, business, finance/accounting, fundraising, facilities and public relations. Board members shall be nominated, approved, and removed by the Board of Directors in accordance with the procedures set forth in the bylaws. No persons serving on the Board of Directors may be “interested persons” as defined in the bylaws.

In accordance with Education Code Section 47604(c), the District may appoint a representative to the Board of Directors. If the District chooses to do so, the Charter School may appoint an additional member to ensure that the Board is maintained with an odd number of directors.

GOVERNANCE PROCEDURES AND OPERATIONS

The DEI Board of Directors shall meet regularly, at least once a month (except during the summer), possibly on Saturday mornings, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors annual calendar of meetings shall be established at the Board’s annual meeting in June. The Board of Directors shall meet within the jurisdictional boundaries of Los Angeles County.

Agendas for regular meetings shall be published in advance and distributed to each member of the Board of Directors and are posted near the entrances of New Horizons Charter Academy at the entrance of New Horizons Charter Academy’s main office, and on the NHCA website for public viewing at least 72 hours in advance of regular meetings. Agendas for special meetings are posted at least 24 hours before the meeting via the same means as a regular meeting. In the event of an emergency meeting, the Board will comply with the one-hour notice provisions of the Brown Act.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Directors may not vote by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Members of the Board of Directors may participate in teleconference meetings so long as all of the relevant requirements of the Brown Act are complied with, including, but not limited to:

- At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of Los Angeles County;
- All votes taken during a teleconference meeting shall be by roll call;
- If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- All locations where a member of the Board of Directors participates in a meeting via

teleconference must be fully accessible to members of the public and shall be listed on the agenda;

- Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board will also comply with Education Code Section 47604.1(c) requirements, as necessary, for teleconference meeting locations at all school sites.

The DEI Board maintains a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporation Code conflicts of interest rules, and which shall be updated with any Charter School-specific conflicts of interest laws or regulations. The Conflict of Interest Code is included as part of the Charter School's application for renewal. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

The DEI Board of Directors shall attend an in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum, ethics (AB 2158), conflicts of interest, and the Brown Act.

STAKEHOLDER INVOLVEMENT

Advisory Committees

New Horizons Charter Academy utilizes advisory committees as a means for soliciting stakeholder input, and supporting the work of the Board. Staff, parents and community members may participate in any committee, but may only serve as a voting member on one committee.

Staff, parents and community members may apply for a committee of their choice on an annual basis. Placement of staff members will be made by the prior year's representatives based on the employee's preference and the additional responsibilities of each individual. Every attempt will be made to proportionally distribute the membership of each committee, with a membership of between 5 and 10 members on each committee.

Each full-time employee must be a participating member of a committee. All other employees will be encouraged to participate.

The following are committees which NHCA currently maintains:

- **Parent Community Advocacy Committee**

Tasks:

- Encourage community activities and recruitment of volunteers;
- Function like a School Site Council and Parent/Teacher/Student Association;
- Monitor school-wide incentive programs;
- Monitor and review policies for student and parent activities;
- Review and make recommendations regarding the Parent Handbook, including the section about parent engagement

- Review NHCA LCAP
 - Review NHCA SARC
- **Finance Committee**
 - Tasks:
 - Review yearly budget;
 - Review expenditures and cash flow;
 - Review budget adjustments as needed;
 - Review interim and year-end fiscal reports;
 - Recommend commission of annual fiscal audit;
 - Review the monitoring of ADA (student enrollment) and revenues;
 - Recommend fund reserves utilization;
 - Apply for grants and funds;
 - Solicit private and corporate donations;
 - Review Mandated Cost Reimbursement Program;
 - Review E-Rate Program, if applicable;
 - Review contracts;
 - Review facilities utilization and insure a safe campus;
 - Review long-range facilities plan;
 - Coordinate and oversee school emergency plans;
 - Review maintenance needs.
 - Review NHCA LCAP budget
 - Review NHCA Option 3 Budget
- **Instruction Committee**
 - Tasks:
 - Review the implementation of State Board of Education-approved State Standards;
 - Ensure ongoing articulation among teachers and across grade levels;
 - Monitor scheduling of grade level meetings;
 - Monitor use of ELD portfolios;
 - Ensure the use of publishers' tests, and other assessments as designated by the committee;
 - Review student outcomes annually and design action plans centered around the following assessment tools;
 - CAASPP (including review of SBAC Assessments); ELPAC;
 - Recommend instructional materials, including all state adoptions;
 - Recommend a yearly plan and schedule for staff development activities;
 - Coordinate parent education activities related to instructional program with the Family Center;
 - Review ongoing implementation of New Horizons Charter Academy's Technology Plans;
 - Review the Special Education program;
 - Recommend a plan and schedule for staff development related to serving students with disabilities;
 - Review compliance with federal and state regulations;

- Review student assessment, placement, and mainstreaming of special education students;
 - Review the continuous implementation of a differentiated instructional program for English Learners, students with disabilities, socioeconomically disadvantages, and academically low- and high- achieving students.
- **Personnel Committee**
Tasks:
 - Design and review the recruitment and selection process for personnel;
 - Develop employee job descriptions and contracts to be recommended to the Board of Directors;
 - Design the development of schedules and organization of classes to be recommended to the Board of Directors;
 - Review and recommend track and grade assignments (with Instruction Committee);
 - Recommend policies related to leaves of absence, staff attendance, release and vacation days;
 - Review and recommend all decisions related to hiring;
 - Review and recommend annual school-wide salary adjustments and benefits (with Finance Committee);
 - Review staff evaluation process;
 - Review all personnel policies to determine they are in compliance with existing law.

Parent Involvement in Governance

As described in the “Family Involvement That Promotes Student Learning” section, NHCA views families as essential partners in student success, and this philosophy extends to the Charter School’s governance, where parents play an active role in shaping decision, policies, and programs.

Building on NHCA’s strong tradition of family engagement in student learning, parents also play an active role in the Charter School’s governance, ensuring that family perspectives help shape decisions, policies, and programs. Parents are involved at New Horizons Charter Academy’s governance in multiple ways. As stated above, a minimum of one (1) parent will be a DEI Board member. Additionally, parents sit on all New Horizons Charter Academy committees. These are not elected positions; rather, all parents are invited to participate.

Parents and families are encouraged to participate through multiple avenues, including Orientation Meetings, Monthly Parent In Action Meetings, the SSC, the English Learner Advisory Committee, the Charter School website, oneCALL phone messages, Room Parent programs, and a variety of schoolwide cultural and community events such as Latino Heritage Month, African American Heritage Month, the International Dance Festival, and seasonal performances.

- The SSC is a decision-making body composed of parents, teachers, and school staff that develops, monitors, and evaluates the LCAP to ensure alignment with state and local priorities.

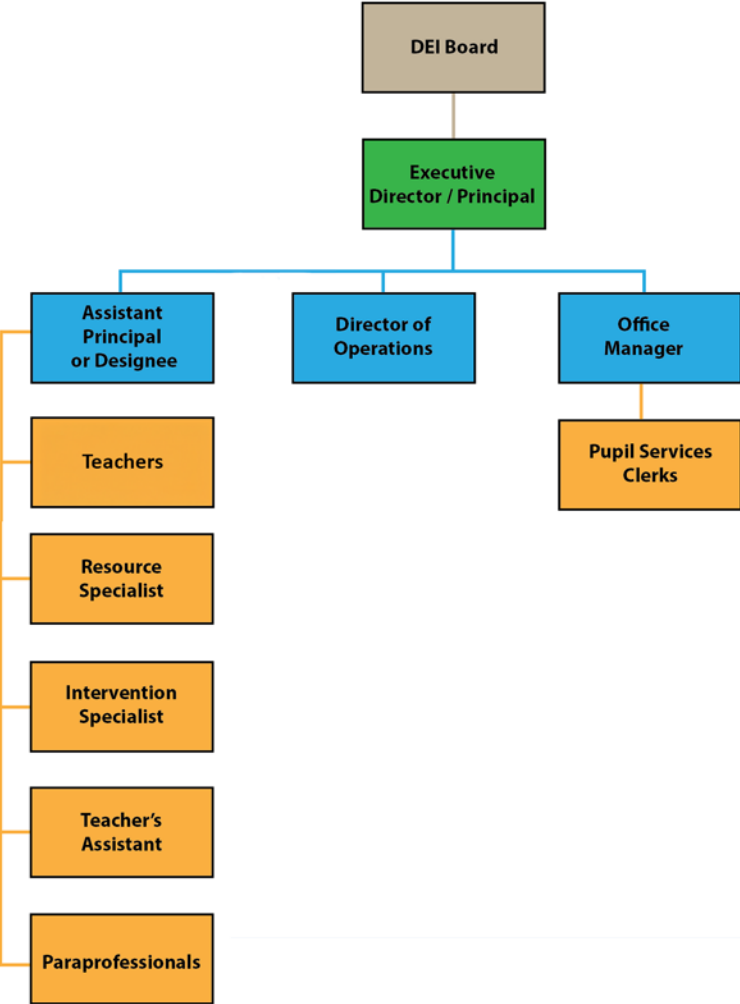
- The ELAC advises the Principal and SSC on programs and services for English Learners, reviews relevant student data, and provides recommendations for the LCAP to support language acquisition and academic achievement for multilingual learners.

To support and expand family engagement, NHCA offers English as a Second Language classes for parents, nutrition courses, Parent Tech Workshops, and referrals to legal, health, vision, and dental assistance. Parents must provide proof of TB clearance before enrolling in classes. NHCA consults with parents and teachers throughout the year via its website, newsletters, handbooks, e-mail, staff and parent meetings. The LCAP is shared with staff and Board Members for input through a comprehensive Stakeholder Survey, with results discussed with staff for possible action. The LCAP is also posted on the website and Mobile App with a link to the survey for students, parents, and community members.

NHCA shall present a report on the annual update to the LCAP and the local control funding formula budget overview for parents on or before February 28 each year as a nonconsent item at a regularly scheduled Board meeting. NHCA posts the annual SARC on its website and discusses both the LCAP and SARC at Parent in Action meetings, public Board meetings, back-to-school and open house events. Input is also gathered during quarterly meetings, pupil-free days, and professional development sessions.

The Family Center serves as a hub for parental involvement and inclusivity, staffed by parent volunteers who coordinate activities, plan events, and support school initiatives. It provides access to school information, stakeholder input links, and surveys via the website, Mobile App, Facebook, and Twitter. Stakeholder feedback is added to Parent in Action agendas for discussion and is also collected at School Site Council and ELAC meetings. The Family Center helps welcome new parents, share resources, and connect families with opportunities to contribute, whether by assisting in classrooms, leading mini-workshops, or supporting teacher-led enrichment programs.

Organizational Chart



Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

EMPLOYEE POSITIONS AND QUALIFICATIONS

New Horizons Charter Academy will be committed to ever-increasing standards of professional excellence. Employees in all job categories assume increased responsibility and ownership of the New Horizons Charter Academy and will be encouraged to be innovative problem solvers. A New Horizons Charter Academy of interdependence, which fosters an atmosphere of flexibility and encourages individuals and groups to work together, has been created to overcome challenges. All employees, regardless of position, will have a genuine commitment to create an enhanced and supportive environment in which academic achievement, hard work and pro-social behaviors are valued and modeled.

The strength and distinctiveness of New Horizons Charter Academy lies in its high expectations and noble vision of creating a rigorous instructional program that will allow its students to become the next generation of problem solvers. Thus, it is critical that the experiences, knowledge, and philosophies of personnel reflect this vision. In addition to being well-qualified, teachers must demonstrate a high degree of content knowledge (what to teach) and instructional ability (how to teach). Additionally, they must be collaborative, be willing to learn and implement effective instructional approaches, and possess strong classroom management skills.

New Horizons Charter Academy currently employs the following positions:

- Executive Director/Principal
- Assistant Principal (or other employee designated by the ED/Principal)
- Director of Operations
- HR/Office Manager
- Pupil Service Clerks
- Classroom Teachers
- Resource Specialist Teachers
- Teacher Assistants
- English Language Learner/Intervention Specialists

The qualifications for New Horizons Charter Academy's employees shall be sufficient to ensure the health and safety of the Charter School's faculty, staff, and pupils. The following are job descriptions and qualifications of personnel at New Horizons Charter Academy and New Horizons Charter Academy's central office support staff:

JOB DESCRIPTIONS

Executive Director/Principal

The Executive Director/Principal is the head of the Charter School. It is the primary responsibility of the Executive Director/Principal to ensure the organization meets annual financial goals and generates an appropriate surplus without compromising the quality of the program, in order to secure the Charter School's long-term sustainability. The Executive Director/Principal will manage the daily operation of the Charter School and work closely with the Board of Directors to execute the long-term, strategic growth of the Charter School and its mission and vision.

The Executive Director/Principal reports to the Board of Directors and is responsible for the overall operations of the Charter School, collaborating with the Assistant Principal (or other employee designated by the ED/Principal), on operational and instructional needs of the Charter School.

The Executive Director/Principal will be responsible for the following:

- Develop and refine strategic goals, with the Board of Directors, to achieve its mission and vision, establish clear benchmarks, and track and measure progress.
- Recruit, develop, manage, and retain high quality, culturally and linguistically diverse senior Leadership Team and administrative staff.
- Supervise, support and manage school leadership and staff in all aspects of their work including effective support for faculty, maximizing student achievement outcomes and closing the achievement gap between sub-groups as identified in the strategic goals.
- Oversee the fiscal health of the Charter School for effective operation and long-term sustainability, including management of the operational budget and development of adequate revenue sources through diverse funding streams (State, local, stakeholders, parents and philanthropic support).
- Ensure operational integrity of the Charter School including satisfactory and proactive

compliance with all applicable laws, regulatory reporting, contractual obligations, donor restrictions, and successful charter petition renewal.

- Ensure that diversity, as defined by the Board, is a principle and practice articulated throughout the organization including in the culturally and linguistic student demographics, leadership and organizational policies.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including the Charter Schools Division, local leadership, school faculty, staff, students, parents, community members, and other private and public partners.
- Establish strong ties to the professional staff from the Charter School of Education at California State University, Los Angeles and Northridge and with the adjacent community resources to provide additional resources to support NHCA's academic growth.
- Represent and advocate for the Charter School at the local and State level including the California charter school community.
- Inform and ensure that the Board of Directors has the necessary information to effectively perform its fiduciary duty.
- Works with the Board on fundraising, including a capital campaign to secure and develop a permanent Charter School site
- Develops and maintains relationships with philanthropic, business, and public sectors to increase awareness of the Charter School and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Oversees and manages the operating budget, payroll, contracts and all other financial and accounting operations, supervising the efforts of back-office providers
- Ensures that the annual fundraising targets are met
- Represents the Charter School as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as with community leaders to maintain support from the local community
- Develops and maintains effective relationships with LAUSD, and oversees all aspects of charter renewal, review and compliance
- Conducts outreach and serves as a liaison with local leadership, Charter School faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Establishes and maintains partnerships with community service organizations, businesses and local councils and residents
- Assists Assistant Principal (or other employee designated by the ED/Principal), as requested, in coordinating parent involvement and volunteering
- Ensures that an effective performance management system is in place for all staff under his/her direct supervision
- Oversees self-evaluation efforts of the Charter School, including parent surveys
- Supervises creation of Charter School computer systems, including classroom computers, data systems, records management and reporting, telecommunications, etc.
- Hires additional staff to support the Charter School, as needed, as the Charter School continues to grow
- Prepares and updates as appropriate the Employee Handbook and Family Handbook and ensures that all parties receive and acknowledge receipt
- Recruits the Assistant Principal (or other employee designated by the ED/Principal) and

collaborates with the Assistant Principal (or other employee designated by the ED/Principal) to assist him/her in fulfilling the educational mission of the Charter School, including working collectively to resolve any personnel issues or other disputes that may arise

- Recruits, develops, and retains high-performing individuals who are passionate about the Charter School and its mission
- Diagnoses the gaps between where the Charter School is, versus where it aspires to be, and ensures that appropriate strategies and practices are implemented to close these gaps

Instruction

Serve as the instructional leader of New Horizons Charter Academy and work with the Assistant Principal (or other employee designated by the ED/Principal) to ensure:

- Assume primary responsibility for curriculum and instruction.
- Mentor and support teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Coach teachers in accordance with organizational policy, including implementing teacher support plans when necessary.
- Coach Teacher Assistants who are providing instructional support assigned to general education classes.
- Ensure teachers implement effective daily and yearly pacing plans and lesson plans.
- Coordinate Professional Development and staff meetings.
- Support the implementation of New Horizons Charter Academy's instructional strategies and scholar lessons at the school site.
- Evaluate and select instructional materials.
- Regularly collect, analyze, and share data to drive student achievement and inform instructional practices.
- Oversee and coordinate the Charter School's applicable testing programs, including the administration of required state assessments such as ELPAC, CAASPP, Physical Fitness Test, etc.
- Oversee the Charter School's BTSA program.
- Oversee the Charter School's special education programs and services by working with Assistant Principal (or other employee designated by the ED/Principal) in charge of Special Education and Student Services and the Charter School's Special Education team.
This may include:
 - Serve as the main administrator in charge of special education, including serving as the main administrator on Welligent and in IEP meetings.
 - Regularly communicate with the Assistant Principal (or other employee designated by the ED/Principal) in charge of Special Education and Student Services to ensure compliance with special education policies, procedures, and timelines.
 - Evaluate Special Education Teachers and Level II Campus Assistants assigned to special education.
- Oversee/coordinate intervention, Saturday school, and/or summer school programs.
- Coach Assistant Principal (or other employee designated by the ED/Principal).

Safety and Supervision

- Appropriate procedures are in place for discipline, supervision, and success team meetings.
- Collaborate on supervision schedule of Teacher Assistants to ensure student safety.
- Collaboration with LAUSD campus partners to:
 - Share instructional practices
 - Provide for a safe campus
 - Oversee the campus' maintenance and operations
 - Review and update the campus' safety plan
 - Coordinate emergency drills
 - Coordinate campus-wide meetings and events
- Compliance and effectiveness of NHCA's special education programs and services by working with the Assistant Principal (or other employee designated by the ED/Principal) in charge of Special Education and Student Services and the Charter School's Special Education team.

Parent Engagement and Student Activities

Supervise the Assistant Principal (or other employee designated by the ED/Principal) and Director of Operations to ensure:

- Organization of parent meetings and workshops both during the school day and in the evenings and weekends.
- Implementation of NHCA's School Operations Committee and English Learner Advisory Committee and School Site Council
- Effective coordination of parent conferences, Back to School Night, and other school wide events.
- Attendance policies are being adhered to and meetings are taking place with truant students and families.
- Coordination between Assistant Principal (or other employee designated by the ED/Principal) and other positions to best serve students and families.
- Coordination of all outside experiential learning opportunities.
- Effectiveness of school's fundraising activities.
- Implementation of required student health screenings such as vision screening, hearing screening, and scoliosis screening, depending on the grade levels served.

Operations

Supervise NHCA's office staff to ensure:

- Maintenance of student information systems, student records, and school records, including the confidentiality of student information.
- Appropriate procedures are in place for situations such as student enrollment procedures, lottery procedures, student record requests, etc.
- Appropriate staff are compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork by designated due dates to LAUSD and the CDE.

- Coordinate, if applicable, to review, complete, and submit any data and paperwork for the Charter School's LEA Plan, CALPADS, CBEDS, SARC, Title I Parent Involvement Policy, and other paperwork as needed.
- Keep the Charter School in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Update policies and procedures, employee handbooks, and parent/student handbooks.
- Manage the NHCA's budget.
- Ensure the staff has adequate resources to do their jobs.
- Oversees Prop. 39 application process and related activities
- Secures appropriate furnishing, materials, supplies, and equipment for Charter School operations
- Pursues appropriate temporary facilities for the Charter School as needed

Maintain internal and external community relations

- Effectively communicate with staff, parents, students, and community members.
- Treat others fairly, equitably, and with dignity and respect.
- Immediately address any stakeholders' concerns.
- Represent the Charter School at off-campus events.
- Develop and maintain partnerships with community members, businesses, and organizations.
- Serve as the main liaison between NHCA and the Charter School's authorizer LAUSD.
- Oversees the Charter School's website, email/list-serves, mobile app, twitter, newsletter, and other means of communication with the parents, teachers, volunteers, and other community members
- Serve as the main liaison between NHCA and New Horizons Charter Academy's Board of Directors, including submitting written reports on the Charter School's operations to the Board of Directors.

Qualifications:

- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do "whatever it takes" to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Works with attention to detail and is able to meet deadlines.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, District personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.

- Has either a Master’s degree in education, an administrative credential, or at least two years of school administrative-related experience such as in a coordinator or Assistant Principal (or other employee designated by the ED/Principal) position at a High School.
- Demonstrates an in-depth understanding of and commitment to the Charter School’s mission and vision.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.

Assistant Principal (or other employee designated by the ED/Principal)

Classification: Full-Time Certificated Salaried Employee

Supervisor: Executive Director/Principal

The NHCA Assistant Principal (or other employee designated by the ED/Principal) is an experienced and innovative educator with exemplary academic and professional credentials while also being a person who is especially invigorated by a new charter school environment. Our Assistant Principal (or other employee designated by the ED/Principal) reports directly to our Executive Director/Principal to help facilitate, manage and develop ongoing and new aspects of our program while also supporting the smooth running of daily operations and our Charter School’s facility.

- Collaborate with Executive Director/Principal regarding reviewing and observing that the instructional programs are delivered with fidelity.
- Assist the Executive Director/Principal with evaluating and selecting instructional materials mentoring and supporting teachers, and facilitating staff meetings and staff development.
- Assist the Executive Director/Principal with supervising and evaluating teachers;
- Conduct ongoing classroom observations.
- Coordinate, implement, and troubleshoot appropriate supplemental enrichment and intervention programs, including computer based and online programs.
- Research and coordinate appropriate external professional development, guest speakers, and fellowship opportunities for teachers (i.e., CUE, ECCLA).
- Oversee the Charter School’s BTSA program.
- Oversee opportunities for students (i.e., MESA, STEM, AVID).
- Coordinate and oversee the Charter School’s intervention, Saturday school, and/or summer school programs.
- Serve as the main liaison between the school and those staff members supporting our Saturday school, and/or summer school providers or volunteers.
- Assist with the collection and analysis of data to drive student achievement and inform instructional practices.
- Help track the progress of student subgroups, including English Learners and students with special needs, and provide timely intervention.
- Help determine and communicate student promotion criteria with stakeholders and oversee implementation of the student retention policy.
- Coordinate local field trip logistics with teachers.
- Manage data and assessments.

- Manage systems and procedures to collect, analyze, and drive instruction with student achievement data, including managing data via Illuminate.
- Oversee parent conference logistics.
- Oversee school-wide formative and summative assessments, including coordinating and administering the CAASPP, NWEA, DIBELS, ELPAC, state assessments, and Fitnessgram.
- Coordinate the communication of student information to parents via Illuminate’s online parent portal.
- Prepare and confirm student academic achievement reports for local and state accountability purposes as well as for grants, staff meetings, and board reports.
- Assist with implementing and maintaining a strong positive school culture, including implementing key New Horizons Charter Academy strategies such as New Horizons Charter Academy’s scholar lessons.
- Assist with the supervision of students on campus.
- Assist with student discipline.
- Hold students to New Horizons Charter Academy’s expectations follow through with behavior management plans, implement appropriate and restorative consequences for infractions and offenses.
- Assist teachers with appropriate behavior management techniques informed by adolescent development trajectories, trauma-sensitive practices, and culturally sensitive practices.
- Maintain high standards of student conduct and ensure all students are safe and fully engaged in learning, including implementing New Horizons Charter Academy’s school-wide discipline plan.
- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Assist with the day-to-day operations of the school in accordance with school policies.
- Help maintain safety procedures to ensure campus security.
- Help organize and maintain important school documents.
- Help ensure that the school is in compliance with all applicable laws.
- Help supervise special events both on and off campus.
- Assist with other duties as needed.

Qualifications:

- Demonstrates an in-depth understanding of and commitment to support New Horizons Charter Academy’s mission, vision, policies, procedures, and charter petition.
- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do “whatever it takes” to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Proficient in the use of computers, including but not limited to typing, word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Works with attention to detail and is able to meet deadlines.

- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, District personnel, vendors, and other external parties.
- Possesses strong organizational skills.
- Is willing to help teach as needed such as during summer school, Saturday school, during school breaks, and/or during the regular school day.
- Able to work 7:30 a.m.-4:30 p.m. during the week as well as on evenings and weekends as needed.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.
- Possesses a clear California multiple subject or single subject teaching credential.
- Has either a Master’s degree in education, an administrative credential, or at least two years of school leadership experience such as serving as a BTSA Support Provider, coordinator, or grade-level or subject matter chair at a school site.
- Has at least three years of teaching experience in a K-12 setting (elementary, middle, and/or high school).

Director of Operations

Classification: Full-Time, Classified - Exempt

Supervisor: Executive Director/Principal

The Director of Operations is responsible for overseeing and managing New Horizons Charter Academy’s financial and operational health, including human resources, budgeting, financial reporting, procurement, payroll, audits, and compliance reporting. The Director of Operations also serves as the organization’s on-site Fiscal Manager.

- 1) Manage NHCA’s fiscal operations
 - a) Interface with independent auditors in coordination with back-office service provider
- 2) Assist with NHCA’s fundraising and grant-writing efforts:
 - a) Monitor grant account activities and balances to ensure adherence to agency restrictions
 - b) Provide and prepare financial information as part of grant applications and grant reports
 - c) Assist with budget preparation for grant proposals
 - d) Assist with NHCA’s fundraising efforts, organization-wide and school-specific, such as helping to reconcile money collected with actual items sold for a fundraiser
- 3) Oversee compliance reporting and provide support to operations at New Horizons Charter Academy
 - a) Coordinate and lead regular training sessions for Operations, Office, and Nutrition Program staff
 - b) Provide support in the hiring of Operations, Office, and Nutrition Program staff
 - c) Work with Operations staff as needed to review attendance reporting policies and practices, student data management, etc.
 - d) Oversee Nutrition Program, including certification process to become a School Food Authority, creation and implementation of the Wellness Policy, and selection of food vendors in accordance with National School Nutrition Program guidelines
 - e) Work with Nutrition Program staff and food vendors as needed to review meal reporting policies and practices, prepare for nutrition program audits, etc.

- f) Work to support school program attendance and funding reporting, and other compliance reporting on each campus
- g) Oversee the preparation and submission of various reports that are required by federal, state, and local governments as part of compliance reporting requirements, including, but not limited to:
 - i) CALPADS
 - ii) Consolidated Application for Federal Funding
 - iii) Attendance Reports (P1, P2, P3, etc)
 - iv) CBEDS
 - v) CNIPS
 - vi) Civil Rights Data
 - vii) Annual School Survey
 - viii) Other reports
- h) Facilitate the implementation of NHCA's student information system, Illuminate Education Student Information System, including maintaining system administration and providing user training
- i) Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information
- j) Develop timelines and a standardized process for collecting information required for various reports and tracking key data such as student achievement data, student attendance and enrollment data, and other data as needed on a monthly basis
- k) Serve as a point person with LAUSD on attendance, prepare and submit attendance reports (ie: LAUSD Classification, LAUSD Statistical and P attendance reports, etc.)
- l) Assist and coordinate in distribution of requested data to schools and Leadership Team
- m) Prepare and submit quarterly/yearly District and state reports for all school sites (CALPADS, SARC, CBEDS, CNIPS, CRDC, etc.)
- n) Coordinate data and prepare binders for annual District oversight visits
- o) Complete monthly data edit checks of applications and eligibility information in FoodSolutions, the student food program database
- p) Compile and submit information for government and foundation grants
- q) Prepare and distribute monthly dashboard report for Leadership Team and Board of Directors
- r) Train and coach school site personnel involved in data management
- s) Update the organization's website with current information
- t) Maintain the organization's social media pages and keep up to date with current events at school sites
- u) Represent the organization at external events in the evening and weekends as needed
- 4) Manage the organization's E-rate program
 - a) Oversee NHCA's E-rate application process and reporting requirements for technology funding
 - b) Coordinate with the Technology Support Personnel, Executive Director, Special Education Case Manager, and School Assistant Principal (or other employee designated by the ED/Principal)/Dean of Students and Office Manager on the technology budget
- 5) Maintain positive relationship with staff, students, parents, board members, community members, and other organizations
- 6) Ensure that the organization and its schools are in compliance with all applicable laws

- 7) Demonstrate knowledge and support of NHCA’s mission, vision, values, policies, procedures, and charter petitions
- 8) Attend meetings and events in the evenings and on weekends, as needed
- 9) Perform other duties as needed

Qualifications and Desired Characteristics

- Experience with multiple aspects of managing an organization, including but not limited to the management of:
 - Human resources (including employees and volunteers)
 - Financial resources, and
 - Material resources (including furniture, equipment, textbooks, school supplies, etc.)
- Experience with budgeting, accounting, and fiscal management of an organization
- Experience with compliance paperwork, reporting requirements, and meeting deadlines
- Experience with team leadership and supervision
- Experience with various financial processes, including payroll, accounts receivable, and account payable
- Strong computer skills, including experience with typing, word processing (MS Word, Pages, etc.), spreadsheets (MS Excel), multimedia presentations (PowerPoint, Keynote, etc.), e-mail, the Internet, and digital media
- Strong interpersonal skills, including the ability to interact effectively with staff members, students, parents, board members, District personnel, vendors, and other external parties
- Positive attitude and friendly demeanor
- Excellent phone, oral, and written communication, organizational, and problem solving skills
- Comfortable with creating and delivering presentations to both small and large audiences
- Experience with supporting grant-writing and/or fundraising efforts
- Experience with program evaluation
- In-depth understanding of and commitment to NHCA’s mission and vision
- Willing to take initiative and be a team player
- Must be able to move/lift up to 30 lbs.

Education and Experience

- Bachelor’s degree required; Master’s degree preferred
- Preferred major in Business or Public Administration
- At least 2-3 years of related experience (previous charter school experience and/or non-profit experience preferred)
- Prior experience working with and/or serving on a Board of Directors is desired

Classroom Teacher

Classification: Full-Time Salaried Employee

Supervisor: Executive Director/Principal

- Demonstrate knowledge and support of New Horizons Charter Academy mission, vision, policies and procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.

- Deliver instruction in order to carry out the instructional vision of New Horizons Charter Academy.
- Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, NHCA, and of the ESEA are met.
- Provide intervention and enrichment as necessary to address students' specific needs.
- Regularly track and report students' progress to the Executive Director/Principal (via report cards, periodic assessments in language arts and mathematics, etc.).
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students' education.
- Actively participate in staff development and weekly meetings.
- Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
- Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students.
- Maintain high standards of student conduct, including implementing New Horizons Charter Academy's school-wide discipline plan.
- Establish a culture of high expectations that include college preparation for all students.
- Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.
- Maintain accurate student records, including attendance, in accordance with New Horizons Charter Academy's procedures.
- Perform other related duties as required and assigned.

Qualifications:

- Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher, teacher intern, student teacher, and/or teacher assistant.
- Hold at least a Bachelor's degree.
- Possess the Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment, including EL Authorization.
- Possess positive communication and relationship building skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentation, e-mail, the Internet, and/or digital media.
- Demonstrate strong classroom management skills.
- Be familiar with the State Standards.
- Possess an in-depth understanding of and commitment to the Charter School's mission and vision.
- Able to lift heavy objects up to 30 lbs.

Resource Specialist Teacher

Classification: Full-Time Salaried Employee

Supervisor: Executive Director/Principal

- Demonstrate knowledge and support of New Horizons Charter Academy mission, vision, policies and procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.
- Help oversee the Charter School's special education program, including writing IEPs, monitoring NHCA's compliance with students' IEPs, and holding IEP meetings.
- Deliver instruction in order to carry out the instructional vision of the Charter School, which is to make sure that all of our students are college ready.
- Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, the Charter School, and any state or federal academic progress goals are met.
- Provide intervention and enrichment as necessary to address students' specific needs as stated in the student's IEP.
- Regularly track and report students' progress to the Executive Director/Principal (via report cards, progress reports, periodic assessments, etc.).
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students' education.
- Actively participate in staff development and weekly staff meetings.
- Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
- Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students.
- Maintain high standards of student conduct, including implementing New Horizons Charter Academy school-wide discipline plan and teaching New Horizons Charter Academy scholar lessons.
- Establish a culture of high expectations that include college preparation for all students.
- Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.
- Maintain accurate student records, including attendance, in accordance with New Horizons Charter Academy procedures.
- Be proactive and initiate in helping out in any way needed.
- Perform other related duties as needed.

Qualifications:

- Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher, teacher intern, student teacher, and/or teacher assistant.
- Hold at least a Bachelor's degree.
- Possess a valid California Special Education Teaching Credential for mild to moderate disabilities or moderate to severe disabilities, and possess an autism certificate or is able to obtain this certificate before the first day of school. We will also consider candidates who hold an Intern Credential.

- Possess a CLAD or BCLAD certificate or has authorization to work with English Learners embedded in the teaching credential, or has an Emergency EL Authorization.
- Possess positive communication and relationship building skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media.
- Demonstrate strong classroom management skills.
- Be familiar with the State Standards.
- Possess an in-depth understanding of and commitment to the Charter School's mission and vision.
- Able to lift heavy objects up to 30 lbs.

English Learner / Intervention Specialist

Classification: Full-Time Salaried Employee

Supervisor: Assistant Principal (or other employee designated by the ED/Principal)

- Provide instruction, coaching, and professional development in support of EL/SPED students.
- Consult on initial and triennial IEPs where EL is a concern and/or impacts eligibility.
- Improve instruction for SPED/ELs within our charter organizations by providing small group instruction.
- Improve instruction for SPED/ELs within our charter organizations by coaching teachers.
- Provide targeted professional development to all Charter Operated Program schools within Option 3 (COP3).
- Create a revised SPED RFEP criteria sample plan for COP3 schools to adopt if they chose.
- Assist schools/teachers with analysis of SPED/EL data.
- Respond to requests of support from partner charter schools, travel to other sites when needed.
- Demonstrate knowledge and support of New Horizons Charter Academy's mission, vision, policies, and procedures, and charter petition.
- Demonstrate knowledge and support of Charter Operated Programs' mission, vision, and goals.
- Be proactive and initiate in helping out in any way needed.
- Adhere to the California Standards for the Teaching Profession.
- Maintain a professional manner when working with students, staff, parents/families via both oral and written communication.
- Collaborate with teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students and staff.
- Establish a culture of high expectations that include college preparation for all students. Maintain accurate student records, in accordance with New Horizons Charter Academy's procedures.
- Perform other duties, as required and assigned.

Qualifications and Desired Characteristics

- Teaching experience required
- Ed Specialist, BCLAD, CLAD credential or degree in related field

- MA in education, or related field
- Experience and expertise in English Learning
- Knowledge and experience working with students with disabilities
- Speech & Language Pathologists with knowledge of EL needs may apply
- Knowledge of federal, state, and District mandates and laws regarding English Learners and Special education.
- Spanish language written and oral abilities a plus.
- Possess positive communication and relationship building skills as well as strong organizational skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media.
- Possess an in-depth understanding of and commitment to the Charter School's mission and vision.
- Ability to travel between locations.
- Able to lift heavy objects up to 30 lbs.

Teacher Assistants

Classification: Full-Time, Classified Non-Exempt Salaried Employee

Supervisor: Assistant Principal (or other employee designated by the ED/Principal)

Key responsibilities include:

- Supports the classroom teacher's curricular and behavioral goals, and assists with planning and instruction
- In cooperation with the classroom teacher, develops and implements engaging lessons that incorporate the multiple intelligences while running a workshop-based classroom
- Promotes safe and supportive Charter School and classroom communities
- Engages in ongoing assessment of student progress using a variety of means, maintains accurate records, and uses assessment data to tailor instruction to individual student needs
- Participates in extensive professional development activities
- Maintains frequent communication with students, students' families, colleagues, and other Charter School stakeholders

Qualifications include:

- An AA degree or two years of college with a minimum of 60 semester units or LAUSD Instructional Assistant Exam
- A California teaching credential or an intern certificate/credential desired but not required
- A commitment to the mission and culture of NHCA
- An exhibited ability to work with children in a caring and respectful manner, adhering to a more "positive discipline" approach of interaction
- Fluency in a second language (ideally Spanish/Armenian) preferred but not required

HR/Office Manager

Classification: Full-Time, Classified Non-Exempt Salaried Employee

Supervisor: Executive Director/Principal

- Maintain New Horizons Charter Academy's human resources files and processes:
 - Maintain employees' HR paperwork

- Monitor employees' credentials to ensure that employees meet the required credentialing standards of the State of California
- Monitor employees' TB tests and notify them when updates are needed
- Monitor employees' sick and vacation time and provide regular reports on their sick and vacation time balances
- Oversee benefits paperwork processing and help New Horizons Charter Academy research benefits options
- Assist with preparation and revision of employee manuals and other HR documents as needed
- Provide payroll and accounting support:
 - Ensure timesheets and Personnel Activity Reports (PARs) are completed correctly and in a timely fashion
 - Prepare payroll documentation for submission to New Horizons Charter Academy's back-office service provider
 - Interface with staff and back-office service provider to address any questions or unusual situations related to payroll
 - Monitor hours of hourly employees
 - Prepare bills for approval on a weekly basis
 - Provide other payroll and accounting support as needed
- Coordinate reporting and other operations functions:
 - Create and maintain a master reporting calendar of deadlines and responsible staff member(s)
 - Supervise Pupil Services Clerk
 - Ensure that compliance reporting on each campus is done in a consistent fashion
 - Maintain central documentation of compliance reporting
 - Provide needed compliance reporting data to New Horizons Charter Academy's back-office service provider
 - Interface with Executive Director/Principal, Director of Operations, Assistant Principal (or other employee designated by the ED/Principal), and other staff to monitor reporting and provide support as needed
 - Prepare reports as needed for the Board of Directors
 - Facilitate central planning of key events that affect all schools, including the lottery and enrollment process and the end-of-year assemblies
 - Ensure that student data is kept in a consistent manner
 - Greet and assist students, parents, staff, and any visitors warmly and in a professional manner. Maintain appropriate visitor documentation
 - Type, translate, and distribute school correspondence including letters, memos, and weekly newsletters
 - Answer busy phones, provide answers, take messages, and direct calls to the appropriate staff member;
 - Assist in purchasing, receiving, and organizing supplies and materials.
 - Prepare outgoing student mailings and distribute incoming mail.
 - Manage substitute staff check-in and check-out.
 - Maintain a clean and presentable desk space and office environment.

- Oversee the maintenance and upkeep of the Charter School’s printers, photocopy machines, fax machine, and scanners, including ordering toner, paper, and contacting maintenance as needed.
 - Oversee OneCall phone message system to send important messages to families.
 - Maintain and replenish the visitor sign in sheets and stickers at both the Welcome Center of the LAUSD main office and the New Horizons Charter Academy school office.
 - Help to maintain a positive, nurturing, and achievement-oriented school culture that includes college preparation for all students.
 - Build relationships with families to keep them well-informed and support their needs
 - Assist with and attend meetings on evenings and weekends when necessary.
- Complete compliance reports for governmental and granting agencies
 - Complete any compliance reports needed for New Horizons Charter Academy which are not the responsibility of the individual school site
 - Assist individual school site with compliance reports when needed.
 - Provide financial and other information needed by granting agencies
 - Create a calendar of reporting dates for grants received by NHCA
 - Complete reports for granting agencies by the deadlines they have established
- Provide support for the New Horizons Charter Academy Board of Directors
 - Prepare packets for each Board Meeting and maintain files of Board Meeting documents
 - Create reports and other documents needed by the Board of Directors for their meetings
 - Track attendance and terms of Board Members
 - Maintain binder of all policies approved by the Board of Directors
 - Provide any administrative support needed by the Board and Board Committees, including reserving rooms, posting agendas, and creating sign-in sheets and agendas
 - Assist the Executive Director/Principal and Director of Operations with any other support needed for the Board of Directors
- Provide for a safe campus by assisting school administration in preparing and maintaining safety policies and procedures.
- Maintain positive relationships with staff, parents, community members, and other organizations.
- Ensure that the organization is in compliance with all applicable laws.
- Perform other related duties as assigned or requested.

Qualifications:

- Possess a Bachelor’s and/or Master’s Degree in Business or similar subject matter.
- At least 2-3 years of related experience (non-profit experience preferred).
- Experience with multiple aspects of charter school administration, including but not limited to the areas of:
 1. human resources (including employees and volunteers),
 2. financial resources, and
 3. material resources (including furniture, equipment, textbooks, school supplies, etc.).

- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, District personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets (MS Excel), multimedia presentations, e-mail, the Internet, and digital media.
- Strong oral and written communication skills.
- In-depth understanding of and commitment to the Charter School's mission and vision.
- Detail-oriented and able to meet deadlines.
- Able to lift heavy objects up to 30 lbs.

Pupil Services Clerk (Central Office)

Classification: Full Time, Non-Exempt

Supervisor: HR/Office Manager

Human Resources

- Organize and file confidential personnel records.
- Format the quarterly employee newsletter.
- Assist staff with the preparation and dissemination of offers, agreements and other communication with employees.

Payroll

- Assist the Director of Operations with the management of bi-monthly payroll including the management of records and the timely submission of payroll reports.

Lunch Program

- Distribute lunch applications and information to families at beginning of the school year;
- Work with New Horizons Charter Academy central office to get families qualified for free or reduced price lunch prior to the start of the school year;
- Maintain qualification records and ensure that school site has accurate information to update student records in Illuminate;
- Enter annual student lunch program information in Food Solutions, the web-based management program for the lunch program;
- Participate in trainings relevant to the lunch program including food handler's training and Mealtime training;
- Communicate with the vendor on a weekly basis to ensure accurate lunch counts are delivered and on time;
- Train NHCA site staff as needed on the lunch operations including the passing out of food and the recording of student lunches taken;
- Ensure that the lunch area is clean and maintained on a daily basis after lunch service is complete;
- Enter daily lunch counts in Food Solutions and confirm student absences with the HR/Office Manager;
- Submit monthly lunch records and verify that claims are submitted on time to the State of California;

Attendance

- Participate in the daily student attendance process by tracking tardies, absences, and medical leaves, verifying attendance taken by teachers, and updating attendance information in Illuminate.
- Assist in the preparation of monthly attendance reports.

Accounts Payable

- Open, sort and code mail with appropriate accounting codes.
- Contact vendors when necessary to follow up on invoices, update account information.
- File paid invoices and other financial records.

Mail

- Retrieve mail from NHCA post office boxes three times each week.
- Retrieve headquarters mail from Maurice Sendak Elementary School

Development

- Assist the Executive Director/Principal with the preparation of donor newsletters, annual reports, annual fund drive and special events including school tours.

Data Management

- Enter data in excel, payroll system, donor management software, Food Solutions, Illuminate (Student Information System) or other programs utilized by the organization.

Other Responsibilities

- Greet and assist students, parents, staff, and any visitors warmly and in a professional manner. Maintain appropriate visitor documentation.
- Type and distribute school correspondence including letters, memos.
- Answer phones, provide answers, take messages, and direct calls to the appropriate staff member.
- Help to maintain a positive, nurturing, and achievement-oriented school culture that includes college preparation for all students.
- Assist with and attend meetings on evenings and weekends when necessary.
- Assist Leadership Team with various tasks as needed.

Qualifications:

- Oral and written proficiency in English and Spanish preferred.
- Strong working knowledge of Microsoft Word and Excel.
- Ability to type 35+ words per minute.
- Knowledge of student information systems a plus.
- Experience with managing and entering data.
- Detail-oriented individual who is willing to do what it takes to get the job done.
- Ability to multi-task in a fast-paced environment.
- Ability to take direction as well as take initiative.
- Positive, professional demeanor.
- Must have a valid California driver's license and provide proof of insurance.
- Must have reliable transportation.

- High school diploma or equivalent required. Some college preferred.
- Coursework in computers, word processing, data management, file-keeping, etc., a plus

Selection of Highly Qualified Personnel

Consistent and well-defined hiring policies and practices will ensure that all employees of the New Horizons Charter Academy have the abilities and attitudes necessary to implement the programs and fulfill the goals delineated in the charter.

The Board of Directors will develop job descriptions for all positions to ensure that applicants have a clear understanding of New Horizons Charter Academy's expectations.

A well-defined and commonly understood mission and vision allows all interview and hiring committees to focus on each applicant's specific qualities and whether the applicant will be successful at New Horizons Charter Academy. All potential applicants are given a copy of the charter and are strongly encouraged to visit the New Horizons Charter Academy during the application process to better understand the mission, goals, and programs.

Staff Member Selection

New Horizons Charter Academy shall select its own staff. New Horizons Charter Academy shall be solely responsible for the selection, hiring, disciplining, and termination of its employees. The District shall not be responsible for any employment related matters involving New Horizons Charter Academy and its employees.

New Horizons Charter Academy staff shall reflect the diversity of the community. Staff will be expected to show potential or demonstrated effectiveness in working with students and parents from diverse backgrounds. Some support staff will be selected on their strong English-Spanish bilingual skills to provide classroom assistance (as needed) to teachers, students, and parents during conferences.

Selection of Administrators

New administrators shall be recruited and interviewed by a committee selected by the DEI Board of Directors. Selection will be made by the total membership of the Board of Directors. Any future change in the current structure and/or responsibilities of the Executive Director/Principal must be approved by the Board of Directors.

Selection of Teachers

Prior to selection, all teacher candidates are observed by the teacher selection committee either teaching in their current classroom or are asked to do a demonstration lesson in a classroom at New Horizons Charter Academy.

Selection of Paraprofessionals

Recruitment, testing, interview and selection of paraprofessionals will be overseen by the Executive Director/Principal.

Selection of Day-to-Day Substitutes

New Horizons Charter Academy will utilize fully credentialed (CTC), qualified substitutes from

New Horizons Charter Academy's substitute pool of credentialed teachers. An hourly rate of pay will be established yearly.

A High-Quality Work Environment

New Horizons Charter Academy is committed to retaining a highly qualified staff by providing a quality work environment and implementing consistent and recognized personnel procedures.

Personnel Handbook

A Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Board of Directors, will be implemented. All employees will receive a copy of the Personnel Handbook upon hire, and continue to receive revisions to policies as approved by the Board of Directors.

The following list represents a selection of the major topics addressed in the Personnel Handbook.

- Internal Complaint Review
- Contracts of Employment
- Child Abuse Reporting
- Regular Status, Seniority and Reduction in Force
- Employee Reviews and Evaluation
- Work Basis, Attendance and Tardiness
- Hours of Work, Salary Schedules, Overtime and Paydays
- Employee Benefits and Leaves
- Termination of Employment

Compensation and Benefits

New Horizons Charter Academy Board of Directors with consultation with the Executive Director/Principal will review its salary schedules on an annual basis with the intent that employees be appropriately compensated for their level of performance and expertise.

Payroll will be bi-monthly.

New Horizons Charter Academy will provide the following for all employees:

- Unemployment Insurance
- Any other insurance required by law
- Worker's Compensation Insurance

Full-time qualified employees may receive New Horizons Charter Academy furnished:

- Health Insurance
- Dental Insurance
- Vision Insurance
- Life Insurance
- Short/Long-Term Disability Insurance

Professional Responsibilities and Evaluation

Once hired, all employees will be encouraged to develop and maintain a high level of expertise through on-going professional development opportunities. New Horizons Charter Academy will provide all employees with a wide variety of professional development opportunities, which are not limited to their particular job category, but also include those which promote better understanding of charter school and educational issues in general.

The Professional Responsibilities of hired employees at New Horizons Charter Academy are the following:

Teachers will be responsible for providing California Content Standards and Common Core State Standards-based academic instruction for students in grades K-8.

Teachers will be responsible for continuous participation in professional development that relates to school policies, explore academic research to discuss, collaborate with grade level peers and peers from all grade levels to reflect and plan effective teaching practices relating to student learning and differentiation for all students, explore and collaborate to develop effective strategies to increase student achievement that will address all students' needs; be involved in various school committees such as safety, curriculum, budget planning, and discipline; participate in welcoming parents, students, and community members to their respective classroom; and conducting ongoing communication with parents, families, and administrators to share and discuss student progress, especially during parent conferences and as needed.

Support Staff will be responsible to provide academic support to students as directed by grade-level teacher; follow school-wide policies; supervise students during recess, lunch, and/or dismissal if needed. Attend staff meeting that require their presence for school-wide professional development, provide translation during parent conferences for teachers who might not speak the student's home language, and provide student support to teachers and students conducting intervention classes and/or content area tutoring.

Administrators such as the Executive Director/Principal and Assistant Principal (or other employee designated by the ED/Principal) are responsible to adhere to all the policies and regulations to oversee the Charter School's day-to-day functioning, including evaluating teachers, meeting with the Board of Directors, reaching out to community members to bring resources to the charter, collaborate and dialogue with personnel from LAUSD to be in good standing as it relates to the charter school issues.

All employees are evaluated annually using criteria including, but not limited to, the review of fulfillment of responsibilities according to specific job descriptions and general professionalism.

Teachers

Teachers, regardless of experience level, will use the framework of the Common Core State Standards to engage in reflective practice, plan lessons and instructional strategies, organize professional portfolios, develop cognitive coaching projects and set professional goals. The framework additionally provides teachers with a common language and foundation to engage in meaningful discussions with colleagues and administrators, and to further enhance their teaching

skills.

Multiple criteria are utilized for annual teacher evaluations, including, but not limited to, classroom observations and review and analysis of student achievement data. At New Horizons Charter Academy, the Executive Director/Principal and the Assistant Principal (or other employee designated by the ED/Principal) will be in charge of evaluating teachers.

Executive Director/Principal

The Executive Director/Principal is committed to consulting the most current research to guide the instructional program and personnel practices of the New Horizons Charter Academy. In addition, the Executive Director/Principal will continue to actively promote the New Horizons Charter Academy's mission statements by seeking innovative solutions to all challenges and by disseminating current educational research and resources to staff members.

Each year, the Executive Director/Principal, working in conjunction with and under the advisement of the Board of Directors, review and update the job descriptions of employees, as needed. The quality and extent to which the Executive Director/Principal have fulfilled his/her specific responsibilities is reviewed by the Board of Directors at the end of the year and recommendations for improvement or next steps are presented.

Non-certificated Staff and Teacher Assistants

All non-certificated staff members will be evaluated yearly by their immediate supervisors, usually the Executive Director/Principal and Assistant Principal (or other employee designated by the ED/Principal). Teacher assistants will be evaluated twice yearly by each of the teachers to whom they are assigned and reviewed by Assistant Principal (or other employee designated by the ED/Principal).

Teacher Credentialing

The Charter School actively recruits credentialed teachers. Teaching assistants and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Credential Records

NHCA Executive Director/Principal will bear responsibility for ensuring that teaching staff provides appropriate documentation of their credentials and will track renewals and other updates as needed.

Financial Administration

In order to run the administrative financial functions of the Charter School, NHCA has contracted with CharterImpact, similar to the other schools in the Los Angeles region, although this structure may change over the course of the charter term. CharterImpact provides full service accounting services in accordance with generally accepted accounting principles ("GAAP") and school accounting standards, giving NHCA strong internal controls within the system. The Executive Director/Principal bears primary responsibility for the fiscal administration of the Charter School, overseeing the work of CharterImpact.

Staff Evaluations

NHCA believes that all staff benefit from regular and constructive developmental coaching and feedback. In order to ensure the professional growth of all staff at NHCA, regular performance reviews are part of the staff development model. The Executive Director/Principal and Assistant Principal (or other employee designated by the ED/Principal) work with all staff to ensure that the development of their goals is appropriate to the description of their position and their role within the Charter School community. The NHCA Board reviews the Executive Director/Principal and supervisors review other staff.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall 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 Balance, Special Education, and English Learners 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.

Plan for Achieving Racial and Ethnic, Special Education, English Learner and Balance

As stated in its mission, New Horizons Charter Academy schools seek to bring about fundamental changes in public school instruction that create and share solutions that will eliminate the achievement gap among educationally disadvantaged students. This will be done regardless of students’ racial and ethnic, special education, and English learner backgrounds. As such, New Horizons Charter Academy strives to maintain a racial and ethnic, special education, English Learner, including RFEPs, balance of students that is reflective of the general population residing within the Los Angeles Unified School District’s territorial jurisdiction and to increase opportunities for students of all backgrounds.

New Horizons Charter Academy’s plan to achieve and maintain LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio includes the following outreach and recruitment activities designed to ensure enrollment reflects the surrounding community and local District schools nearby.

Broad based outreach activities increase awareness of NHCA's programs, events, and enrollment opportunities among all members of the community through the following:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic, special education, and English learner balance of students enrolled in the Charter School.
- At least annually, New Horizons Charter Academy's Leadership Team will review student demographic data for race and ethnicity and determine if there are discrepancies between NHCA's enrollment and the general population residing within the boundaries of LAUSD, as well as within local resident schools.
- All outreach and recruitment materials will be available in English, Spanish, and Armenian, with additional languages, as needed to meet community needs
- NHCA will collaborate with community partners such the local libraries, YMCA, nearby churches and neighborhood organizations to share information about NHCA's educational program.
- Develop and distribute flyers or brochures, applications, and other recruitment materials annually that reflect the diversity of the community
- Utilize broad-based outreach program including the NHCA website, NHCA Mobile App, Facebook, print media, mailings and listings such as Yelp or Great Schools.
- Use NHCA website as primary source of information, highlighting the Charter School's educational program, enrollment process, and achievements.
- NHCA will host open houses, school tours, and presentations for parents, community members, local organizations, and local apartment buildings to explain the enrollment process and highlight program offerings.
- Conduct targeted direct mail campaigns and neighborhood canvassing will be conducted in surrounding areas to inform families about NHCA's programs, events, and enrollment process and opportunities

NHCA complements these broad-based outreach strategies with targeted recruitment efforts to reach underrepresented student groups to ensure enrollment reflects the diversity of the surrounding community. These efforts designed to achieve and maintain a ratio of students in Special Education, and English Learners, including Redesignated Fluent English Proficient pupils, that is reflective of the general population residing within LAUSD and nearby District schools and include:

- Build direct connections with families and provide application assistance by offering evening/weekend enrollment support and on-site help.
- Ensure multilingual access with translated materials in English/Spanish/Armenian, application assistance during evenings and weekend hours with follow-up in home language.
- Partner and canvass through community organizations and neighborhood outreach, including direct mailings and pop-up info tables in areas where data indicates underrepresentation.
- Events are accessible with reasonable accommodations, and admissions remain open and non-discriminatory, with a public lottery as applicable.
- Review enrollment and applicant trends annually to refine outreach so that student

representation remains reflective of the surrounding community and nearby District schools.

Sample Timeline and Recruitment Activities

Recruitment Timeline	
Timeline	Activity
September – April (and ongoing)	NHCA will host open houses, school tours, and presentations for parents, community members, local organizations, and local apartment buildings to explain the enrollment process and highlight program offerings.
November - April	Conduct targeted direct mail campaigns and neighborhood canvassing in surrounding areas to share program and enrollment information.
Every Month as needed	Attend local community events, school fairs, and resource nights to connect with prospective families.
Ongoing	Provide application assistance sessions for parents at the NHCA Family Center (support available in English, Spanish, and Armenian).
Ongoing	Distribute flyers to local daycare centers, preschools, and Head Start programs within the target geography.

By maintaining accurate student demographic data, regularly reviewing enrollment trends, and implementing intentional outreach and recruitment strategies, NHCA will continue to build a student body that reflects the diversity of its surrounding community while providing equitable access to all students.

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 is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, 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.)

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School 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. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or their parent or legal guardian within the state. 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.

ADMISSION REQUIREMENTS AND STUDENT RECRUITMENT

NHCA actively recruits a diverse student population from the District and surrounding areas. As a charter school, NHCA is a school of choice. NHCA shall admit all pupils who wish to attend the Charter School (Education Code Section 47605(e)(2)(A)). If the number of students applying for admission exceeds the openings available, admission shall be determined by a random public drawing in accordance with Education Code Section 47605(e)(2)(B).

The Charter School shall not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

NHCA offers school orientation meetings for families to learn about the Charter School; however, attendance at an orientation meeting is optional and will not affect the admission or continued enrollment of any student.

To enter the lottery, families must complete a student Intent to Enroll form.

Once a student has been admitted via the lottery system, enrollment packets for students who are admitted will also gather the following:

1. Completed Enrollment Form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records²

LOTTERY PREFERENCES AND PROCEDURES

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing (or “lottery”) to determine admission, with the exception of existing students who are exempt from the lottery and guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given via a staged drawing to the following students in the following order:

1. Siblings of students admitted to or attending the Charter School
2. Students of Charter School teachers and staff, not to exceed 10% of total enrollment
3. All other students who reside in LAUSD boundaries
4. All other students who do not reside in LAUSD boundaries

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a waiting list carry over to the following school year. The Charter School will contact the families of students promoted off the waiting list by phone, email, and mail, and families will have three school days to respond to the Charter School’s main office.

The Executive Director/Principal is responsible for overseeing the public random drawing process and will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Executive Director/Principal). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the

² 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.

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.

Lottery rules, deadlines, dates and times for the random drawing will be communicated on the Intent to Enroll application and on the Charter School’s website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all lottery applicants and all interested parties of the rules to be followed during the lottery process, location, date, and time of the lottery via mail or email at least two weeks prior to the lottery date, so that all interested parties may observe the lottery. The lottery will occur at the Charter School and, in order to ensure that the greatest number of interested parties will be able to attend, the public random drawing will be held either on a Saturday or on a weekday in the evening. The lottery will be conducted publicly, which will ensure that lottery procedures are fairly executed. The Charter School will keep application forms and all documentation of the lottery on file to document the fair execution of lottery procedures.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

Planned Application, Public Random Drawing, and Admission Schedule

The following estimated application, public random drawing, and admission schedule and process is proposed, and may be amended by the DEI Board as necessary.

November	Application forms available at school administrative office or online at the Charter School’s website.
Last week of January	Public random drawing conducted (if necessary). Admission notification and enrollment packets are distributed upon student’s selection at public random drawing.
Two Weeks After Lottery/ Approximately the Second Week of February	Completed enrollment packets due back to the Charter School within two (2) weeks of date of the public random lottery, which will include proof of immunizations, proof of residency, proof of age requirements and proof of withdrawal from prior school and district of residence.

If a public random drawing is necessary, families will be informed of the date, time, and place of the drawing via mail, telephone, and e-mail/on the Charter School’s website. In order to ensure that the greatest number of interested parties will be able to attend, the public random drawing will be held either on a Saturday or on a weekday in the evening. NHCA will hold the public random drawing in a public location to ensure that the lottery is open to any interested parties to observe. For example, the public random drawing may be held in the Charter School’s auditorium or public meeting room, in the community meeting room of a local police station or community organization center, or another publicly-accessible place, which is near to the location of the Charter School.

New Horizons Charter Academy utilizes a broad-based community outreach program to recruit students, including students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. The Charter School's recruitment plan calls for the use of the Internet, print media (such as La Opinion), Facebook, Twitter, the NHCA Mobile App, mailings, and outreach to local groups and regional organizations, including churches and other houses of worship.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(c)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

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

ANNUAL AUDIT PROCEDURES

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The DEI Board will select an independent auditor through a request for proposal format. The Executive Director/Principal will be responsible for working with the auditor and providing the auditor with all necessary information to complete the requirements. The auditor will have at a minimum, a CPA and educational institution audit experience and will be approved by the State

Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director/Principal, along with the Audit Committee, if one is appointed by the Board, will review any audit exceptions or deficiencies and report to the DEI Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District, along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled 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, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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 Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - B. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND DISCIPLINE SYSTEM

New Horizons Charter Academy recognizes that appropriate school behavior is critical to the academic success and creating an effective learning community. A strong discipline foundation policy should minimize the loss of student instruction time due to removal from classes caused by misbehavior.

Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at New Horizons Charter Academy. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of Charter School behavior that contribute to the ability of all to learn.

Effective discipline maximizes the amount of time student and staff spend on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process.

Effective discipline also considers the age and development of the student in framing instruction of appropriate behavior and consequences for misbehavior. It is educational not punitive and includes building relationships and using restorative practices to reengage students in their learning community.

NHCA Discipline Foundation is grounded in our guiding principles outlined in our Mandala Words, which serve as shared values for the entire school community. These principles guide the implementation of PBIS, restorative practices, and conflict resolution strategies, ensuring that discipline is proactive, relationship-centered, and aligned with the school's mission. Together, these practices promote a safe, respectful, and inclusive school environment where students remain engaged in learning and feel a strong sense of belonging. By integrating PBIS with restorative practices and conflict resolution, NHCA ensures that discipline addresses the root causes of behavior, repairs harm, and strengthens the Charter School community. This approach not only minimizes instructional time lost to disciplinary actions but also reinforces the Mandala Words as living values that shape daily interactions and long-term character development.

Academy Mandala Words

The word "mandala" means circle. It represents wholeness and can be seen as a model for the organizational structure of life reminding us of our relation to the infinite, the world that extends both beyond and within our bodies and minds. Each member of our community, which makes up New Horizons Charter Academy, is expected to embrace the guiding principles represented by our Academy Mandala Words:

Community

- We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others. We take responsibility for the life of our community.

Empowerment

- We claim our power to define ourselves and to struggle for liberty.

Well-Being

- We nurture our minds, bodies and spirits by practicing healthy habits.

Creator

- We express our uniqueness, imagine new possibilities, shape ourselves and, and impact the world.

Love

- We care deeply about others and ourselves and express this through our actions.

Integrity

- We constantly seek understanding by asking questions of ourselves and of the world around us.

Scholars

- We are critical thinkers engaged in a lifelong pursuit of knowledge.

Activists

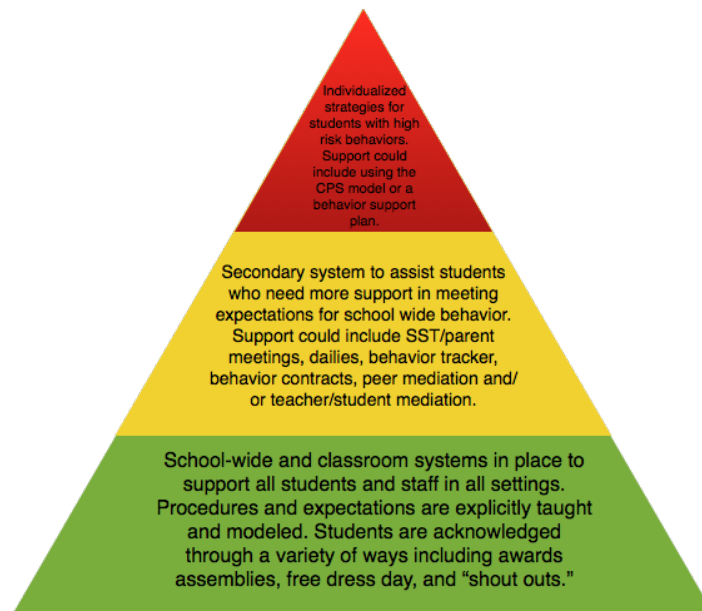
- We envision a just and humane world, strive to make it real, and inspire others to do the same.

Courage

- We have the strength to recognize and challenge our fears.

School-Wide Positive Behavior Intervention and Support/Restorative Justice Practices

New Horizons Charter Academy implements Restorative Justice practices in conjunction with School-Wide Positive Behavior Intervention and Support which both promote trust and respect in relationships, setting the foundation for teaching and learning. PBIS is a nationally recognized, evidence-based framework that provides an integrated continuum of practices to enhance positive school culture and climate, and academic social outcomes for all students. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The Restorative Justice/Practice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm. Restorative Practices (“RP”) are processes that proactively build healthy relationships and a sense of community and belonging in order to prevent and effectively address conflict and wrongdoing when it occurs.



The first tier is prevention. Students are introduced and taught the NHCA Cloud9 Advisory Social Emotional Scholar Lessons and the school wide expectations during the first three weeks of school. NHCA Cloud9 Advisory Social Emotional Scholar Lessons are one to two sentence lessons posted in each classroom that remind students and staff of the expectations of behavior. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary.

These lessons and expectations are reinforced by all staff members on campus on a daily basis. Additionally, relationships based on trust and respect is developed between students and staff helping to strengthen the Charter School’s culture.

When a student engages in a behavior that does not match school-wide expectations, teachers and staff members can use a variety of strategies to redirect the behavior. The following illustrates Level I behaviors and possible responses:

Level I Behaviors*	Level I Responses*
Off task/not focused, not keeping hands to him/herself, name calling, passing notes, visible electronic devices/ear buds, excessive noise making, out of seat, excessive talking, chewing gum/eating/drinking in class, throwing objects, yelling, not following directions, inappropriate/vulgar comments, out of uniform	Restate rules/expectations, redirect student, model and provide examples, proximity, precise praise, move students’ seat, have student repeat behavior correctly, speak to the student privately, use positive framing

Tier II encompasses a smaller group of students (15-20%) who will require a more intensive intervention in order to consistently follow behavioral expectations. Tier III students (about 5%) will require the most intensive interventions for progress toward mastery of behavioral skills. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences. The following tables illustrate Tier II and Tier III behaviors, as well as possible responses.

Level II Behaviors*	Level II Responses*
Repeated Level I behaviors with little positive response to Level I responses, rude or disrespectful behavior, throwing dangerous objects, horseplay, profanity, verbal harassment, no show for detention or reflection, violation of safety rules, committing dangerous acts, lying or misleading staff, misuse of school property, bullying, threatening bodily harm, severe tardiness	Peer mediation/ conflict resolution, detention/reflection in classroom (arranged by teacher), phone call to parent (best used in tandem with other responses), parent conference with or without admin, parent supervision, referral to counselor, referral to admin, student/teacher conference with admin, establishment of behavior tracker or daily check in, admin detention request, pre-suspension conference, confiscation, Saturday School, lunch detention, school beautification, parent/student conference, SST referral, home visit, buddy classroom/teacher, school based mentor

Level III Behaviors*	Level III Responses*: Immediate Office Referral and Incident Report
<p>Repeated Level II behaviors with little positive response to Level II responses, vandalism, using force against another student or staff member, leaving class or otherwise designated area without permission, weapons possession, drug possession, use, or distribution, fighting, threatening violence, participating in group violence, leaving school premises without permission, theft or possession of stolen property, lewd or indecent behavior, posting of slanderous, humiliating, bullying, or threatening materials around school or the Internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity</p>	<p>The following will serve as alternatives to suspension/expulsion: Parent/student conference, SST referral, individual behavior student contract, CPS (Collaborative Problem Solving) support plan, home visit, parent supervision, individual counseling, referral to drug counseling, community service, threat assessment, school based mentors, multi-agency collaboration</p> <p>Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion</p>

*It is important to note that these lists are examples of behaviors and responses and there are behaviors and responses that are not listed. Depending on the severity of the infraction, suspension and law enforcement intervention may be the legally required consequence.

It is important to note that all school stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff.

Student Responsibilities:

- Take responsibility for their behavior and hold themselves to high standards
- Work to achieve at high levels
- Come to school every day, on time, ready to learn
- Follow school and classroom expectations and rules
- Participate as members of the learning community
- Treat teachers, administrators, staff, other students and themselves with respect
- Help teachers and other students understand their culture and learn about and be respectful of the cultures of others
- Comply with reasonable requests from school staff
- Model positive behavior
- Participate in problem solving for individual and school concerns

Family Responsibilities:

- Take responsibility for the behavior of their student as determined by law, community practice and school expectations
- Participate in and support school activities

- Teach students to be respectful of others and reinforce school expectations
- Model positive, respectful and appropriate school behavior
- Teach students that behavior has consequences
- Encourage and praise their student's achievements
- Discuss feedback on progress with their student
- Communicate with school staff to ensure that staff know and understand their student better and are better able to teach them effectively.
- Share information and insights with school staff to help them teach their child

School Responsibilities:

- Develop a school wide behavior plan and share with staff, students and families
- Ensure that new teachers, administrators and other staff know and understand the school wide plan and regularly review the school plan with all staff
- Review outcomes and modify plan, with particular attention to whether the Charter School is reducing the number of out of school suspensions
- Provide a process for addressing student concerns
- Implement a defined system for teaching the expectations at the beginning of the school year and periodically throughout the year; Teach social skills to increase students' repertoire of appropriate responses
- Ensure that the Charter School is welcoming to families of all cultures and backgrounds
- Communicate school expectations to families
- Inform families of both their student's positive behavior and of behavior-related concerns
- Communicate with families whose students have been victimized at school
- Ensure that teams of teachers and support staff provide interdisciplinary problem solving and to address identified needs

Every student has the right to be educated in a safe, respectful, and welcoming environment and every educator has the right to teach in an atmosphere free from disruptions that impede instruction and learning. This discipline foundation policy will establish the culture needed for students to achieve both academic and social success.

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, NHCA has developed a comprehensive set of student discipline policies that is consistent with Education Code Section 48900 and principles outlined in the District's Discipline Foundation Policy and School Discipline Policy. Teachers receive professional development annually on alternatives to discipline and positive behavioral support, and individual support is provided to teachers who are demonstrating excessive behavior referrals or classroom management challenges.

NHCA understands that elementary school children may misbehave as they experiment with the boundaries of their community and develop pro-social behaviors as positive members of their community. We always seek first to understand what may be driving a student to make inappropriate choices, and to address the root causes rather than just the observed behavior. However, we also must prioritize maintaining the safety of our community and will take action as

needed to make that a priority.

Discipline Policy

New Horizons Charter Academy will adhere to a positive behavior philosophy consistent with the District’s discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices. While based on NHCA’s successful discipline policies for students at our other schools, in order to ensure stakeholder “buy-in,” the school-wide discipline policies at NHCA’s were developed with considerable input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. This policy includes, but is not limited to, the students’ rights and responsibilities while on school grounds as well as the Charter School’s suspension and expulsion policies. We designed the Charter School to focus on a positive school climate consistent with the School Climate Bill of Rights resolution. We use alternatives to suspensions to support students when behavioral missteps occur, which include teacher conversation using Restorative Justice and redirection (See alternatives to suspension table). The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process.

NHCA ALTERNATIVES TO SUSPENSION	
Coordinated Behavior Plan for Any Student Whose Behavior has Impeded Learning	Training will be available to assist appropriate staff in the creation of a structured, coordinated behavior plan specific to the student, and based on the analysis of date and the assessment of the purpose of the target behavior to be reduced. This must focus on increasing desirable behavior and replacing inappropriate behavior.
Alternative Programming	Changes in the student’s schedule, classes or course content; assignment to an alternative school or program; independent study or work experience program should be tailored to the student’s needs.
Behavior Monitoring	Strategies to monitor behavior and academic progress might include progress report cards checked after each class regarding behavior, self-charting of behaviors, strategies to provide feedback to the student, etc.
Appropriate In-School Alternatives	In-school alternatives in which academic tutoring and instruction related to the student’s behavior, such as work in social-emotional skills, and a clearly defined procedure to return to class as soon as the student is ready to provide.
Counseling	Students are referred for participation in group of individual counseling.
Parent Supervision in School	Following existing school-site visitation

	policy parent comes to school and provides additional support and supervision for a period or throughout the day.
Mini-Courses	Short courses or modules on topics related to social emotional behavior, used as a disciplinary consequence, after-school or Saturday.
Problem-Solving/Contracting	Used negotiation/problem-solving approaches to assist student to identify alternatives. Develop a contract which includes reinforces for success, and consequences for continuing problems.

Upon enrollment and at the beginning of each school year, NHCA families will each receive a copy of the Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the Charter School’s discipline policy, which reflect the discipline policy as outlined in this petition. Parents will receive notification of all suspension and expulsion policies. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include extra recess or privileges such as free dress, and negative consequences include completing a reflection. Students who do not adhere to stated expectations for behavior and who violate the Charter School’s rules may expect consequences for their behavior.

Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges
- Individual behavior contract
- Referral to the Executive Director/Principal or Assistant Principal (or other employee designated by the ED/Principal) or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion

USING DATA

NHCA reviews student behavior data on a regular basis by reviewing the Charter School’s annual Suspension Rate as reported on the California School Dashboard, as well as data related to

behavior referrals and feedback from students, families, and staff.

IN-SCHOOL SUSPENSION

If deemed necessary, NHCA will use In-School Suspension for Level III behaviors. In-school suspension will be served in either the Charter School's main office or an open classroom and will be supervised by the Assistant Principal (or other employee designated by the ED/Principal). During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will be provided necessary supplies and materials, and teachers will be available to meet with the student during breaks. The maximum number of days of in-school suspension will not exceed two (2) days per incident and ten (10) days in one academic year. An administrator notifies the parent(s)/guardians or the foster child's educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School personnel;
- Made terrorist threats against school officials or school property, or both.

New Horizons Charter Academy's Executive Director/Principal bears primary responsibility for overseeing all student discipline. The Executive Director/Principal and Assistant Principal (or other employee designated by the ED/Principal) has the authority to suspend students.

GROUNDS FOR SUSPENSION AND EXPULSION

This Pupil Suspension and Expulsion Policy ("Policy") has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. 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 expulsions, or involuntary removal, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/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.

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 this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians³ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

Suspended or expelled students shall be excluded (e.g. not permitted to participate) from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

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

³ 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. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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).

Procedures

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force of violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended solely for that disclosure.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which

includes but is not limited to, electronic files and databases.

- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
- p. Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by

a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r. Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
- s. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
- t. Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 4 to 8, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1. "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - a. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.

- b. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - c. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - d. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a. A message, text, sound, or image.
 - b. A post on a social network Internet Web site including, but not limited to:
 - i. 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.
 - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - c. An act of cyber sexual bullying.
 - i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific

value or that involves athletic events or school-sanctioned activities.

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

- v. A pupil who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w. 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 Executive Director/Principal or designee's concurrence.

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a. Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director/Principal or designee's concurrence.
- b. Brandished a knife at another person.
- c. Unlawfully selling or otherwise furnishing a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code
- d. Committed or attempted 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 committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- a. Caused, attempted to cause, or threatened to cause physical injury to another person.
- b. Willfully used force or violence upon the person of another, except self-defense.
- c. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.

- d. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e. Committed or attempted to commit robbery or extortion.
- f. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h. Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
- i. Committed an obscene act or engaged in habitual profanity or vulgarity.
- j. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.

- p. 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.
- q. Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this 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.
- r. 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. This provision shall apply to students in any of grades 4 to 8 inclusive.
- s. Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 8, inclusive.
- t. Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 8, inclusive.
- u. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of 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.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual 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.

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

v. A student who aids or abets, as defined in Penal Code Section 31, 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 (3)(a)-(b).

w. 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 Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

a) Possessed, sold, or otherwise furnished 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 Executive Director or designee’s concurrence.

b) Brandished a knife at another person.

c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*

d) Committed or attempted 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 committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The Charter School will use the following definitions:

The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3 ½ inches; (D) a folding knife with a blade that locks into place; or (E) 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 (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Suspension Procedure

Suspensions shall be initiated according to the following procedures:

a. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director/Principal or the Administrator’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director/Principal-or designee.

The conference may be omitted if the Executive Director/Principal-or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense in accordance with Education Code Section 47605(c)(5)(J). The process for investigating incidents and collecting evidence will be fair and thorough.

This conference shall be held within two (2) school days of when the Executive Director/Principal-or designee determines that the student committed a suspension offense, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. The conference shall be held as soon as the student is physically able to return to school for the conference. Penalties shall not impose on a pupil for failure of the student’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the student’s parent or guardian at the conference.

b. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone, email, or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will state the date and time when the student may return to school. If the Executive Director/Principal-or designee of New Horizons Charter Academy ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, or twenty (20) school days per year. The maximum number of days per school year of suspension students with IEPs and Section 504 plans is ten (10) school days (unless their IEP or Section 504 plan specifies a different requirement). Upon a recommendation of Expulsion by the Executive Director/Principal or Executive Director/Principal's designee, the pupil and the pupil's parent/guardian may be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference. The maximum number of days a suspension can be extended shall not exceed the total number of days that a student can be suspended in one year.

This determination will be made by the Executive Director/Principal or Executive Director/Principal's designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

Access to Education

The student will have the opportunity, at the discretion of the Executive Director/Principal or designee and/or the classroom teacher, to complete instructional activities missed due to his suspension and will be able to communicate with designated school staff for any questions and for evaluation of work. The Executive Director/Principal or administrative designee will make arrangements with parents/guardians to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. For students who are suspended pending expulsion, independent study will be offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. For students who do not voluntarily agree to this option, the Charter School will provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

d. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the

affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

e. **Appeal of In-School and Out-of-School Suspension**

If a parent or guardian disagrees with a suspension, he/she must file a written objection to the co-Principal to the suspension within five (5) school days, explaining the reason for the disagreement. The Executive Director/Principal or administrative designee (e.g., another NHCA administrator not involved in the suspension) will meet with the parent/guardian within five (5) school days of receipt of the written objection. Considering the information provided by the parent/guardian and any other relevant information, the Executive Director/Principal will have authority to determine whether to:

- a. Uphold the suspension in all respects.
- b. Modify the suspension imposed (e.g., reduce suspension duration, if possible).
- c. Overturn the suspension and expunge the suspension from the student's records.

The Executive Director/Principal or administrative designee's decision shall be final. If no changes are made, the parent/guardian's written objection will be placed in the student's file along with the notice of suspension.

Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing. A student may be expelled either by a neutral Hearing Officer or panel ("Administrative Panel") appointed by the Executive Director following a hearing before it. The Hearing Officer or Administrative Panel should consist of at least three members who are certificated and neither a teacher of the student or a Board member of the Charter School's governing board. The Hearing Officer or Administrative Panel shall make the determination regarding the expulsion of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, such as a medical emergency, the hearing, if requested, shall be held within thirty (30) school days after the Executive Director/Principal or designee determines that the pupil has committed an expellable offense and has made a recommendation for expulsion.

The Executive Director or designee shall either select a Hearing Officer or appoint an

Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under the Family Education Rights and Privacy Act (“FERPA”).)

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student’s previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School’s rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days by the Executive Director/Principal before the date of the hearing. Upon mailing the notice, it shall be deemed served. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
9. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Hearing Officer or Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form

of sworn declarations which shall be examined only by the Hearing Officer or Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

- a) The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
- b) The entity conducting the hearing must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
- c) At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
- d) The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
- e) The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
- f) Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
- g) If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
- h) The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
- i) Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the

right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

- j) Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the student and/or parent/guardian within five (5) business days of a written request.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

Expulsion Decision

The determination of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Board shall make its decision during a public meeting. The decision of the Board of Directors is

final.

If the Board adopts a recommendation to expel a student, the procedures outlined below will be followed. If the Board rejects a recommendation to expel a student, the student shall immediately be returned to their previous educational program. If the Hearing Officer or Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to their previous educational program.

Written Notice to Expel

The Executive Director/Principal, following a decision of the entity conducting the hearing to expel, shall within ten (10) calendar days send by written notice of the decision to expel, including the entity conducting the hearing's adopted findings of fact, to the student and the student's parent/guardian. This notice shall also include the following:

- a. Notice of the specific offense(s) committed by the student
- b. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
- c. Reinstatement eligibility review date
- d. A copy of the student's rehabilitation
- e. The type of educational placement during the period of expulsion
- f. Notice of appeal rights/procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Appeal of Expulsion

If an appeal is requested, the Board of Directors, or a committee therefore, shall review the expulsion within ten (10) working days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion. The appeal must be submitted in writing to the Executive Director/Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days). The appeal and the Governing Board's review of the Hearing Officer's or Administrative Panel's decision shall be limited to the following questions:

- Whether the Hearing Officer or Administrative Panel acted without or in excess of its jurisdiction
- Whether there was a fair hearing
- Whether there was a prejudicial abuse of discretion in the hearing
- Whether there is relevant material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Administrative Panel

For a student who is not reinstated upon appeal, the family will be sent written notification by the

Executive Director/Principal, within 24 hours of such decision, including specific reasons why appeal was denied. The decision of the NHCA Board of Directors will be impartial and final. New Horizons Charter Academy will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

Rehabilitation Plans and Readmission

Students who are expelled from the Charter School may be given a rehabilitation plan upon expulsion as developed by the Executive Director 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission. The readmission process will include a meeting with the Executive Director/Principal, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Executive Director/Principal shall make a recommendation to the Board of Directors for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Board of Directors will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. New Horizons Charter Academy is responsible for reinstating the student upon the conclusion of the expulsion period.

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. NHCA shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the Charter School showing that the student has met the conditions of the rehabilitation plan. New Horizons Charter Academy's governing board shall review the reinstatement documentation and vote to reinstate or not. If the Board votes to reinstate the student, NHCA shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

In the event of a decision to expel a student from NHCA, New Horizons Charter Academy works cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If the decision is to "not expel" the student, the student remains enrolled at the Charter School.

The Executive Director/Principal shall send by mail a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

- a. The student's name

- b. The specific expellable offense(s) committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, the Charter School shall notify the superintendent of the school district of the pupil's last known address within thirty (30) days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card and health information.

The Board of Directors' decision to expel shall be final.

Expelled Pupils/Alternative Education

NHCA shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, and will help provide the parent necessary information and a list of placement options. Pupils Students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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.

The Board of Directors will determine salaries and benefits, working conditions, calendars, holidays, vacations, work days, and the work year, or may delegate these responsibilities to the CEO with the exception that the Executive Director’s salaries and benefits will be determined by the Board of Directors. When appropriate, the Board may obtain feedback from the school community (i.e., administrators, teachers, parents) on these items.

NHCA Director of Operations will be responsible for working with any applicable vendors (e.g., payroll companies, etc.), to ensure that the following retirement program data, paperwork, and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members.

Certificated Employees: State Teachers’ Retirement System (STRS)

All certificated employees who are eligible may elect to participate in the State Teachers’ Retirement System. Participating employees will contribute the required percentage, and NHCA will contribute the employer’s portion required by STRS. NHCA’s Director of Operations will oversee that retirement data will be reported and payments will be made via the Los Angeles County Office of Education (“LACOE”) in accordance with procedures established by STRS. NHCA will continue STRS participation for the duration of the Charter School’s existence under the current County-District-School (“CDS”) code.

Classified and Other Employees: 403 (b) or Federal Social Security

All non-certificated and certificated employees are eligible to contribute to the 403(b) Retirement Account based on their own choice of deductions. All non-certificated employees will participate

in the federal Social Security system. NHCA will continue 403(b) participation for the duration of the Charter School's existence under the current CDS code.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(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.

New Horizons Charter Academy works to communicate to all prospective and current parents, guardians, and students that NHCA is a school of choice, and parents and guardians may choose to send their children to a different school in the area. All parents, guardians, and students are informed of their public school attendance alternatives during the enrollment process by sharing District literature such as the Choices brochure and refer them to LAUSD Pupil Services for additional support. No student will be required to attend New Horizons Charter Academy.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(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 §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Richard Thomas, Executive Director/Principal
New Horizons Charter Academy
14701 Friar St.
Van Nuys, CA 91411

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Richard Thomas, Executive Director/Principal
New Horizons Charter Academy
14701 Friar St.
Van Nuys, CA 91411

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the

date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures and Title IX complaint procedures, as required by state and federal law, respectively. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District Shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602

funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the

school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

New Horizons Charter Academy's Executive Director/Principal and/or Chief Business Official will serve as the Charter School's closure agent(s) in the event that Charter School closes.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the

American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third-party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

- (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding

any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. 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).)