



# New Los Angeles Charter School Charter Petition Renewal

For the term JULY 1, 2026 – JUNE 30, 2031

Submitted to

Los Angeles Unified School District

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## Assurances, Affirmations, and Declarations

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New Los Angeles Charter School (also referred to herein as “New LA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the FSDRL contained in the addendum, the provisions of the FSDRL addendum shall control.

## **ELEMENT 1: The Educational Program**

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

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

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

### **Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

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

### **Academic Calendar and Schedules**

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

### **Mathematics Placement**

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

### **Transitional Kindergarten**

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

### **WASC Accreditation**

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

### **English Learners**

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

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

### **Students with Disabilities**

#### **Federal Law Compliance**

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

#### **Special Education Program**

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

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

#### **SELPA Reorganization**

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

#### **Use of District's Special Education Policies and Procedures and Data Systems**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

<b><u>GENERAL INFORMATION</u></b>	
• The contact person for Charter School is:	Brooke Rios, Ed.D.
• The contact address for Charter School is:	1919 Burnside Ave. Los Angeles, CA 90016
• The contact phone number for Charter School is:	323.939.6400
• The current address of the Charter School is:	90016
• Location is in LAUSD Board District:	1
• Location is in LAUSD Region:	West
• The grade configuration of Charter School is:	6-8
• The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	300
• The grade level(s) are:	6-8
• The enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	360
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The regular bell schedule will be:	M, W, Th, F: 7:55 a.m. – 3:20 p.m.  Tu: 7:55 a.m. – 2:20 p.m.
• The term of this Charter for Middle and High performing Schols (ensure term consistency throughout the document, e.g., rollout plan, LCFF, etc.)	July 1, 2026 - June 30, 2031

**Community Need for Charter School**

New Los Angeles Charter School is situated in the Mid-City area of Los Angeles, serving this community and its surrounding community. New LA is authorized by the Los Angeles Unified School District (“LAUSD”).

The New Los Angeles Charter School was established to meet the pressing need for a comprehensive, community-centered educational approach that serves the whole child while fostering strong family and community partnerships. Our school addresses the gap between traditional academic instruction and the holistic support systems that students, families, and communities require to thrive.

**Our Response to Community Needs**

New LA Charter School delivers a standards-aligned educational program that is both academically rigorous and culturally relevant, ensuring that all students see themselves reflected in their learning while meeting high academic expectations. We implement evidence-

based frameworks that include a Multi-tiered System of Supports (“MTSS”) to address diverse learning needs, Positive Behavioral Intervention and Support (“PBIS”) to create a positive learning environment, and the Four Pillars of Community Schools as outlined in Local Control and Accountability Plan (“LCAP”) Goal #1.

Using the California Community Schools Framework and a whole child approach to education, New LA Charter School strategically partners with community-based organizations that align with our mission, vision, and the needs of our educational community—students, teachers, and families. Our PBIS team actively participates in the Los Angeles County Office of Education (“LACOE” or the “County”) PBIS Community of Practice, which has enabled us to create a positive schoolwide learning environment. We combine restorative justice and restorative practices with the evidence-based Olweus Bully Prevention Program to build community and address conflicts constructively.

We recognize families as essential partners in education through intentional communication, collaboration, and shared decision-making. Our approach fosters strong relationships that extend beyond the Charter School walls into the broader community. New LA Charter School is committed to strengthening relationship-centered student, family, and community engagement (LCAP Goal #3). We build a positive and nurturing school environment through meaningful shared decision-making processes, participatory practices that give voice to all stakeholders, and collaborative approaches that honor the expertise families bring to their children's education.

This comprehensive approach addresses the community's need for an educational institution that goes beyond traditional academics to support the whole child, engage families as partners, and build lasting connections with community organizations. New LA Charter School serves as a hub that strengthens not just individual student achievement, but the entire community's educational ecosystem.

The following chart reflects New LA’s annual enrollment by grade level for the past term. Due to the Covid pandemic, the Charter School’s term was extended by three years, to June 30, 2026 (Education Code Section 47607.4).

## Evidence of Meeting Charter Renewal Criteria Pursuant to:

Education Code Section 47607.2(b) (middle tier)

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 the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

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

The Charter School fits into the middle tier, as determined by law and the California Department of Education (“CDE”), and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

- (1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
- (2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
- (3) In addition to the 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.*
- (4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .*

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system (“CAASPP”), or any successor system, the English Language Proficiency Assessments for California (“ELPAC”), or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

To document middle-performing status, we focus on New Los Angeles Charter School’s schoolwide and numerically significant student group performance on the Dashboard, with

“greater weight” focused on academic indicators (CAASPP and English Learner Progress Indicator (“ELPI”)); and then focus on the clear and convincing evidence demonstrated by “verified data,” namely CAASPP results as well as i-Ready Assessments, that demonstrate at least one year’s progress for each year in school, equal to similar peers.

## DASHBOARD PERFORMANCE

The following tables display New Los Angeles Charter School’s schoolwide California School Dashboard performance for the state indicators and, for comparison purposes, Los Angeles Unified School District (authorizer), and the State’s, for the 2019, 2022, 2023 and 2024 Dashboards.

New LA Charter School demonstrates consistent academic performance that meets and often exceeds district and state benchmarks across multiple years and student groups. New LA’s performance trajectory supports charter renewal based on LAUSD’s established benchmarking criteria, showing particular strength in serving English Learners and socioeconomically disadvantaged (“SED”) students.

### English Learner Progress Indicator Performance

The English Learner Progress Indicator reports on the progress English Learner (“EL”) students are making towards English Language Proficiency at their school. The ELPI relies on the results of the Summative ELPAC, including Summative Alternate ELPAC results, to determine EL student progress.

#### Consistent Outperformance Across Years

New LA Charter School has consistently outperformed both LAUSD and the state in supporting English Learner progress:

#### Four-Year Performance Trend:

- **2019:** 54.3% (New LA) vs. 45% (LAUSD) vs. 48.3% (State) - **Outperformed both LAUSD and State**

- **2022:** "Medium" status level, equivalent to LAUSD and **outperformed** the State
- **2023:** 50% Yellow (New LA) vs. 48.4% Orange (LAUSD) vs. 48.7% Yellow (State)  
- **Outperformed both LAUSD and State**
- **2024:** 48.4% Yellow (New LA) vs. 47.5% Yellow (LAUSD) vs. 45.7% Orange (State)  
- **Outperformed both LAUSD & State**

### **Long-term English Learners (“LTELs”)**

Beginning with the 2024 Dashboard, LTELs were added as a student group across all state measures. EL students who have not been reclassified as fluent-English proficient within seven years are now included in both the EL and LTEL student groups.

The following chart reflects the 2023 Dashboard (status), and 2024 Dashboard includes performance levels (colors). (Source: [2024 CA Dashboard Toolkit](#))

In 2024, New LA Charter School’s LTEL performance (50% Orange) **outperformed** the state (45.8% Orange) and performed comparably to LAUSD (50.4% Orange), demonstrating effective support for the most challenging English Learner population.

### **Academic Recovery and Growth Trajectory: 2019-2024**

#### **Pre-Pandemic Baseline Performance (2019)**

The 2019 California School Dashboard provides crucial baseline data that demonstrates New LA Charter School's strong academic foundation prior to the pandemic disruption. This pre-pandemic academic performance establishes New LA’s capacity for academic excellence and provides context for evaluating post-pandemic recovery.

#### **Recovery and Improvement Pattern**

The trajectory from 2019 through 2024 reveals a clear pattern of academic recovery and improvement:

- **2019 Baseline:** Strong pre-pandemic performance across indicators
- **2020-2021:** Assessment suspension due to COVID-19 (no data available)
- **2022:** Initial post-pandemic assessment showing pandemic impact
- **2023-2024:** Clear upward trajectory approaching and exceeding pre-pandemic performance levels

This recovery pattern demonstrates New LA’s resilience and effective instructional practices in helping students regain and surpass their pre-pandemic academic achievement levels.

English Language Arts (“ELA”) Academic Performance

The following charts compare ELA academic performance between New Los Angeles Charter School, LAUSD, and the State of California for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The charts display Distance from Standard metrics and performance levels (indicated by colors, except for 2022) as reported by the CDE for each numerically significant student group at NLACS. (Source: California School Dashboard)

## **Academic Recovery Trajectory: 2019-2024**

New LA's ELA performance demonstrates a strong upward trajectory from the 2019 baseline through current performance:

- **Pre-Pandemic Foundation (2019):** Established strong baseline performance
- **Post-Pandemic Recovery (2022-2024):** Clear improvement trend approaching and exceeding pre-pandemic levels.

**Schoolwide Performance:** New LA consistently demonstrates strong ELA performance at the schoolwide level with clear improvement over time:

### **Recovery Timeline:**

- **2022:** "Low" status level, comparable to LAUSD and State (both "Low") - initial post-pandemic performance
- **2023:** Yellow performance level, outperforming LAUSD (Orange) and State (Orange) – as measured by performance level (color) demonstrating clear improvement; and outperforming LAUSD using Distance from Standard ("DFS") (-27.8 vs. -32.4)
- **2024:** Yellow performance level, outperforming LAUSD by Distance from Standard and the State (Orange) performance level - sustained excellence

This positive trajectory demonstrates not only recovery from pandemic impacts but significant growth outpacing the District and State.

## **Student group Performance Analysis**

### **English Learners (EL):**

- **2022:** NLACS (-81.6) **outperformed** LAUSD (-83.9) using Distance from Standard
- **2023:** NLACS (-78) Orange level, **outperformed** LAUSD (-87.8) using Distance from Standard and Red level
- **2024:** NLACS (-78 vs. -60.8) A +18-point growth from prior year, Yellow level (-60.8 DFS), **significantly outperforming** both LAUSD (-78.7) and State (both Orange) (-67.6)

### **Socioeconomically Disadvantaged Students (SED):**

- **2019:** NLACS (-31.2) **outperformed** LAUSD (-33.5)
- **2022:** NLACS (-34.6) **outperformed** LAUSD (-42.1) and State (-41.4)
- **2023:** NLACS (-32.2) **outperformed** LAUSD (-46.1) and State (-42.6)
- **2024:** NLACS (-32.2 vs. -18.3) A +13.9 point growth from prior year, (Yellow level) (-18.3) **significantly outperforming** LAUSD (-40.2) and State (-40.9) (Orange)

### Hispanic Students:

- **2019:** NLACS (-31.5) **outperformed** LAUSD (-32.5)
- **2022:** NLACS (-34.9) **outperformed** both LAUSD (-41.3) and State (-38.6)
- **2023:** NLACS (-29) Yellow level, **outperformed** LAUSD (-43.1) Orange and State (-40.2 (Orange))
- **2024:** NLACS (-29 vs. -17.5) An +11.5-point growth from prior year, Yellow level (-17.5), **significantly outperforming** LAUSD (-38.9) and State (-39.3) Orange level

### Students with Disabilities (“SWD”):

- **2019:** NLACS (-92.4) **outperformed** the District (-106.4) using Distance from Standard
- **2022:** NLACS (-103.6) **outperformed** LAUSD significantly (-115.3) using Distance from Standard
- **2023:** NLACS (-100.8) **outperformed** LAUSD (-111.8) using Distance from Standard
- **2024:** NLACS (-104.3) **outperformed** LAUSD (-106.9) using Distance from Standard

## PLANNED STRATEGIES (2025-26) TO IMPROVE ELA Achievement

### 2025-26 Action Plan:

- 1. Strengthen coordination between ELD and Special Education departments**
  - a. Implement formal co-planning sessions between the ELD Interventionist and Resource Teachers to ensure alignment of ELD instructional approaches with IEP goals for dually identified students.
  - b. Develop a structured plan for consistent collaboration between the SPED team and ELD teacher to specifically target students who are LTELs and SWD, addressing both IEP goals and language acquisition goals.
- 2. Enhance targeted literacy instruction for SWD and LTELs**
  - a. Recommit to the Wilson Reading Program as a support for SWD to target reading goals and increase ELA performance, ensuring fidelity of implementation.
  - b. Utilize Universal Design for Learning (UDL) strategies to ensure LTEL/SWD students can access the curriculum to improve their language acquisition skills.
  - c. Implement the secondary unit of the EL Achieve curriculum with focused attention on speaking and writing skills for LTELs.
- 3. Strengthen professional development and teacher capacity**

- a. Research professional learning opportunities that directly support LTELs and disseminate strategies to staff during faculty meetings throughout the year.
- b. Ongoing professional development to general education teachers on providing accommodations in accordance with IEPs, co-planning and co-teaching models, best instructional practices for diverse learners, and their role on the IEP team.

**4. Optimize data systems for tracking progress**

- a. Use iReady to monitor academic progress with the SPED team looking at disaggregated data monthly in partnership with academic leadership to set goals and monitor progress.
- b. Utilize Interim ELPAC assessment data to identify student strengths and needs, combining it with iReady data to identify students on the cusp of advancing their English proficiency levels.
- c. Implement a tracking system for monitoring the effectiveness of strategies used for dually identified LTEL/SWD students.

**5. Enhance parent engagement and support**

- a. Hold quarterly parent meetings/trainings to support special education policy, best practices, parent engagement and involvement, and the importance of school attendance for accessing curriculum and continuity of special education services.
- b. Create targeted outreach to families of LTELs to connect them with resources and strategies to support language acquisition at home.
- c. Develop family literacy workshops specifically designed for families of SWD and LTELs to support reading at home

## Mathematics Academic Performance Analysis

The following charts compare Math academic performance between NLACS, LAUSD, and the State of California for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The charts display Distance from Standard metrics and performance levels (indicated by colors, except for 2022) as reported by the CDE for each numerically significant student group at NLACS. (Source: California School Dashboard)

## **Academic Recovery and Growth**

Mathematics performance shows a similar upward trajectory, with New LA Charter School demonstrating strong recovery from pandemic impacts:

### **Recovery Pattern:**

- **2019:** Strong pre-pandemic baseline performance
- **2022:** Initial post-pandemic assessment period
- **2023:** Yellow performance level, outperforming State (Orange) - clear improvement
- **2024:** Continued strong performance with student group excellence

**Schoolwide Performance:** The mathematics recovery trajectory demonstrates New LA's effective instructional practices and commitment to academic excellence across all content areas. This positive trajectory demonstrates not only recovery from pandemic impacts but significant growth outpacing the District and State.

## **Student group Performance Analysis**

### **English Learners:**

- **2023:** Orange level, outperforming LAUSD (Red level)
- **2024:** NLACS (-134.4 vs. -115.5) A +18.9-point growth from prior year, Orange level

### **Long-Term English Learners:**

- **2024:** (-162 DFS) outperformed both LAUSD (-179.2 DFS) and State (-163.5 DFS)

### **Socioeconomically Disadvantaged Students:**

- **2024:** NLACS (-91.7 vs. 82.8) An 8.9-point growth from prior year, Yellow level, outperforming State (Orange level)

### **Students with Disabilities:**

- **2024:** NLACS (-164.1 vs. 150.3) A +13.8 point growth from prior year, Orange level, outperforming State (Red level)

### **Hispanic Students:**

- **2023:** NLACS Yellow level, outperforming State (Orange level)
- **2024:** NLACS (-89.1 vs. -78.8) A +10.3 point growth from prior year, Yellow level (-78.8 DFS), outperforming State (Orange level) (-79.2 DFS),

## **Benchmark Analysis Based on LAUSD Renewal Criteria**

### **Criterion Assessment**

**Primary Benchmarking Considerations:** Based on LAUSD's "Organizing and Guiding Principles for Determining Benchmarks," New LA Charter School's performance demonstrates:

1. **Above State Performance:** New LA Charter School consistently meets or exceeds state averages in Distance from Standard both schoolwide and for the majority of numerically significant student groups.
2. **Positive Performance Trends:** Rather than declining performance that would trigger benchmark concerns, New LA Charter School shows sustained or improving performance across indicators.
3. **Student group Equity:** New LA Charter School demonstrates particular strength in serving traditionally underperforming populations, including English Learners, socioeconomically disadvantaged students, and Hispanic students.
4. **ELPI Strength:** With consistent Yellow performance levels in ELPI (not Red or Very Low), New LA avoids benchmark triggers in this critical area.

Accordingly, the Charter School does not qualify for any benchmarks for the 2026-2031 charter term.

### **Key Strengths Supporting Renewal**

- **Academic Recovery Leadership:** New LA Charter School demonstrates exceptional ability to recover from pandemic impacts, with performance trending toward and exceeding pre-pandemic levels faster than many peer schools.
- **English Learner Success:** New LA Charter School's consistent outperformance in ELPI and strong ELA results for English Learners demonstrate effective instructional programs for this critical population.
- **Equity Focus:** Strong performance across multiple student groups, particularly socioeconomically disadvantaged and Hispanic students, indicates New LA effectively serves its demographic composition.
- **Upward Academic Trajectory:** Multi-year data shows not just sustained performance but clear improvement from 2022 baseline through 2024, with trends approaching pre-pandemic excellence.
- **Comparative Advantage:** Consistent outperformance of both district and state benchmarks across multiple indicators and years, including during the challenging recovery period.

### **Renewal Justification**

New LA Charter School's performance data strongly supports charter renewal based on:

#### **Academic Recovery Excellence**

1. **Pre-Pandemic Foundation:** Strong 2019 baseline performance establishing New LA’s academic capacity
2. **Resilient Recovery:** Clear upward trajectory from 2022 through 2024 demonstrating effective pandemic response
3. **Exceeded Recovery:** Current performance not only recovers from pandemic impacts but approaches and exceeds pre-pandemic levels

The clear improvement trend from 2022-2024, building toward pre-pandemic excellence, indicates New LA Charter School is well-positioned for continued academic success during the next charter term.

The comprehensive data demonstrates that New LA Charter School not only fulfills its educational mission but shows exceptional resilience and improvement capacity. The upward performance trajectory strongly supports charter renewal, indicating New LA will continue to provide high-quality education that serves students effectively and exceeds district expectations.

**PLANNED STRATEGIES (2025-26) TO IMPROVE Math Achievement**

**Action Plan - 2025-26:**

1. **Strengthen mathematics instruction for LTELs and SWD**
  - a. Immediately prioritize filling the math intervention teaching position with a qualified educator experienced in working with LTELs and SWD.
  - b. Develop and implement specific instructional protocols that integrate mathematical language development with content instruction for LTELs.
  - c. Create explicit connections between IEP goals and math instruction for students with disabilities, ensuring accommodations and modifications are consistently implemented.
  - d. Expand the TurtlEd after-school tutoring program to include more LTELs and SWD based on the demonstrated success of the initial cohort.
2. **Enhance teacher capacity for math instruction**
  - a. Provide targeted professional development on math instruction for LTELs that emphasizes both conceptual understanding and mathematical language development.
  - b. Strengthen co-teaching practices between math content teachers and resource specialists through structured planning time and coaching.
  - c. Train both general education and special education teachers on effective use of IXL, particularly in creating tailored pathways for students based on specific skill deficits.
  - d. Develop a math-specific UDL implementation guide to ensure accessibility for all learners, especially LTELs and SWD.
3. **Implement focused math interventions**

- a. Restructure math intervention blocks to provide more intensive support for LTELs and SWD, with smaller groups and increased frequency.
  - b. Create a tiered intervention system specific to math that addresses both procedural fluency and conceptual understanding.
  - c. Develop supplemental materials that support mathematical vocabulary development for LTELs.
  - d. Implement structured collaborative learning opportunities using Kagan strategies to support math learning.
- 4. Strengthen data-driven instruction**
- a. Create a systematic process for regular analysis of math performance data for LTELs and SWD, with specific action plans developed after each assessment cycle.
  - b. Utilize interim assessments more frequently to monitor progress and adjust instruction for these student groups.
  - c. Analyze item-level performance on math assessments to identify specific skills and concepts that are challenging for LTELs and SWD.
  - d. Establish clear growth targets for each student based on baseline data, with regular progress monitoring.
- 5. Enhance cross-departmental collaboration**
- a. Establish a formal collaboration structure between the math department, special education department, and ELD program to ensure integrated support for dually identified students.
  - b. Create a math language development framework that can be used by all teachers to support mathematical discourse and vocabulary acquisition.
  - c. Implement regular case management meetings focused specifically on math progress for LTELs and SWD.
  - d. Develop shared instructional strategies across departments that support mathematical thinking and communication.

## Chronic Absenteeism Performance Analysis

New LA Charter School demonstrates exceptional performance in school climate indicators, with outstanding recovery from pandemic-related absenteeism challenges and consistently strong suspension rate performance. New LA's trajectory across both indicators strongly supports charter renewal, showing effective student engagement strategies and positive school culture management that outperforms district and state benchmarks. (Source: California School Dashboard)

## Outstanding Recovery Trajectory: 2019-2024

New LA Charter School's chronic absenteeism data reveals a remarkable story of pandemic resilience and recovery that significantly outpaces both district and state performance.

### Pre-Pandemic Excellence (2019)

- **Schoolwide Performance:** 6.1% (Orange) - significantly outperformed LAUSD (18.2% Red) and outperformed state levels (10.1% Orange)

### Student group Performance in 2019:

- **English Learners:** 6.5% (Orange) vs. LAUSD 17.4% (Red) vs. State 9.9% (Orange) - **Major outperformance**
- **Socioeconomically Disadvantaged:** 6.4% (Orange) vs. LAUSD 19.3% (Red) vs. State 12.9% (Orange) - **Exceptional results**
- **Students with Disabilities:** 7.3% (Green) vs. LAUSD 25.3% (Red) vs. State 16.3% (Orange) - **Outstanding achievement**
- **Hispanic Students:** 6.4% (Orange) vs. LAUSD 17.8% (Red) vs. State 11% (Orange) - **Strong outperformance**

### Pandemic Impact and Recovery (2022-2024 Dashboards)

- **2022 Universal Impact:** Similar to most schools, New LA experienced significant pandemic-related absenteeism increases:
- All Students: 42.3% (Very High), comparable to LAUSD (39.8%) and above state (30%)

### Exceptional Recovery 2023-2024:

- **2023:** 31.3% (Yellow) - improved significantly while maintaining parity with LAUSD (31% Yellow)
- **2024:** 24.6% (Yellow) – **Significant improvement** from prior year (31.3%) comparable to LAUSD.

### Student group Recovery Excellence

- **2023 English Learners:** NLACS (28.8%) **outperformed** LAUSD (30.4%)
- **2024: English Learners:** 22.1% (Orange) - **outperformed** LAUSD (23%)
- **2024: Long-term English Learners:** NLACS (20.5%) **outperformed** LAUSD (32%) and State (23.9%)
- **2023 Socioeconomically Disadvantaged:** NLACS (34.4%) **outperformed** LAUSD (39.1%)
- **2024 Socioeconomically Disadvantaged** NLACS (24.8%) (Yellow) **outperformed** LAUSD (25.1%)
- **2023 Hispanic Students:** NLACS (28.7%) **outperformed** LAUSD (31.8%)

- **2023 Students with Disabilities:** NLACS (34.4%) **outperformed** LAUSD (39.1%)
- **2024 Students with Disabilities:** NLACS (24.2%) **outperformed** LAUSD (30.9%) and State (26.3%)

### **Key Achievements Supporting Renewal**

#### **Chronic Absenteeism Excellence**

1. **Pre-Pandemic Leadership:** Significantly outperformed LAUSD across all student groups in 2019
2. **Recovery Success:** Approaching pre-pandemic levels faster than many peer schools
3. **Student group Focus:** Particularly strong performance with English Learners and Students with Disabilities
4. **Engagement Strategies:** Data demonstrates effective student engagement and attendance support

## Suspension Rate Performance Analysis

**Consistent Low Suspension Philosophy:** New LA Charter School demonstrates a commitment to positive discipline practices with generally low suspension rates, showing improvement and strong comparative performance. (Source: California School Dashboard)

## Four-Year Performance Trend

### Schoolwide Performance:

- **2019:** 3.8% (Orange) – high suspension rate, but similar to State (3.4% Yellow)
- **2022:** 1.8% (Low) – Suspension rates declined significantly, NLACS **outperformed** the State (3.1% Medium)
- **2023:** 4.8% (Orange) - an increase but similar to State (3.5% Orange)
- **2024:** 2.1% (Green) - **strong improvement**, suspension rate declined from 4.8% to 2.1% for NLACS, and **outperformed** State (3.2% Green)

### Student group Suspension Rate Analysis (2024)

- **English Learners:** 1.4% (Green) - **excellent performance**, and **significantly outperformed** State (3.4% Green)
- **Long-Term English Learners:** 2.3% (Green) - **significantly outperformed** State (8.1% Orange)
- **Socioeconomically Disadvantaged:** 1.7% (Blue) - and **outperformed** State (4% Green)
- **Students with Disabilities:** Green performance level **outperformed** State's Yellow performance level.
- **Hispanic Students:** 0.7% (Blue) - **excellent performance** on par with LAUSD (0.4% Blue) and **significantly outperformed** State (3.4% Green)

## Key Achievements Supporting Renewal

### Suspension Rate Strengths

1. **Positive Discipline:** Commitment to low suspension rates while maintaining school safety
2. **Recent Improvement:** 2024 shows significant improvement from 2023 levels
3. **State Outperformance:** Consistently outperforms state averages across most student groups
4. **Equity Focus:** Particularly strong performance with Hispanic students and LTEL populations

### Organizational Effectiveness

- **Student engagement strategies** that result in strong attendance recovery
- **Positive discipline practices** that maintain safe learning environments
- **Responsive leadership** that adapts effectively to challenges
- **Equity commitment** evident across all student populations

IMPLEMENTED STRATEGIES (2024-25) to IMPROVE CLIMATE:  
Reduce Suspension Rates & Chronic Absenteeism

**Systematic Attendance Monitoring**

New LA Charter School has established a comprehensive Student Attendance Review Team (“SART”) that conducts targeted interventions for at-risk students. The Charter School's bilingual Office Assistant contacts families within one hour of any absence, ensuring immediate communication about attendance concerns. Rather than waiting for problematic patterns to develop, administrators proactively schedule monthly meetings with at-risk families beginning in September. This data-driven approach has proven successful, reducing chronic absenteeism in the 2024-25 school year.

**Positive Incentive Systems**

New LA has implemented a PBIS-aligned attendance reward system where students earning perfect weekly attendance receive Pillar Points that can be redeemed at the student store. Advisory classes maintaining 90% or higher monthly attendance receive competition points, creating a peer motivation structure that encourages collective responsibility for attendance across grade levels.

**Family Engagement and Communication**

New LA emphasizes comprehensive parent education by discussing attendance importance at all parent meetings, including monthly Coffee with Principal sessions and Open House events. New LA provides robust multilingual support through bilingual Administrative Assistants who translate correspondence and provide interpretation services for Spanish-speaking families. Communication occurs through multiple platforms including DeansList two-way texting, MailChimp, and PowerSchool Parent Portal, with all correspondence provided in both English and Spanish to ensure cultural responsiveness.

**Targeted Support for High-Need Populations**

For SWD, attendance is consistently addressed in Individualized Education Program (“IEP”) meetings with the Director of Special Education serving as part of the SART team. New LA conducts collaborative family meetings to identify root causes and address specific attendance barriers. Transportation support includes providing bus passes to homeless students to remove practical barriers to attendance.

PLANNED STRATEGIES (2025-26) TO IMPROVE CLIMATE:  
Reduce Suspension Rates & Chronic Absenteeism

**Enhanced Data Systems**

New LA plans to implement real-time monitoring dashboards that disaggregate attendance patterns by English Learner, Long-Term English Learner, and Students with Disabilities

populations. New LA will establish early warning systems with fewer absence triggers for vulnerable populations and set specific reduction targets with individual goals for each subgroup based on baseline data.

### **Specialized Support for English Learners**

New LA will develop culturally responsive communications that address misconceptions about attendance in families' primary languages. A dedicated bilingual Family Engagement Manager will focus specifically on English Learner family outreach, while targeted workshops will address attendance concerns specifically for EL families, helping them understand cultural perspectives on attendance and providing strategies to overcome barriers.

### **Individualized Support for Students with Disabilities**

New LA will integrate individualized attendance plans into IEPs for chronically absent students with disabilities. New LA plans to coordinate make-up sessions for missed critical services and implement check-in/check-out systems that provide daily positive interactions and motivation for students with disabilities who have attendance concerns.

### **Root Cause Interventions**

New LA will continue providing bus passes while exploring flexible scheduling options for students with medical appointments or family responsibilities that impact attendance. Social-emotional support will be enhanced through in-house counseling programs specifically designed for English Learners and Students with Disabilities to increase their sense of belonging. Trauma-informed practices will address anxiety and school avoidance behaviors common among students with emotional needs.

### **Academic Integration**

New LA plans to develop systems for providing accessible make-up work that prevents academic frustration for frequently absent English Learner and Students with Disabilities populations. New LA will offer catch-up sessions during lunch and elective periods to help students maintain academic progress, while training teachers on classroom strategies for re-engaging students after absences without drawing negative attention to their missed time.

### **Cross-Departmental Collaboration**

New LA will establish monthly attendance team meetings focused specifically on English Learner, Long-Term English Learner, and Students with Disabilities attendance, including representatives from Special Education, English Language Development (“ELD”), and administration. Shared protocols will be developed between ELD and Special Education departments for addressing attendance concerns of dually identified students. New LA plans coordinated home visit procedures for families of chronically absent students to address barriers in a supportive, non-punitive manner, along with integrated progress monitoring systems to track intervention effectiveness across departments.

### **KEY STRENGTHS OF APPROACH**

New LA's approach demonstrates several key strengths that support its effectiveness in reducing chronic absenteeism. It emphasizes proactive rather than reactive interventions by starting early

intervention efforts in September rather than waiting for patterns to become entrenched. Their data-driven methodology includes regular monitoring with specific targets and disaggregated analysis to track progress among different student populations. The culturally responsive framework provides multilingual support and maintains a family-centered approach that respects diverse cultural perspectives on education and attendance.

The systematic integration across departments ensures that Special Education, English Language Development, and administration work collaboratively rather than in isolation. New LA's positive reinforcement approach through PBIS-aligned incentives creates motivation without resorting to punitive measures. Most importantly, the comprehensive nature of their strategy addresses academic, social-emotional, and practical barriers simultaneously, recognizing that chronic absenteeism often results from multiple intersecting factors that require coordinated intervention approaches.

This multi-tiered approach demonstrates New LA's commitment to addressing the complex factors contributing to chronic absenteeism while specifically targeting the needs of their highest-risk student populations through evidence-based strategies and culturally responsive practices.

**NLACS: Verified Data:  
i-Ready Assessment (Curriculum Associates)**

The California State Board of Education (“SBE”) [approved criteria](#) to define the verified data and academic progress indicators related to California charter schools and [Education Code Section 47607.2](#). SBE also approved a list of assessments including i-Ready Diagnostic for use for this purpose for Grades K–8.

Using the [i-Ready Assessments, California guidance](#), charter **middle schools (Grades 6-8) need to achieve a minimum of 60% median Progress to Annual Typical Growth in Math** to meet sufficient growth expectations under Education Code Section 47607.2(b). This is a more advanced approach to evaluating growth than in prior years due to the inclusion of measurement error in the calculated growth expectations. This approach was reviewed and approved at [SBE’s May 2023 meeting](#).

For this approach to measuring growth, schools will need to minimally administer the i-Ready Diagnostic in the Fall of the school year, which is used to establish each student’s expected growth during the year (known as Typical Growth in i-Ready), and again in the Spring, which is used to determine if each student has met their Typical Growth target. The i-Ready Diagnostic Growth Report then aggregates each student’s results at the grade level for each school.

Schools that meet or exceed the following amounts of median Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year:

**Table 1:** Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations.

	<b>Grades K–5</b>	<b>Grades 6–8</b>
<b>Math</b>	80%	60%
<b>Reading</b>	75%	45%

In other words, if the median Progress to Typical Growth within a school for Grade K is 80%, that school can be said to have met the minimum growth expectations for the purposes of California’s Verified Data and Progress Indicator requirements.

**New Los Angeles Charter School Performance Analysis:  
2022-23 i-Ready Reading Growth**

According to the i-Ready California guidance, **middle schools (Grades 6-8) need to achieve a minimum of 45% median Progress to Annual Typical Growth in Reading** to meet sufficient growth expectations. (Source: NLACS 2022-23 i-Ready Report)

**Schoolwide Performance:**  **SIGNIFICANTLY EXCEEDS TARGET**

- **Median Progress to Typical Growth: 122%**
- **Target: 45%**
- **Result: EXCEEDS by 77 percentage points**
- **Students Assessed: 321/322 (99.7% participation)**

**Grade Level Performance:**  **ALL GRADES SIGNIFICANTLY EXCEED TARGET**

Grade	Progress to Typical Growth	Target	Status
Grade 6	129%	45%	<input checked="" type="checkbox"/> <b>EXCEEDS (+84 points)</b>
Grade 7	124%	45%	<input checked="" type="checkbox"/> <b>EXCEEDS (+79 points)</b>
Grade 8	122%	45%	<input checked="" type="checkbox"/> <b>EXCEEDS (+77 points)</b>

**Student Group Performance:**  **ALL GROUPS SIGNIFICANTLY EXCEED TARGET**

Student Group	Progress to Typical Growth	Target	Status
<b>ELs</b>	116%	45%	<input checked="" type="checkbox"/> <b>EXCEEDS (+71 points)</b>
<b>Hispanic/Latino Students</b>	122%	45%	<input checked="" type="checkbox"/> <b>EXCEEDS (+77 points)</b>
<b>SED</b>	121%	45%	<input checked="" type="checkbox"/> <b>EXCEEDS (+76 points)</b>
<b>SWD</b>	100%	45%	<input checked="" type="checkbox"/> <b>EXCEEDS (+55 points)</b>

## Key Findings

1. **Outstanding Performance:** New LA achieved 122% growth, nearly triple the required 45% target, demonstrating exceptional reading instruction effectiveness.
2. **Universal Excellence:** Every single grade level and student subgroup substantially exceeded the minimum requirements by significant margins.
3. **Consistent High Performance:** All grades performed similarly well (122-129%), showing consistent instructional quality across grade levels.
4. **Strong Equity:** All historically underserved populations performed well above targets, with even the lowest-performing group (Students with Disabilities at 100%) achieving more than double the required target.
5. **Near Perfect Participation:** 99.7% student assessment participation demonstrates comprehensive data collection.

**Conclusion:** New Los Angeles Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for all grade levels and student groups in Reading for the 2022-23 school year. The performance levels are exceptionally strong across all demographics, with no equity gaps of concern.

**New Los Angeles Charter School Performance Analysis:  
2022-23 i-Ready Math Growth**

According to the California guidance, **middle schools (Grades 6-8) need to achieve a minimum of 60% median Progress to Annual Typical Growth in Math** to meet sufficient growth expectations. (Source: NLACS 2022-23 i-Ready Report)

**Schoolwide Performance:**  **SIGNIFICANTLY EXCEEDS TARGET**

- **Median Progress to Typical Growth: 115%**
- **Target: 60%**
- **Result: EXCEEDS by 55 percentage points**
- **Students Assessed: 321/322 (99.7% participation)**

**Grade Level Performance:**  **ALL GRADES SIGNIFICANTLY EXCEED TARGET**

Grade	Progress to Typical Growth	Target	Status
Grade 6	133%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+73 points)</b>
Grade 7	108%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+48 points)</b>
Grade 8	110%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+50 points)</b>

**Student Group Performance:**  **ALL GROUPS SIGNIFICANTLY EXCEED TARGET**

Student Group	Progress to Typical Growth	Target	Status
<b>ELs</b>	100%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+40 points)</b>
<b>Hispanic/Latino Students</b>	111%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+51 points)</b>
<b>SED</b>	111%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+51 points)</b>
<b>SWD</b>	83%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+23 points)</b>

## Key Findings

1. **Outstanding Performance:** New LA achieved 115% growth, nearly double the required 60% target, demonstrating exceptional math instruction effectiveness.
2. **Universal Excellence:** Every single grade level and student subgroup substantially exceeded the minimum requirements, with no equity gaps.
3. **Grade 6 Leadership:** Grade 6 showed the highest performance at 133%, while Grades 7 and 8 performed similarly well (108-110%).
4. **Strong Equity:** All historically underserved populations performed well above targets, with even Students with Disabilities achieving 83% (38% above the minimum requirement).
5. **Remarkable Consistency:** Unlike the 2023-24 results where English Learners struggled, in 2022-23 they achieved exactly 100% growth, showing they can meet high standards with proper support.
6. **Near Perfect Participation:** 99.7% student assessment participation demonstrates comprehensive data collection.

**Conclusion:** New Los Angeles Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for all grade levels and student groups in Math for the 2022-23 school year. This represents exceptional performance across all demographics with no groups falling below expectations.

**New Los Angeles Charter School Performance Analysis:  
2023-24 i-Ready Reading Growth**

According to the California guidance, **middle schools (Grades 6-8) need to achieve a minimum of 45% median Progress to Annual Typical Growth in Reading** to meet sufficient growth expectations. (Source: NLACS 2023-24 i-Ready Report)

**Schoolwide Performance:**  **SIGNIFICANTLY EXCEEDS TARGET**

- **Median Progress to Typical Growth: 140%**
- **Target: 45%**
- **Result: EXCEEDS by 95 percentage points**
- **Students Assessed: 324/324 (100% participation)**

**Grade Level Performance:**  **ALL GRADES SIGNIFICANTLY EXCEED TARGET**

Grade	Progress to Typical Growth	Target	Status
Grade 6	155%	45%	<input checked="" type="checkbox"/> EXCEEDS (+110 points)
Grade 7	129%	45%	<input checked="" type="checkbox"/> EXCEEDS (+84 points)
Grade 8	128%	45%	<input checked="" type="checkbox"/> EXCEEDS (+83 points)

**Student Group Performance:**  **ALL GROUPS SIGNIFICANTLY EXCEED TARGET**

Student Group	Progress to Typical Growth	Target	Status
ELs	156%	45%	<input checked="" type="checkbox"/> EXCEEDS (+111 points)
Hispanic/Latino Students	144%	45%	<input checked="" type="checkbox"/> EXCEEDS (+99 points)
SED	112%	45%	<input checked="" type="checkbox"/> EXCEEDS (+67 points)
SWD	84%	45%	<input checked="" type="checkbox"/> EXCEEDS (+39 points)

## Key Findings

1. **Exceptional Overall Performance:** New LA achieved 140% growth, more than triple the required 45% target.
2. **Universal Success:** Every single grade level and student subgroup substantially exceeded the minimum requirements.
3. **Strong Equity:** All historically underserved populations performed well above targets, with English Learners achieving the highest growth rate at 156%.
4. **Grade 7 English Learners:** While still exceeding the target, this was the lowest-performing subgroup at the grade level (67%), suggesting an area for continued focus.
5. **Perfect Participation:** 100% student assessment participation demonstrates comprehensive data collection.

**Conclusion:** New Los Angeles Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for all grade levels and student groups in Reading for the 2023-24 school year, with performance levels that are exceptionally strong across all demographics.

**New Los Angeles Charter School Performance Analysis:  
2023-24 i-Ready Math Growth**

According to the California guidance, **middle schools (Grades 6-8) need to achieve a minimum of 60% median Progress to Annual Typical Growth in Math** to meet sufficient growth expectations. (Source: NLACS 2023-24 i-Ready Report)

**Schoolwide Performance:  EXCEEDS TARGET**

- **Median Progress to Typical Growth: 85%**
- **Target: 60%**
- **Result: EXCEEDS by 25 percentage points**
- **Students Assessed: 322/324**

**Grade Level Performance:  MIXED RESULTS**

Grade	Progress to Typical Growth	Target	Status
Grade 6	87%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+27 points)</b>
Grade 7	52%	60%	<input checked="" type="checkbox"/> <b>DOES NOT MEET (-8 points)</b>
Grade 8	108%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+48 points)</b>

**Student Group Performance:  MIXED RESULTS**

Student Group	Progress to Typical Growth	Target	Status
<b>ELs</b>	28%	60%	<input checked="" type="checkbox"/> <b>DOES NOT MEET (-32 points)</b>
<b>Hispanic/Latino Students</b>	84%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+24 points)</b>
<b>SED</b>	81%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+21 points)</b>

Student Group	Progress to Typical Growth	Target	Status
SWD	100%	60%	<input checked="" type="checkbox"/> EXCEEDS (+40 points)

**Key Findings**

1. **Critical Concerns:**
  - o **English Learners perform significantly below target** across all grades, with Grade 7 showing 0% growth
  - o **Grade 7 overall** falls short of the target (52% vs 60%)
2. **Strengths:**
  - o Students with Disabilities consistently exceed targets across all grades
  - o Socioeconomically Disadvantaged students meet targets at all grade levels
  - o Grade 8 shows strong performance across most groups
3. **Equity Issues:** The significant underperformance of English Learners indicates a need for targeted interventions and support strategies.

**Conclusion:** While New Los Angeles Charter School **MEETS California's requirements at the schoolwide level**, there are **critical gaps** for English Learners and Grade 7 students.




**New Los Angeles Charter School Performance Analysis:  
2024-25 i-Ready Reading Growth**

According to the California guidance, **middle schools (Grades 6-8) need to achieve a minimum of 45% median Progress to Annual Typical Growth in Reading** to meet sufficient growth expectations. (Source: NLACS 2024-25 i-Ready Report)





**Schoolwide Performance:**  **SIGNIFICANTLY EXCEEDS TARGET**

- **Median Progress to Typical Growth: 116%**
- **Target: 45%**
- **Result: EXCEEDS by 71 percentage points**
- **Students Assessed: 313/317**

**Grade Level Performance:**  **ALL GRADES SIGNIFICANTLY EXCEED TARGET**

Grade	Progress to Typical Growth	Target	Status
Grade 6	133%	45%	 <b>EXCEEDS (+88 points)</b>
Grade 7	86%	45%	 <b>EXCEEDS (+41 points)</b>
Grade 8	133%	45%	 <b>EXCEEDS (+88 points)</b>

**Student Group Performance:**  **ALL GROUPS SIGNIFICANTLY EXCEED TARGET**

Student Group	Progress to Typical Growth	Target	Status
ELs	118%	45%	 <b>EXCEEDS (+73 points)</b>
Hispanic/Latino Students	122%	45%	 <b>EXCEEDS (+77 points)</b>
SED	109%	45%	 <b>EXCEEDS (+64 points)</b>
SWD	94%	45%	 <b>EXCEEDS (+49 points)</b>

**Key Findings**

1. **Exceptional Performance:** New LA dramatically exceeded California's minimum growth expectations in Reading across all measures, with the lowest performing group (Students with Disabilities) still achieving more than double the required target.
2. **Outstanding Equity:** All student subgroups substantially exceeded growth targets, demonstrating strong inclusive instructional practices that benefit all learners.
3. **Consistent Excellence:** In Reading all grades performed exceptionally well, with Grades 6 and 8 both achieving 133% growth.
4. **High Participation:** With 313 out of 317 students assessed (98.7% participation rate), the results represent nearly the entire student body.

**Conclusion:** New Los Angeles Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for all grade levels and student groups in Reading for the 2024-25 school year, with performance levels that are well above expectations across all demographics.

**New Los Angeles Charter School Performance Analysis:  
2024-25 i-Ready Math Growth**

According to the California guidance, **middle schools (Grades 6-8) need to achieve a minimum of 60% median Progress to Annual Typical Growth in math** to meet sufficient growth expectations. (Source: NLACS 2024-25 i-Ready Report) **Schoolwide Performance:  EXCEEDS TARGET**

- **Median Progress to Typical Growth: 100%**
- **Target: 60%**
- **Result: EXCEEDS by 40 percentage points**

**Grade Level Performance:  ALL GRADES MEET/EXCEED TARGET**

Grade	Progress to Typical Growth	Target	Status
Grade 6	100%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+40 points)</b>
Grade 7	60%	60%	<input checked="" type="checkbox"/> <b>MEETS (exactly at target)</b>
Grade 8	133%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+73 points)</b>

**Student Group Performance:  ALL GROUPS MEET/EXCEED TARGET**

Student Group	Progress to Typical Growth	Target	Status
ELs	78%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+18 points)</b>
Hispanic/Latino Students	104%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+44 points)</b>
Socioeconomically Disadvantaged (SED)	100%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+40 points)</b>
Students with Disabilities (SWD)	100%	60%	<input checked="" type="checkbox"/> <b>EXCEEDS (+40 points)</b>

**Key Findings**

1. **Outstanding Performance:** New LA significantly exceeded California's minimum growth expectations across all measures.
2. **Equity Achievement:** All student groups substantially exceeded the growth targets, indicating strong support for historically underserved populations. The challenges demonstrated by ELs in the prior year have been remedied.
3. **Grade 7 Attention:** While Grade 7 met the target exactly at 60%, this represents the minimum threshold and may warrant additional focus compared to the higher performance in Grades 6 and 8.

4. **Strong Overall Results:** With 317/317 students assessed and a median growth of 100%, New LA demonstrates comprehensive participation and effective instructional practices.

**Conclusion:** New Los Angeles Charter School **MEETS California's Verified Data and Academic Progress Indicator requirements** for all grade levels and student groups in Math for the 2024-25 school year.

## NEW LA'S ELA ACADEMIC PERFORMANCE ANALYSIS COMPARISON WITH SCHOOLS OF RESIDENCE (2019-2024)

The following analysis compares ELA academic performance between NLACS and its schools of residence (explained further below) for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The comparison includes Distance from Standard metrics and performance levels (indicated by colors) as reported by the CDE for each numerically significant student group at NLACS. (Source: PowerSchool Student Information System)

Narrowing down this list using the three-percent guidance as reported by CDE's Charter Authorizer Support Initiative monthly "Charter Chats" hosted by LACOE's Charter Schools Office,

the following are the Schools of Residence analyzed in more depth: (Source: California School Dashboard)

- Audubon Middle School (13.2% of NLACS enrollment)
- Daniel Webster Middle School (21.1% of NLACS enrollment)
- Emerson Community Charter (13.2% of NLACS enrollment)
- Horace Mann UCLA Community School (3.2% of NLACS enrollment)
- Johnnie Cochran, Jr. Middle School (31.9% of NLACS enrollment)

### **Comprehensive Performance Analysis**

**Key Finding:** NLACS outperforms schools of residence in 96 out of 100 comparisons (96.0% success rate)

#### **Performance by Student Group**

##### **All Students**

- **2019:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -28.7 (Orange) vs. school range: -16.5 to -96.1

- **2022:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -32.6 (Low) vs. school range: -7.3 to -100.7
- **2023:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -27.8 (Yellow) vs. school range: -0.4 to -107.5
- **2024:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -17.0 (Yellow) vs. school range: +1.0 to -129.1

### English Learners

- **Perfect Performance:** NLACS outperformed ALL 5 schools of residence on the past 4 Dashboards (100.0%)
- **2019:** NLACS -70.7 vs. school range: -75.2 to -113.5
- **2022:** NLACS -81.6 vs. school range: -100.8 to -128.8
- **2023:** NLACS -78.0 vs. school range: -89.1 to -132.6
- **2024:** NLACS -60.8 vs. school range: -93.4 to -157.4

### Socioeconomically Disadvantaged

- **Perfect Performance:** NLACS outperformed ALL 5 schools of residence on the past 4 Dashboards (100.0%)
- **2019:** NLACS -31.2 vs. school range: -41.0 to -99.5
- **2022:** NLACS -34.6 vs. school range: -58.0 to -101.4
- **2023:** NLACS -32.2 vs. school range: -41.9 to -111.0
- **2024:** NLACS -18.3 vs. school range: -32.2 to -133.3

### Students with Disabilities

- **Perfect Performance:** NLACS outperformed ALL 5 schools of residence on the past 4 Dashboards (100.0%)
- **2019:** NLACS -92.4 vs. school range: -102.8 to -142.4
- **2022:** NLACS -103.6 vs. school range: -121.3 to -138.5
- **2023:** NLACS -100.8 vs. school range: -124.8 to -149.9
- **2024:** NLACS -104.3 vs. school range: -111.3 to -155.7

### Hispanic Students

- **Perfect Performance:** NLACS outperformed ALL 5 schools of residence on the past 4 Dashboards (100.0%)
- **2019:** NLACS -31.5 vs. school range: -39.1 to -88.1
- **2022:** NLACS -34.9 vs. school range: -40.9 to -93.1

- **2023:** NLACS -29.0 vs. school range: -32.3 to -108.9
- **2024:** NLACS -17.5 vs. school range: -36.5 to -123.0

### **Performance Trends and Improvements**

#### **NLACS Shows Consistent Improvement:**

- All Students: Improved from -28.7 (2019) to -17.0 (2024)
- English Learners: Improved from -70.7 (2019) to -60.8 (2024)
- SED Students: Improved from -31.2 (2019) to -18.3 (2024)
- Hispanic Students: Improved from -31.5 (2019) to -17.5 (2024)

#### **Justification for Superior Performance**

1. **Consistent Excellence Across All Student Populations** NLACS demonstrates superior ELA performance across every numerically significant student group, with perfect 100% outperformance rates for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students.
2. **Significant Performance Gaps** The data reveals substantial performance advantages, with NLACS often outperforming schools of residence by 20-100+ points on the Distance from Standard scale.
3. **Sustained Performance Over Time** NLACS maintains its competitive advantage consistently across four different dashboard years (2019-2024), demonstrating sustained educational effectiveness.
4. **Improvement Trajectory** While maintaining superior performance relative to schools of residence, NLACS has also shown improvement in absolute performance, with most student groups showing better Distance from Standard scores in 2024 compared to 2019.
5. **Equity in Performance** NLACS particularly excels in serving traditionally underserved populations, with perfect outperformance records for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students.

**Conclusion:** The data provides compelling evidence that New Los Angeles Charter School consistently and significantly outperforms the schools of residence where most of its students would otherwise attend. With a 96% overall outperformance rate and perfect performance records for key student groups, NLACS demonstrates exceptional educational effectiveness in English Language Arts instruction and student achievement.

## NLACS's MATH ACADEMIC PERFORMANCE ANALYSIS - COMPARISON WITH SCHOOLS OF RESIDENCE (2019-2024)

The following analysis compares Mathematics academic performance between NLACS and its schools of residence for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The comparison includes Distance from Standard metrics and performance levels (indicated by colors) as reported by the CDE for each numerically significant student group at NLACS. (Source: California School Dashboard)

### **Schools of Residence Analyzed:**

- Audubon Middle School (13.2% of NLACS enrollment)
- Daniel Webster Middle School (21.1% of NLACS enrollment)
- Emerson Community Charter (13.2% of NLACS enrollment)
- Horace Mann UCLA Community School (3.2% of NLACS enrollment)
- Johnnie Cochran, Jr. Middle School (31.9% of NLACS enrollment)



### **Comprehensive Math Performance Analysis**

**Key Finding:** NLACS outperforms schools of residence in 89 out of 100 comparisons (89.0% success rate)

#### **Performance by Student Group**

##### **All Students**

- **Consistent Strong Performance:** NLACS outperformed 4 out of 5 schools in every year (80.0%)
- **2019:** NLACS: -78.3 (Orange) vs. school range: -45.0 to -154.3
- **2022:** NLACS: -93.1 (Low) vs. school range: -57.7 to -162.7
- **2023:** NLACS: -88.4 (Yellow) vs. school range: -54.6 to -161.9
- **2024:** NLACS: -81.2 (Yellow) vs. school range: -47.9 to -173.0

##### **English Learners**

- **2019:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -115.5 vs. school range: -100.9 to -168.6
- **2022:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -142.4 vs. school range: -137.3 to -192.2
- **2023:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -134.4 vs. school range: -145.9 to -177.0
- **2024:** NLACS outperformed ALL 5 schools (100.0%)

- NLACS: -115.5 vs. school range: -128.5 to -187.9

### **Socioeconomically Disadvantaged**

- **2019:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -80.9 vs. school range: -72.7 to -157.0
- **2022:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -93.4 vs. school range: -107.1 to -164.0
- **2023:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -91.7 vs. school range: -95.0 to -171.9
- **2024:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -82.8 vs. school range: -92.2 to -176.0

### **Students with Disabilities**

- **2019:** NLACS outperformed 3 out of 5 schools (60.0%)
  - NLACS: -155.9 vs. school range: -138.7 to -199.9
- **2022:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -164.1 vs. school range: -173.0 to -192.7
- **2023:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -164.1 vs. school range: -167.0 to -208.9
- **2024:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -150.3 vs. school range: -157.2 to -195.1

### **Hispanic Students**

- **2019:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -79.3 vs. school range: -71.3 to -141.9
- **2022:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -95.2 vs. school range: -86.4 to -156.6
- **2023:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -89.1 vs. school range: -92.1 to -156.6
- **2024:** NLACS outperformed ALL 5 schools (100.0%)
  - NLACS: -78.8 vs. school range: -99.3 to -166.0

### **Long-Term English Learners - 2024 Data**

- **Mixed Performance:** NLACS outperformed 4 out of 5 schools (80.0%)
  - NLACS: -162.0 (Red) vs. school range: -139.1 to -199.6

- Only Audubon (-139.1) outperformed NLACS in this category

## **Performance Trends and Improvements**

### **NLACS Shows Significant Math Improvement:**

- **All Students:** Improved from -78.3 (2019) to -81.2 (2024) - slight decline but maintained strong relative performance and significant post pandemic growth
- **English Learners:** Improved from -115.5 (2019) to -115.5 (2024) - maintained performance while others declined
- **SED Students:** Improved from -80.9 (2019) to -82.8 (2024) - slight decline but strong relative performance and significant post pandemic growth
- **Hispanic Students:** Improved from -79.3 (2019) to -78.8 (2024) - slight improvement with strong relative gains and significant post pandemic growth

## **Notable Performance Patterns**

### **Strong Acceleration in Recent Years:**

- **2022-2024:** Marked improvement in outperformance rates, particularly for EL, SED, SWD, and Hispanic student groups.
- **Perfect Performance Groups:** EL, SED, SWD, and Hispanic student groups - all showed 100% outperformance in both 2023 and 2024

### **Largest Performance Gaps:**

- **Horace Mann:** NLACS consistently outperforms by 50-90+ points across all groups
- **Cochran:** NLACS typically outperforms by 40-60+ points
- **Audubon:** NLACS generally outperforms by 30-60+ points

## **Justification for Superior Math Performance**

1. **Consistent Excellence Across Diverse Populations:** NLACS demonstrates superior math performance across all major student groups, with particularly strong results for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students in recent years.
2. **Substantial and Sustained Performance Advantages:** The data reveals significant performance gaps, with NLACS often outperforming schools of residence by 20-90+ points on the Distance from Standard scale, indicating meaningful educational impact.
3. **Progressive Improvement in Equity:** NLACS has achieved perfect outperformance rates (100%) for traditionally underserved populations in recent dashboard years, demonstrating effective instructional practices for diverse learners.

4. **Resilient Performance Despite Challenges:** Even in areas where NLACS faces challenges (such as Students with Disabilities in 2019), it has shown dramatic improvement, achieving 100% outperformance for this group in subsequent years.
5. **Comparative Stability:** While maintaining strong relative performance, NLACS has shown more stability in math scores compared to the significant declines observed in several schools of residence.

**Conclusion:** The mathematics performance data provides strong evidence that New Los Angeles Charter School consistently and significantly outperforms the majority of schools of residence where its students would otherwise attend. With an 89% overall outperformance rate and perfect performance records for key student groups in recent years, NLACS demonstrates effective mathematics instruction and equitable educational outcomes. New LA's particular strength in serving English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, and Hispanic students positions it as a high-performing option for families seeking quality mathematics education for diverse student populations.

## NEW LA's ELPI INDICATOR PERFORMANCE ANALYSIS - COMPARISON WITH SCHOOLS OF RESIDENCE (2019-2024)

The following analysis compares ELPI performance between NLACS and its schools of residence for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The ELPI measures the percentage of English Learner students making progress toward English language proficiency, with higher percentages indicating better performance. The analysis includes performance levels (indicated by colors) as reported by the CDE for both ELs and LTELs.

### **Schools of Residence Analyzed:**

- Audubon Middle School (13.2% of NLACS enrollment)
- Daniel Webster Middle School (21.1% of NLACS enrollment)
- Emerson Community Charter (13.2% of NLACS enrollment)
- Horace Mann UCLA Community School (3.2% of NLACS enrollment)
- Johnnie Cochran, Jr. Middle School (31.9% of NLACS enrollment)

### **Comprehensive ELPI Performance Analysis**

**Key Finding:** NLACS outperforms schools of residence in 23 out of 30 comparisons (76.7% success rate)

### **Performance by English Learner Category**

#### **English Learners**

**Overall Performance:** 75.0% outperformance rate (15 out of 20 comparisons)

#### **2019 Dashboard:**

- **NLACS: 54.3% (Medium)**
- **Outperformed 4 out of 5 schools (80.0%)**
- **Performance advantages:** Audubon (+14.0%), Webster (+30.3%), Mann (+9.4%), Cochran (+14.1%)
- **Only Emerson (59.5%, High) outperformed NLACS**

#### **2022 Dashboard:**

- **NLACS: 50.6% (Medium)**
- **Outperformed 4 out of 5 schools (80.0%)**
- **Performance advantages:** Audubon (+14.4%), Emerson (+7.7%), Mann (+9.0%), Cochran (+2.7%)
- **Only Webster (72.5%, Very High) outperformed NLACS**

#### **2023 Dashboard:**

- **NLACS: 50.0% (Yellow)**
- **Outperformed 3 out of 5 schools (60.0%)**
- **Performance advantages:** Audubon (+10.9%), Mann (+4.2%), Cochran (+6.4%)
- **Webster (62.9%, Yellow) and Emerson (62.5%, High) outperformed NLACS**

#### **2024 Dashboard:**

- **NLACS: 48.4% (Yellow)**
- **Outperformed 4 out of 5 schools (80.0%)**
- **Performance advantages:** Audubon (+15.1%), Webster (+0.9%), Mann (+18.5%), Cochran (+22.0%)
- **Only Emerson (53.3%, Medium) outperformed NLACS (48.4%).** However, only a status level was reported for Emerson (no performance level) by the CDE, since ELs are not a numerically significant student group for the school.

### **Long-Term English Learners**

#### **2024 Dashboard:**

- **NLACS: 50.0% (Orange)**
- **Outperformed 4 out of 5 schools (80.0%)**
- **Performance advantages:** Audubon (+4.2%), Emerson (+10.0%), Mann (+20.8%), Cochran (+17.6%)

- **Webster (50.0%, Medium).** However, only a status level was reported for Webster (no performance level) by the CDE, since LTELs are not a numerically significant student group for the school.

## Performance Trends and Analysis

### NLACS Performance Trajectory

#### English Learners:

- **2019:** 54.3% → **2024:** 48.4% (5.9 percentage point decline)
- Despite decline, maintained strong competitive position relative to most schools of residence

### Competitive Landscape Analysis

#### Consistently Strong Competitors:

1. **Emerson Community Charter:** Frequently outperforms NLACS (ELPI)
2. **Daniel Webster Middle:** Shows variable but often strong performance, particularly with the 2022 and 2023 Dashboards.

#### Schools Consistently Outperformed by NLACS:

1. **Audubon Middle:** NLACS outperformed in all 6 comparisons
2. **Horace Mann UCLA:** NLACS outperformed in all 6 comparisons
3. **Johnnie Cochran Jr. Middle:** NLACS outperformed in all 6 comparisons

### Detailed Performance Gaps

#### Largest NLACS (48.4%) Advantages (2024):

- **vs. Cochran:** +22.0% (EL), +17.6% (LTEL)
- **vs. Mann:** +18.5% (EL), +20.8% (LTEL)
- **vs. Audubon:** +15.1% (EL), +4.2% (LTEL)

#### Justification for ELPI Performance

1. **Consistent Majority Outperformance** NLACS demonstrates solid ELPI performance, outperforming the majority of schools of residence in nearly all dashboard years for both English Learner categories.
2. **Particular Strength with Long-Term English Learners** With an 80% outperformance rate for LTEL students, NLACS shows effectiveness in supporting students who have been in the system longer and may face additional challenges in language acquisition.

3. **Sustained Competitive Advantage** Despite some performance fluctuations, NLACS maintains consistent outperformance against three of the five schools of residence across all measured years.
4. **Significant Performance Gaps** NLACS often outperforms schools by substantial margins (10-30 percentage points), indicating meaningful differences in English learner support and instruction.

### **Areas for Strategic Focus**

1. **English Learner Program Enhancement** While NLACS shows strong relative performance, the declining trend in absolute ELPI scores suggests opportunities for program improvement to reverse this trajectory.
2. **Learning from High Performers** Analysis of practices at Emerson Community Charter and Daniel Webster Middle School could provide insights for improving NLACS's English learner support programs.
3. **Long-Term English Learner Support** Continue building on the strong LTEL performance while addressing the 2024 decline to maintain the 80% outperformance rate.

### **Performance Level Analysis**

#### **NLACS Performance Levels:**

- **2019:** Medium (EL)
- **2022:** Medium (EL)
- **2023:** Yellow (EL), High (LTEL)
- **2024:** Yellow (EL), Orange (LTEL)

#### **Comparative Context:**

- Several schools of residence show "Red" or "Very Low" performance levels
- NLACS maintains "Yellow" or better levels despite some declining trends
- Competition with Emerson ("High" levels) and Webster (variable "Very High" to "Medium") remains strong

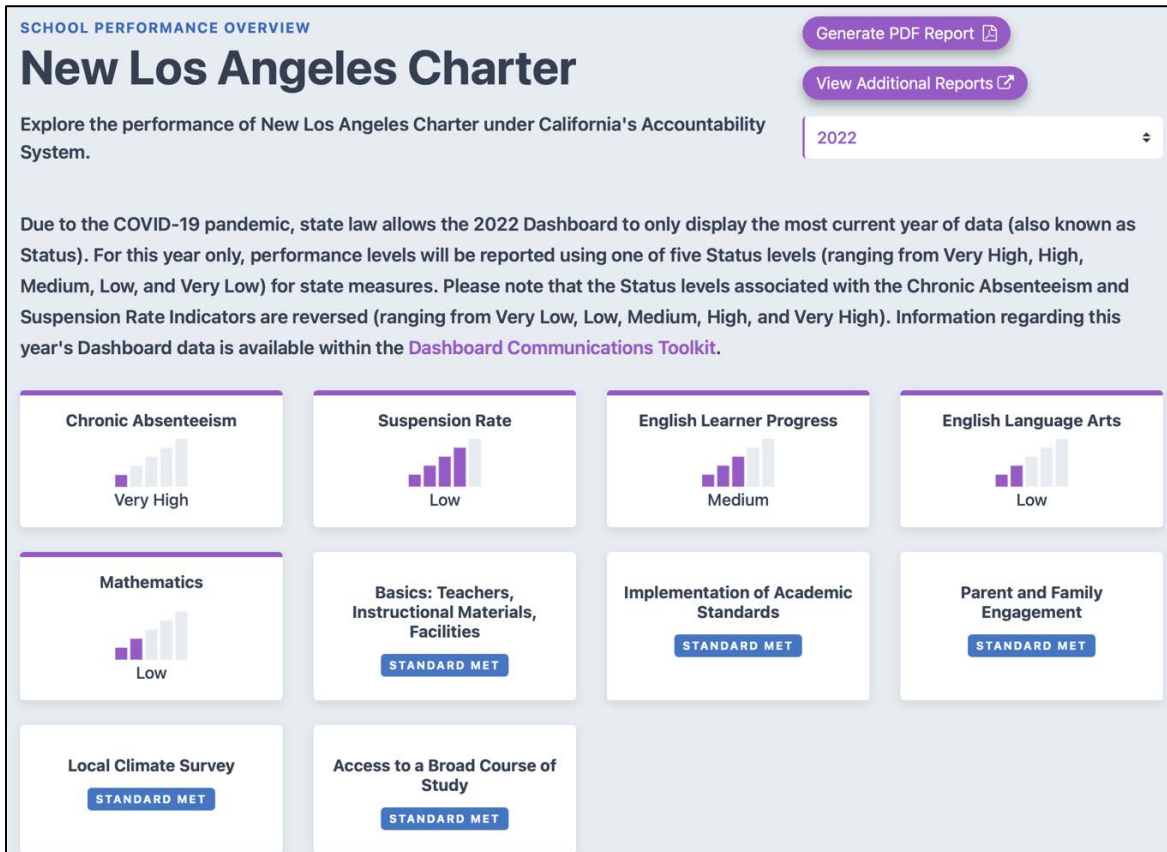
**Conclusion:** The ELPI data demonstrates that New Los Angeles Charter School provides effective English learner support that consistently outperforms the majority of schools of residence where its students would otherwise attend. With a 76.7% overall outperformance rate and particularly strong results for Long-Term English Learners (80% outperformance), NLACS shows solid effectiveness in supporting English language acquisition.

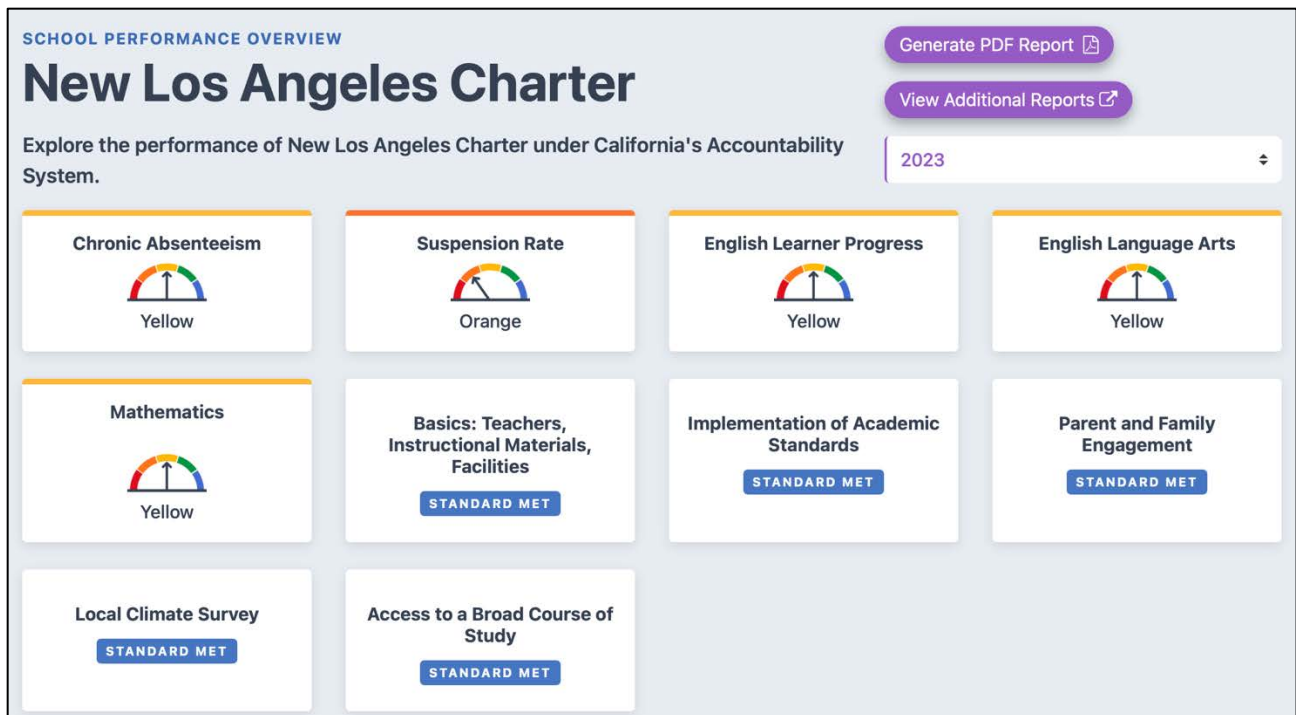
While NLACS faces meaningful competition from Emerson Community Charter and Daniel Webster Middle School, it consistently outperforms three of the five schools of residence by substantial margins. The data suggests NLACS provides valuable English learner support services, though continued focus on program enhancement could help address recent declining trends and further strengthen New LA's competitive position in this critical area of student support.

## LOCAL INDICATORS

New Los Angeles Charter School received a “standard met” for all local indicators as reported on the 2022, 2023 and 2024 Dashboards (as evidenced in the following charts). The California Department of Education suspended the 2020 and 2021 Dashboards due to lack of state testing due to the Covid pandemic.

The following are screenshots of New Los Angeles Charter School’s performance on the Dashboard and Local Indicator status for the 2022, 2023 and 2024 [CA School Dashboard](#).





New Los Angeles Charter School respectfully requests a five-year renewal of its charter petition pursuant to CA EC 47607(c)(2)(E). As clearly demonstrated by the evidence in this section, New Los Angeles Charter School meets the renewal criteria for a “middle tier” charter school and should be granted a renewal term of five (5) years from July 1, 2026, to June 30, 2031.

## Innovative Features of New LA’s Educational Program

New LA embraces innovative practices to prepare students for access and success as they transition to college and career readiness. The following components play a large role in that process in grades 6-8:

- **Advisory Program:** New LA students participate in a structured Advisory Program to support academic success, leadership development, and to gain a depth of understanding in New LA’s mission pillars—passion for learning, respect for self and others, and engagement in the community. Advisory groups are led by a core academic teacher and meet each morning for the first half hour of school. Advisory curriculum includes both topics and skills that promote career and college readiness, such as college and high school exploration, resilience, and reflection. Students study cultural identity, social justice issue, life skills, and participate in neighborhood and community projects.
- **Collaborative Project-Based Learning:** New LA is a laboratory, not a library. Students learn by producing authentic projects in all classes. Teachers use backwards design to plan project experiences for students in Science and Humanities. Science classes are lab based, and students are expected to engage with curiosity as young scientists. The Humanities program includes social justice aligned projects that are relevant to the cultures represented in the New LA student body. New LA’s math program provides students with an opportunity to learn through collaboration with their peers on real-world math applications. Both practices prepare students for the demands of college and career readiness through authentic “work” experiences and teamwork.
- **Student Led Conferences, Portfolios and Culminating Exhibitions:** Students keep a portfolio of work from 6-8th grade during their time at New LA. This work is used to facilitate reflection and goal setting during student-led conferences twice per year. In 8th grade, students graduate by exhibition. Culmination at New Los Angeles Charter School is symbolic of a student’s growth in understanding of the Charter School’s mission pillars. Evidence of this growth is monitored at all grade levels through the Student Led Conference Process, Portfolios, and the Culmination Process. Using the work from their portfolios as evidence of growth, students present their exhibition to a group of teachers, administrators, and peers to prove that they are ready to move on to high school. Students are expected to demonstrate honest, evidence-based self-reflection and an action plan to be successful in high school. This process prepares students for career and college readiness through the use of authentic assessment.
- **Technology:** New LA is committed to provide students with the technological tools to be successful in the 21st Century. New LA has implemented 1:1 student to laptop ratio (Chromebook) and uses technology daily. In addition, the Charter School uses the i-Ready Platform for internal benchmarking and the individualized pathway to ensure that students are prepared for the demands of the Smarter Balanced Assessment Consortium (“SBAC”). Classrooms are equipped with NewLine Panels (touchscreen capability) and MacBooks for teachers.

- **Social Justice Class and Projects:** Students engage in a year-long social justice class, in advisory, with the final product being a class produced social justice themed project. Students learn about social justice through targeted instruction around the history of movements in and around their community. Each advisory partners with a local organization and creates a social justice project promoting that organization’s work in the community. This class is designed to teach students to be critical consumers of information, critical thinkers, and problem solvers.

Students are asked to complete 10 community engagement hours at local community centers, in their neighborhood, or on site at school during extracurricular activities. The Charter School provides students with service field trip opportunities where they are guided by community organizers to complete their hours.

- **Student Clubs:** New LA staff, students and allies have formed an official Black Student Union and Queer Club. BSU and Queer Club have led community engagement projects, themed spirit weeks, awareness campaigns and are now presenting their first ever talent show and community evening. Black Student Union and Queer Club are an example of New LA’s commitment to highlighting and celebrating diversity and social justice on our campus.
- **Where Everybody Belongs (“WEB”) Leadership Club:** The goal of the WEB program is to engage 8th grade students as leaders for change in our community. The WEB 8th grade leadership club will serve as school ambassadors and function as the school council, providing peer mentorship and leadership development opportunities. The WEB program focuses on 4 main components: middle school orientation, academic follow up, social follow ups, and leader-initiated contacts. This group of 8<sup>th</sup> grade students act as our school leaders, plan spirit weeks, greet new students at summer orientation, speak to prospective families at open houses, volunteer at all after school community events, and lead lessons with small groups of 6th graders monthly around middle school topics like empathy, bully prevention and stress management.
- **Electives:** Students at New LA can choose from 4-5 different electives each trimester. This year we offered: an additional PE and Art elective, games and crafts, and a health and wellness elective. Certificated teachers taught passion projects to students through grade level electives.
- **Outdoor Education:** Outdoor Education is an essential part of the New LA Experience. It's an opportunity for kids to unplug and experience the outdoors. While the students will have the time of their lives, there is also serious science learning that takes place. The outdoor education program is designed for students to acquire valuable skills and perspective that will help in their preparation for academic achievement and the world beyond.
- **Support with the Transition to High School:** While New LA does not currently have a high school, the Charter School is committed to ensure that students leave New LA and land in an environment that will support their pathway to college. To ensure this, the Advisory Program includes a high school counseling unit. From here, each family meets

with the middle school Principal to create a plan for the high school application process. This is informed by an annual high school fair, which is attended by charter, public, parochial and private schools city-wide each year. Administrators and teachers from New LA are in regular communication with area high schools and, in many cases, have specific points of contact on the high school campus to facilitate a collaborative relationship for effective high school placement.

## **STUDENT POPULATION TO BE SERVED**

New Los Angeles Charter School serves a diverse student population reflective of the general population residing within the territorial jurisdiction of the District. New LA serves students in grades 6-8, representing the following student demographics: 87% Hispanic, 9% African American, 2% White, and 1% Two or More Races. The student population includes 22% SWD, 18% ELs, 1% Homeless Youth, and 77% SED.

The following chart reflects the current and the 5-year projected enrollment for the term of this charter petition.

## **GOALS AND PHILOSOPHY**

### **Mission**

New Los Angeles Charter School develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

### **Vision**

New LA cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and ensure advanced academic success. The Charter School nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

New LA serves students in grades 6-8. With small classes (typically, 26 to 1), a diverse student body, and attentive teachers, New LA is a nurturing standards-based school. New LA has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the Charter School creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

## **Passion for Learning**

New LA keyword: **Rigor**. Middle school is the gateway to future academic success. At New LA, every student receives the academic foundation to be prepared for a college preparatory high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students will demonstrate mastery of concepts and skills by working together on real-life projects rather than test taking alone. For example, students learn math skills by creating personal budgets and looking at real life problems of poverty and the economy. Students are then assessed both on the standards and through a project rubric developed by the teacher. New LA implements an effective model of rigorous standards-based instruction, through which all students will achieve mastery of 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”) by the end of each grade.

## **Engagement in the Community**

New LA keyword: **Relevance**. New LA believes, as John Dewey did, that “education is the fundamental method of social progress.” New LA students are challenged to pursue the goals of equality and justice and work to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students are volunteers, gaining valuable experience in social action. This leads to a deeply embedded feeling in every student that adolescents have the power to change the world.

## **Respect for Self and Others**

New LA keywords: **Respect** and **Relationships**. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA encourages vigorous debate and expression of individual voice through the use of active listening and conflict resolution techniques. The Charter School uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice. New LA students participate in a structured Advisory Program in order to develop a deep sense of trust in themselves, the strength and courage to succeed at life’s challenges, and the skills necessary to confidently pursue future academic and career aspirations.

## **Characteristics of An “Educated Person” In The 21<sup>st</sup> Century**

In the 21st century, an educated person should understand how they and their local environment exist in relation to the global community. Productive citizens of the 21st century must be able to actively engage in their communities as agents of positive change. Research suggests that high quality, classroom-based community service learning is tied to improved attendance, academic motivation, achievement, and decreased drop-out and truancy rates

(Brown, 2010).<sup>1</sup> At New LA, students perform 20 hours of community service annually with help from advisors and the Assistant Principal.

An educated person in the 21st century needs to be a critical consumer of information, a critical thinker, and a problem solver. One example of such thinking is the use of the **Paideia Seminar**<sup>2</sup> to explore topics and issues. A Paideia Seminar is a collaborative, intellectual dialogue facilitated with open-ended questions about a text, while fostering intellectual and social skill development.

An educated person in the 21st century needs to be able to use technology effectively, be aware of global issues, sensitive to other points of view, and empathetic about things beyond their own circle of comfort.

These broad ideas are specifically addressed as follows:

1. *Attention.* An educated person in the 21<sup>st</sup> Century knows how to focus on people and the world around them. They can follow a critical argument, identify logical reasoning, and empathize with the person or author who is expressing emotion.
2. *Knowledge.* An educated person in the 21<sup>st</sup> Century knows a little about everything and a lot about something. In the Age of Information, facts and figures are readily accessible with a click of the mouse on Google. So, while it may be exciting to have a smattering of knowledge on a lot of topics, students will delve more deeply into subjects that most pique their curiosity.
3. *Language and Understanding.* An educated person in the 21<sup>st</sup> Century is literate across a wide variety of genres and media. They read popular fiction ranging from the latest bestseller to a work of classical literature, and works of non-fiction engage them. They can write, expressing themselves with deep emotion, or with technical precision.
4. *Multi-cultural Awareness.* The 21<sup>st</sup> Century has witnessed an increased integration of cultures, people, and languages. The ability to relate to and work with an array of cultures enhances the success of an educated person in the 21<sup>st</sup> Century.
5. *Proficiency with Technology.* Technology is an integral part of our society, and it is here to stay. An educated person in the 21st Century is able to handle the challenges of technology as the computer, tablets, phones, and the Internet continue to evolve and change the way we live our lives.
6. *Empowerment.* An educated person in the 21<sup>st</sup> Century possesses the power to do things and the belief that they can move mountains. It is not enough to take in education alone. An educated person understands how to apply that information for good in the world.
7. *A Sense of Morality.* An educated person in the 21<sup>st</sup> Century will have a clear understanding of the difference between right and wrong and will choose to do the right thing. They must know to speak truth to power, and to help their fellow human beings.

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<sup>1</sup> Brown, Phillip, et. al., *Handbook of Prosocial Education*, 2010.

<sup>2</sup> National Paideia website: [www.paideia.org](http://www.paideia.org).

An educated person in the 21<sup>st</sup> Century knows that all people have a shared destiny and an equal stake in the common good.

8. *College and Career Readiness*. A combination of Attention, Knowledge, Language, Understanding, Multi-cultural Awareness, Proficiency with Technology, Empowerment, and a Sense of Morality form the foundation for college and career readiness.

### **How Learning Best Occurs**

Learning best occurs when students are in a secure, safe, and nurturing environment, when teachers have deep content knowledge and instructional tools to facilitate learning, and when teachers have a deep connection to students.

Learning in middle school occurs best through varied opportunities for interaction around difficult topics. From these opportunities should emerge thoughtful discussions and growth. Learning through collaboration leads to a deeper understanding of knowledge. When ideas are shared it allows students to hear multiple perspectives and in turn come to a renewed understanding of the topic at hand. Collaborative projects further create a sense of interdependence between adolescents who are struggling to get along and feel confident being who they are. Group projects can bring out the voice of silent students and capitalize on the strengths of all students. Group projects connect subject matter to problem solving in real world situations. For example, in 6<sup>th</sup> grade math, students work on a project called the “Racial Wealth Gap,” researching income levels and housing prices to determine personal budgets while comparing different parts of the city and what types of challenges different people face – all while learning math skills.

Learning in middle school occurs best when students are actively engaged in the learning process. Students ought to be provided with opportunities to draw from their personal experiences to make logical connections with academic content. The prevalence of youth-centered media and technology means that students are internalizing information in new and ever-changing ways. In order to keep middle school students engaged in school, pedagogical practices must be stimulating and not incredibly different from how students retain non-academic funds of knowledge. That’s not to say that these funds of knowledge are not part of academic knowledge. Rather, it occurs when we capitalize on the family’s contributions to academic knowledge. In addition, media and technology must be put in the hands of students so that they are not merely receptacles of information and new knowledge, but creators as well.

### **The Goals of the Program will Enable Students to Become Self-Motivated, Competent, & Lifelong Learners**

The goals of New LA are to develop students who are passionate about learning and prepared for future academic success, engaged in their community, and have respect for themselves and others. These three main goals will help enable students to become self-motivated, competent, and lifelong learners.

### **Passion for Learning and Prepared for Academic Success**

New LA believes in academic rigor and that college prep begins in middle school. At New LA, every student receives the academic foundation to be prepared for a college preparatory high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on building knowledge and not merely information retention. By working together on real-life projects, New LA students master concepts and skills that will lead to their becoming self-motivated, confident adults. Through rigorous standards-based instruction, students acquire the tools to help inspire them to become lifelong learners.

### **Engaged in the Community**

New LA believes in making the student experience relevant to real life. Students are empowered with the skills and knowledge to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences through field trips, volunteering in the Charter School and the greater community, and interacting with presenters from organizations in the LA community. This leads to a deeply embedded feeling and inspiration in every student that young people have the power to change the world.

### **Respect for Self and Others**

New LA believes in fostering a sense of respect and valuing relationships. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA encourages vigorous debate and expression of individual voice through the use of active listening and conflict resolution techniques. The Charter School uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice.

**Requirements of Education Code Section 47605(c)(5)(A)(ii), including a description of New Los Angeles Charter School’s annual goals for all students, and each numerically significant student group addressing the eight (8) State Priorities, and local priorities and a description of the specific annual actions the Charter School will implement to achieve each of the identified goals.**

**LCFF STATE PRIORITIES**  
**Charter Term Commencing July 1, 2026**

**GOAL #1**

Continue our commitment to implement the CA Community Schools Framework which includes strengthening our MTSS, through PBIS, and integrating the Four Key Conditions for Learning, with the Four Pillars of Community Schools. By strengthening these systems, we can improve school responsiveness and effectively identify and address student barriers to learning.

Related State Priorities:

- |                            |                                       |                                       |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input checked="" type="checkbox"/> 6 |                                       |

Local Priorities:

- :  
:

**Specific Annual Actions to Achieve Goal**

**Assessment of Learning:**

- Administer i-Ready Reading & Math assessments
- Formative & summative assessments
- State mandated assessments

**Data-Driven Instructional Impact** The assessment system enables teachers to make informed instructional decisions by providing foundational understanding of each student's academic profile, facilitating targeted intervention strategies, and supporting evidence-based program modifications to maximize student learning outcomes.

**Expected Outcomes** Through systematic implementation of this comprehensive assessment framework, the Charter School anticipates measurable reduction in achievement gaps, improved student growth trajectories across all subgroups, and enhanced instructional effectiveness through data-informed practice.

**MTSS Framework** The Charter School strengthens its comprehensive Multi-Tiered System of Support by implementing tailored, tiered academic interventions designed to accelerate learning and improve student outcomes across all achievement levels. This systematic approach ensures appropriate support intensity based on individual student needs and comprehensive assessment data.

**Specialized Intervention Staffing** A dedicated Reading Intervention Teacher provides intensive Tier 2 reading support for students demonstrating below-grade-level literacy skills, while a Mathematics Intervention Teacher delivers tiered mathematical support for struggling learners. Student placement in these intervention services is determined through multiple assessment measures including i-Ready diagnostic results, CAASPP assessment outcomes, and ongoing progress monitoring data that tracks student growth and intervention effectiveness.

**Seminar Block Programming** The master schedule incorporates an eight-week intensive intervention cycle focusing on English Language Arts and Mathematics skill development. Students participate in four

sessions per week providing concentrated academic support, with placement determined by i-Ready assessment performance to ensure appropriate groupings and intervention intensity levels.

**Comprehensive Attendance Support System** New LA Charter School continues implementing SART meetings to improve daily attendance and reduce chronic absenteeism rates. The Assistant Principal (“AP”) has developed attendance incentives through DeansList that recognize perfect attendance with weekly Pillar Points as part of the PBIS system, redeemable at the student store. Advisory class competitions award points to classes achieving 90% or higher Average Daily Attendance (“ADA”), creating peer motivation for consistent school attendance.

**Social-Emotional Learning (“SEL”) and Mental Health Framework** New LA Charter School provides comprehensive social-emotional and behavioral supports to address student mental health needs through systematic screening and intervention. Panorama surveys serve as universal SEL screeners for students while also collecting input from staff and families regarding school climate, connectedness, and sense of belonging across the Charter School community.

The Assistant Principal leads the PBIS team and schoolwide initiative, ensuring social-emotional learning and mental health needs are addressed while implementing evidence-based strategies to reduce chronic absenteeism rates. The Charter School continues participation in LACOE's PBIS Community of Practice training to strengthen implementation and sustainability of positive behavioral supports.

**Counseling and Mental Health Services** The school offers counseling services that provides comprehensive SEL and mental health supports through small group counseling interventions. New LA Charter School utilizes DeansList as a comprehensive PBIS rewards tracking program that integrates attendance monitoring and referral systems for both discipline and counseling services, aligning with the Multi-Tiered System of Supports framework.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Increase all students’ mastery of the ELA CCSS.

**Metric/Method for Measuring:**

Annual CA School Dashboard performance ELA Academic Indicator

Measurement: DFS

Source: CA School Dashboard

*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-17	-15	-13	-11	-9	-7
English Learner Students	-60.8	-58	-56	-54	-52	-50
Long-Term English Learner Students	-105.7	-100	-95	-90	-85	-80
Socioeconomically Disadvantaged Students	-18.3	-16	-14	-12	-10	-8
Foster Youth Students	*	*	*	*	*	*

Students with Disabilities	-104.3	-100	-95	-90	-85	-80
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-17.5	-15	-13	-11	-9	-7
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:** Annual CA School Dashboard performance Math Academic Indicator

Measurement: DFS

**Metric/Method for Measuring:**

Annual CA School Dashboard performance Math Academic Indicator

Measurement: DFS

Source: CA School Dashboard

*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-81.2	-78	-75	-72	-69	-66
English Learner Students	-115.5	-111	-107	-103	-99	-95
Long-Term English Learner Students	-162	-157	-152	-147	-142	-137
Socioeconomically Disadvantaged Students	-82.8	-79	-76	-73	-70	-67
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	-150.3	-145	-140	-135	-130	-125
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-78.8	-75	-72	-69	-66	-63
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:** Increase students' mastery of the NGSS, as measured by the California Science Test ("CAST")

**Metric/Method for Measuring:**

Metric: CAST (Grade 8) Academic Indicator

Measurement: Points from Standard (PFS)

Source: CA School Dashboard

*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-12.4	-11.5	-11	-10.5	-10	-9.5
English Learner Students	-21.3	-20.5	-20	-19.5	-19	-18.5
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-12.5	-12	-11.5	-11	-10.5	-10
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-12	-11.5	-11	-10.5	-10	-9.5
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

**Outcome #4:** Increase the percentage of English Learners who made progress towards English Language Proficiency.

**Metric/Method for Measuring:** ELPI, reported on the CA School Dashboard

*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	48.4%	50%	52%	54%	56%	58%
Long-Term English Learner Students	50%	52%	54%	56%	58%	60%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*

Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

**Outcome #5:**

Annual reclassification rates of ELs as measured by ELPAC, in adherence to reclassification criteria.

**Metric/Method for Measuring:**

Reclassification rate.

Source: CALPADS

*\* This metric only applies to the English Learner student group.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	*	*	*	*	*	*
English Learner Students	17.28%	18%	18.5%	19%	19.5%	20%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

**Outcome #6:** Annually increase ADA by 0.5%

**Metric/Method for Measuring:**

ADA (Source: CALPADS)

*\* student group is not reported for this indicator*

*Note: ADA is not reported by student group but rather as a schoolwide metric.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	91.4%	92%	92.5%	93%	93.5%	94%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*

Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

**Outcome #7: Annually reduce Chronic Absenteeism Rates**

**Metric/Method for Measuring:**

Chronic Absenteeism Rate

Source: CA School Dashboard

*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	24.6%	22%	20%	18%	16%	14%
English Learner Students	22.1%	20%	18%	16%	14%	12%
Long-Term English Learner Students	20.5%	18%	16%	14%	12%	10%
Socioeconomically Disadvantaged Students	24.8%	22%	20%	18%	16%	14%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	24.2%	22%	20%	18%	16%	14%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	24.6%	22%	20%	18%	16%	14%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*

**Outcome #8: Maintain Middle School Dropout Rate <1%.**

**Metric/Method for Measuring:**

Annual Middle School Dropout rate

Source: CALPADS

*\* student group is not reported for this indicator*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

**Outcome #9: Reduce Suspension Rates**

**Metric/Method for Measuring:**

Suspension Rate

Source: CA School Dashboard

*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	2.1%	2%	1.5%	<1.5%	<1.5%	<1.5%
English Learner Students	1.4%	<1.5%	<1.5%	<1.5%	<1.5%	<1.5%
Long-Term English Learner Students	2.3%	2%	<1.5%	<1.5%	<1.5%	<1.5%
Socioeconomically Disadvantaged Students	1.7%	<1.5%	<1.5%	<1.5%	<1.5%	<1.5%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	6%	5%	4%	3%	<2%	<2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0.7%	<1.5%	<1.5%	<1.5%	<1.5%	<1.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

**Outcome #10:** Maintain Expulsion Rate <1%

**Metric/Method for Measuring:**  
 CALPADS, Dataquest report  
*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Long-Term English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native 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	*	*	*	*	*	*

**Outcome #11:** Ensure all students are participating in a broad course of study

**Metric/Method for Measuring:**  
 Percentage of students participating in an elective course.  
 Source: CALPADS  
*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native 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	*	*	*	*	*	*

**Outcome #12:** Increase the percentage of students participating in all five components of the Physical Fitness Test (“PFT”)

**Metric/Method for Measuring:**

Participation rate – Grade 7 students in PFT (all five components)

*\* student group is not reported for this indicator.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White	*	*	*	*	*	*

**LCFF STATE PRIORITIES**  
**Charter Term Commencing July 1, 2026**

**GOAL #2**

Continue to provide educators and support staff with professional learning opportunities on the academic content standards and evidence-based strategies that supports student motivation, competence and self-directed learning through well-scaffolded instruction and use of formative assessments to check for understanding.

Related State Priorities:		
<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	
Local Priorities:		
<input checked="" type="checkbox"/> : Priority 1		
<input checked="" type="checkbox"/> : Priority 2		

**Specific Annual Actions to Achieve Goal**

New Los Angeles Charter School will continue to strengthen its teacher recruitment process; and training.

New Los Angeles Charter School is committed to implementing a comprehensive, evidence-based professional learning program that strengthens instructional practices and supports student achievement. Our multi-tiered approach includes intensive summer programming, ongoing weekly sessions, and targeted professional development (“PD”) days throughout the academic year.

**Professional Development Structure**

- **Summer Institute (5-10 Days)** provides intensive foundational training to prepare educators for the upcoming school year while establishing consistent practices and building collaborative culture.
- **Weekly Professional Learning** supports ongoing skill development and practice refinement throughout the academic year through collaborative planning and reflection sessions.
- **Professional Development Days (3 Days)** offer deep-dive training sessions during non-instructional time, creating opportunities for extended learning and implementation planning

Annually, professional development and instructional coaching identified areas of focus are based on a comprehensive analysis of student assessment data and performance, findings from classroom/student/teacher observations, and feedback from our educational partners.

New Los Angeles Charter School will provide all students with access to high-quality, standards-aligned curriculum and instructional materials across all academic disciplines. The Charter School will ensure comprehensive coverage of the State Standards.

**Resource Management:** Annual assessments will identify curricular gaps and determine necessary updates or replacements. The Charter School will purchase consumable materials such as workbooks, laboratory supplies, art materials, and digital subscriptions as needed throughout the academic year. All materials undergo review by educational leadership and teachers to ensure quality and alignment with instructional goals.

**Budget and Planning:** Strategic budget planning ensures sustainable funding for ongoing curricular needs while establishing replacement cycles for major adoptions and maintaining adequate inventory of consumable resources. This systematic approach guarantees equitable access to learning materials that support academic achievement and college and career readiness for all students.

**Expected Annual Measurable Outcomes**

**Outcome #1:** New LA Charter School will ensure all teachers are appropriately credentialed and assigned, in accordance with Education Code Section 47605(l).

**Metric/Method for Measuring:**

Annual Teacher Assignment Monitoring Outcome data reported by the CDE; CA School Dashboard (Priority 1). (Source)

*\* student group is not reported for this indicator.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	60%	>85%	>85%	>85%	>85%	>85%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #2:** New Los Angeles Charter School will ensure all students (including Unduplicated Pupils) have access to standards aligned materials.

**Metric/Method for Measuring:**

Curriculum/Textbook inventory

*\* student group is not reported for this indicator.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*

Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #3:** Ensure implementation of the State Standards - measured by the purchase of curriculum & percentage of teachers participating in content specific professional development

**Metric/Method for Measuring:**

- Priority 2: Local Indicators Self-reflection tool
- Classroom observations

*\* student group is not a numerically significant student group at this time.*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**LCFF STATE PRIORITIES**  
**Charter Term Commencing July 1, 2026**

**GOAL #3**

Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.

Related State Priorities:

- |                                       |                                       |                            |
|---------------------------------------|---------------------------------------|----------------------------|
| <input checked="" 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 checked="" type="checkbox"/> 6 |                            |

Local Priorities:

- : Priority 1
- : Priority 3
- : Priority 6

**Specific Annual Actions to Achieve Goal**

New Los Angeles Charter School will create a comprehensive environment that fosters student engagement through diverse learning opportunities while maintaining the highest standards of safety and security for all community members.

New Los Angeles Charter School will:

- Continue to foster a welcoming school environment that will strengthen home-school relationships
- Continue to partner with community-based organizations, Institutes of Higher Education, and local agencies to support student, staff and family needs.
- Continue to actively communicate with families using platforms such as Deanslist and MailChimp
- Continue to provide families with access to PowerSchool Parent portal where they can view their child’s attendance, academic progress, and communicate with school staff.
- Continue to encourage parent/family participation in decision-making roles through the Parent Advisory Committee (“PAC”); English Learner Parent Advisory Committee (“EL-PAC”), and English Learner Advisory Committee (“ELAC”).
- Continue to provide interpreter services, as needed.
- Annually review and update the School Safety Plan; and provide training for all staff to ensure a safe school environment for all.

**Expected Annual Measurable Outcomes**

**Outcome #1:** New LA Charter School will maintain clean & safe facilities as measured by an overall score of “Good” or better on the Facilities Inspection Tool (“FIT”).

**Metric/Method for Measuring:**

Annual FIT Score: Good or Better

Source: FIT Report

***“N/A”- student group does not apply for this indicator***

<b>APPLICABLE STUDENT GROUPS</b>	<b>Baseline</b>	<b>2026-27 Y1 Term</b>	<b>2027-28 Y2 Term</b>	<b>2028-29 Y3 Term</b>	<b>2029-30 Y4 Term</b>	<b>2030-31 Y5 Term</b>
All Students (Schoolwide)	Exemplary	Good	Good	Good	Good	Good
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #2:** Encourage parent input in decision-making including families representing Unduplicated Pupils and SWD. (Rating: 5)

**Metric/Method for Measuring:**

Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 9-12) – Rating scale

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 - Full Implementation & Sustainability

***“N/A”- student group does not apply for this indicator***

<b>APPLICABLE STUDENT GROUPS</b>	<b>Baseline</b>	<b>2026-27 Y1 Term</b>	<b>2027-28 Y2 Term</b>	<b>2028-29 Y3 Term</b>	<b>2029-30 Y4 Term</b>	<b>2030-31 Y5 Term</b>
All Students (Schoolwide)	4	4	5	5	5	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A

African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #3:**

Increase and solicit parent participation in programs at the Charter School, including families representing Unduplicated Pupils and Students with Disabilities. (Rating: 5)

**Metric/Method for Measuring:**

Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 1-4) – Rating scale

Rating Scale:

- 1 - Exploration & Research Phase;
- 2 – Beginning Development;
- 3 – Initial Implementation;
- 4 – Full Implementation;
- 5 – Full Implementation & Sustainability

***“N/A”- student group does not apply for this indicator***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	4	4	5	5	5	5
English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Long-Term English Learner Students	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged Students	N/A	N/A	N/A	N/A	N/A	N/A
Foster Youth Students	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A	N/A
African American Students	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	N/A	N/A	N/A	N/A	N/A	N/A
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic Students	N/A	N/A	N/A	N/A	N/A	N/A
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
White Students	N/A	N/A	N/A	N/A	N/A	N/A

**Outcome #4:** Continue to increase overall percentage of students who feel a sense of safety and school connectedness. (Goal >70%)

**Metric/Method for Measuring:**

Annual student survey reporting of the % Sense of safety; and % School connectedness.

*\* student group is not reported for this indicator*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	57%/40%	60%/45%	65%/50%	70%/55%	70%/60%	70%/65%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #5:** Increase percentage of parents who feel a sense of safety and school connectedness. (Goal >90%)

**Metric/Method for Measuring:**

Annual parent survey: % Sense of safety; and % School connectedness

*\* student group is not reported for this indicator*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	85%/99%	90%/90%	>90%	>90%	>90%	>90%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**Outcome #6:**

Maintain overall percentage of staff who feel a sense of safety and school connectedness. (Goal >90%)

**Metric/Method for Measuring:**

Annual staff survey:

Measuring the percentage % Sense of safety; and % School connectedness.

*\* student group is not reported for this indicator*

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%/100%	>90%	>90%	>90%	>90%	>90%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

**INSTRUCTIONAL DESIGN**

New LA’s overall instructional design focuses on students being able to engage directly with each other and the academic content. Additionally, the Charter School maintains a focus on real world relevance, always encouraging students to look outside the Charter School into the greater community for opportunities to apply their learning or take action.

The main instructional strategies employed at New LA are Project Based Learning, Inquiry Based Teaching, and Collaborative Learning. These are described in more detail later in the Petition. In

addition to these strategies there are some overarching philosophies of instruction that are prevalent throughout the educational program. They are, as follows:

- **Social Emotional Support and Restorative Practices:** New LA understands that students learn best when they feel safe and nurtured. New LA participates in LACOE’s PBIS community of practices and partners with the Los Angeles Institute for Restorative Practices (“LAIRP”). Both partnerships help support a comprehensive plan including teacher PD, caregiver education and support, ongoing coaching and development on strategic plans to support student social emotional needs. New LA also employs an in-house, full-time counselor who not only provides both individual and group counseling to students who need it but also has developed a school-wide counseling program thus providing tiered support for student mental health for the entire community.
- **Differentiated Instruction:** The best learning can only occur when a school understands and believes that no two students are alike. Students walk through the doors with different levels of experience and exposure to academics, many are English Learners and all people learn at different rates and through different methods. Our teachers build strong relationships with students and families in order to best understand a student’s needs. Vygotsky’s<sup>3</sup> theory of the Zone of Proximal Development pushes New LA to identify the area between what a student can do independently and easily, and what they can do with guidance which pushes them a bit and then teach them at that level. Some also call this area the student’s instructional level. When schools force students to work a level higher than their instructional level they enter the frustration level, which frequently leads to students giving up. This does not mean that students will never be exposed to content or skills that are above their instructional level but that it will be done with much guidance and through the careful planning of the teacher.

The instructional level is the sweet spot that challenges and engages students while allowing them to experience success and thus raise their level. Teachers help students on this path through scaffolding that supports them in their learning but still encourages independent success. In any given classroom students at different levels may use different types of scaffolding to achieve the same result, thus appropriate and fair.

New LA knows, through Howard Gardner’s<sup>4</sup> research on multiple intelligences that “intelligence” is not easily defined by assessments such as an I.Q. test but rather is varied and has a strong impact on a student’s academic experience. At New LA we recognize that students learn and express their learning differently and teachers will provide opportunities to demonstrate learning that range throughout the multiple intelligences or multiple modalities.

### **Culturally Responsive Teaching (“CRT”)**

New LA believes that each individual student and teacher brings something unique and special to the educational experience. As stated by Geneva Gay, “Teaching is most effective when

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<sup>3</sup> Vygotsky, L.S. (1962) *Thought and Language*, Cambridge, MA: MIT Press.

<sup>4</sup> Gardner, H. (1993) *Multiple Intelligences, Theory and Practice*: Basic Books.

ecological factors such as prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students, are included in its implementation.” (2010)<sup>5</sup>.

CRT is the consideration of students’ cultures as we can see them, but Zaretta Hammond urges us to look more deeply at culture and get past, language, music, food etc. She describes deep culture as “tacit knowledge and unconscious assumptions that govern our worldview” (2015)<sup>6</sup>. At New LA we consider this deep view of culture as we create a curriculum designed to nurture the varied cultures we may encounter.

CRT does not mean hosting a multicultural day or celebrating a month to honor a particular cultural group, though we may do these things as well. CRT pushes teachers to tap into students’ deep cultures to identify ways that they can use their cultural framework to access and engage with knowledge and skills taught in the classroom. The first step in doing this is to focus on relationship building leading to a “culture of care” (Hammond, 2015) in which students feel validated and believe that they can succeed academically. Second, teachers should present themselves as allies in learning providing space for students to express themselves without fear of judgment including allowing their cultural norms and frameworks to have a presence in the classroom. Some specific examples of how a teacher or administrator would validate students in this way are: acknowledging students with a smile, nod or handshake; inquiring about a student’s life or important people in their life; offer emotional support to students when necessary; express belief in the student’s ability to succeed; create opportunities for a student’s home culture or language to be represented in the classroom; and share their own cultural frameworks.

### **Curriculum and Instruction**

New LA students take core courses, which are aligned with the State Standards. Each student takes core courses in Math, Science, Humanities (which is integrated ELA and Social Studies). In addition, students take art once a week, Physical Education (“PE”) five times a week and have the opportunity to participate in an elective once a week.

## **COURSE DESCRIPTION – BY GRADE & SUBJECT AREA**

### **GRADE 6 COURSES:**

#### ***Humanities (core)***

At New LA Social Studies and English Language Arts are taught in an integrated project-based learning model. Standards for both subject areas are taught simultaneously through the use of literature, primary sources. Below is a description of the sixth-grade specific content.

- **Social Studies (Ancient History):** Students in grade six explore ancient civilizations both Western and non-Western by studying the people, events, and geography that shaped them. They examine how geography influenced where and when civilizations developed,

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<sup>5</sup> Gay, G. (2010) *Culturally Responsive Teaching: Theory, Research and Practice*, New York, NY: Teachers College Press.

<sup>6</sup> Hammond, Z. (2015) *Culturally Responsive Teaching & The Brain*, Thousand Oaks, CA: Corwin.

why they rose to power, interacted, and declined, and how their ideas and innovations continue to impact the world today. Emphasis placed on the daily lives, challenges, and accomplishments of people and their roles in building social, economic, and political systems. Guided by the essential question, “How do governments impact individuals and communities?” students engage in hands-on and project-based learning that builds critical thinking skills and encourages them to draw meaningful connections between the ancient world and today.

- **English Language Arts 6:** By using a wide variety of historical and fictional texts, including novels, short stories, poetry, and primary source documents, students engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. They examine newsworthy current events that affect their present time. The program uses hands-on student-centered project-based curriculum. This ELA course integrates visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

### ***Mathematics 6 (core)***

This course asks students to think conceptually about the world around them. Math is a process, where students are taught and expected to collaborate, investigate, and problem solve every day. Lessons are team-based and use a balance of technology and hands-on instruction in order for students to demonstrate mastery of concepts. We believe academic development comes from a focus on habits of mind and problem based collaborative learning, not merely on test taking and memorization alone. The math classroom at New LA fosters a growth mindset and values perseverance. In the sixth-grade math course students will focus on ratios and proportional relationships, early expressions and equations. They focus on the essential question “Why are ratios an important part of math?” Over their three-year journey, students will build upon their foundational math skills, learn to justify their thinking and construct arguments in order to connect mathematics to everyday life experiences. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

### ***Integrated Science 6 (core)***

This course is based on the Next Generation Science Standards. It is lab-based and pushes students to dynamically investigate and analyze important concepts of Science through thematic questions. Using the updated FOSS Kits for Middle School, sixth graders will engage in units such as Weather and Water, Diversity of Life and Human Systems Interactions. Investigation and engineering standards are integrated throughout every unit. During class time, we develop skills using various formats: lectures, labs, readings, exams, computer-assisted research, Socratic discussions, and individual and group projects. We strive to instill in the grade six student a true curiosity and interest in the world of science.

### ***Advisory 6 (non-core)***

In sixth grade Advisory, students start the year building community and becoming familiar with the expectations and structures of middle school. Topics focus on executive functioning, habits of mind and respect for others. They transition to topics of growth mindset, self-reflection and identity through the middle of the year. Sixth graders end the year by looking at their own growth and considering how they can have a positive impact on the world around them. Throughout the year the objective of the Advisory Program is to help students succeed academically, thrive in and out of school, plan for the future, and develop their own unique voice and leadership skills. Social justice standards are embedded throughout the advisory curriculum.

### ***Visual Arts I (non-core)***

Through a variety of mediums – paint, collage, clay, paper mâché – students are given the opportunity to express themselves in new and creative ways in an ever more visual world. The art teacher collaborates with core academic teachers to tie visual arts standards in with topics of study in other classes and explores art as a vehicle for action and change in the world. The work the students create is displayed around the Charter School all year and is featured in an annual passion for art evening event.

### ***Physical Education 6 (core)***

All students are enrolled in Physical Education (PE). Our PE Program exceeds the State’s minimum requirement for traditional public schools of 400 minutes of physical education instruction every 10 school days.

Physical fitness and awareness of the human body is important to the health and well-being of all students. This is achieved by providing a comprehensive Physical Education Curriculum. The PE curriculum focuses on developing an understanding of the correlation between mental and physical conditioning.

Physical education consists of constantly varied, functional movements that deliver a fitness that is broad, inclusive and general and scalable for any participant at any level. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy.

Sport consists of playing active games, learning specific sports-related skills, and competition. Students play basketball, team handball, and a variety of other active games.

## **GRADE 7 COURSES:**

### ***Humanities (core)***

At New LA Social Studies and English Language Arts are taught in an integrated project-based learning model. Standards for both subject areas are taught simultaneously through the use of literature, primary sources. Below is a description of the seventh-grade specific content.

- **Social Studies (Medieval & Early Modern History):** Students in grade seven explore key social, cultural, and technological changes in Europe, Africa, and Asia from 500 - 1789 CE, with a focus on early modern history. Guided by the question, “Does the individual control society or does society control the individual?” students engage in hands-on, project-based learning and develop critical thinking skills as they study the rise of civilizations, global exchange, and the spread of Enlightenment ideas. They analyze how shifts in science, politics, and human rights gave rise to democratic ideals that still shape the modern world.
- **English Language Arts 7:** By using a wide variety of historical and fictional texts, including novels, short stories, poetry, and primary source documents, students engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. They examine newsworthy current events that affect their present time. The program uses hands-on student-centered project-based curriculum. This ELA course integrates visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

### ***Mathematics 7 (core)***

This course asks students to think conceptually about the world around them. Math is a process, where students are taught and expected to collaborate, investigate, and problem solve every day. Lessons are team-based and use a balance of technology and hands-on instruction in order for students to demonstrate mastery of concepts. We believe academic development comes from a focus on habits of mind and problem based collaborative learning, not merely on test taking and memorization alone. The math classroom at New LA fosters a growth mindset and values perseverance. In the seventh-grade math course students will focus on ratios and proportional relationships, and arithmetic of rational numbers. They focus on the essential question “How is proportional reasoning used to solve real-world problems?” Over their three-year journey, students will build upon their foundational math skills, learn to justify their thinking and construct arguments in order to connect mathematics to everyday life experiences. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

### ***Integrated Science 7 (core)***

This course is based on the Next Generation Science Standards. It is lab-based and pushes students to dynamically investigate and analyze important concepts of Science through thematic questions. Using the updated FOSS Kits for Middle School, seventh graders will engage

in units such as Chemical Interactions, Earth History and Populations and Ecosystems. Investigation and engineering standards are integrated throughout every unit.

### ***Advisory 7 (non-core)***

In seventh grade Advisory, students start the year building community and examining the cultural diversity present in our school and community. Students start thinking about life beyond middle school and their impact on those around them. Self-reflection and peer relations are regular topics pushing into the middle of the year. Seventh graders end the year by looking at their own growth and considering how they can have a positive impact on the world around them. Throughout the year the objective of the Advisory Program is to help students succeed academically, thrive in and out of school, plan for the future, and develop their own unique voice and leadership skills. Social justice standards are embedded throughout the advisory curriculum.

### ***Visual Arts II (non-core)***

Through a variety of mediums – paint, collage, clay, paper mâché – students are given the opportunity to express themselves in new and creative ways in an ever more visual world. The art teacher collaborates with core academic teachers to tie visual arts standards in with topics of study in other classes and explores art as a vehicle for action and change in the world. The work the students create is displayed around the Charter School all year and is featured in an annual passion for art evening event.

### ***Physical Education (core)***

All students are enrolled in PE. Our PE Program exceeds the State’s minimum requirement for traditional public schools of 400 minutes of physical education instruction every 10 school days.

Physical fitness and awareness of the human body is important to the health and well-being of all students. This is achieved by providing a comprehensive Physical Education Curriculum. The PE curriculum focuses on developing an understanding of the correlation between mental and physical conditioning.

Physical education consists of constantly varied, functional movements that deliver a fitness that is broad, inclusive and general and scalable for any participant at any level. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy.

Sport consists of playing active games, learning specific sports-related skills, and competition. Students play basketball, team handball, and a variety of other active games.

## **GRADE 8 COURSES:**

### ***Humanities (core)***

At New LA Social Studies and English Language Arts are taught in an integrated project-based learning model. Standards for both subject areas are taught simultaneously through the use of literature, primary sources. Below is a description of the eighth-grade specific content.

- **Social Studies (US History & Geography):** Students in grade eight explore American History from the founding of the United States through World War I, guided by the essential question, “What does it mean to be an American?” Through hands-on, project-based learning, students critically examine key events, ideas, and movements that have shaped the nation including Indigenous cultures, European colonization, the American Revolution, westward expansion, the Civil War and Reconstruction, and the ongoing fight for civil rights. They analyze the development of American democratic institutions and the nation’s evolving identity through political, social, and economic changes.
- **English Language Arts:** By using a wide variety of historical and fictional texts, including novels, short stories, poetry, and primary source documents, students engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. They examine newsworthy current events that affect their present time. The program uses hands-on student centered project-based curriculum. This ELA course integrates visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

### ***Mathematics (core)***

This course asks students to think conceptually about the world around them. Math is a process, where students are taught and expected to collaborate, investigate, and problem solve every day. Lessons are team-based and use a balance of technology and hands-on instruction in order for students to demonstrate mastery of concepts. We believe academic development comes from a focus on habits of mind and problem based collaborative learning, not merely on test taking and memorization alone. The math classroom at New LA fosters a growth mindset and values perseverance. In the eighth-grade math course students will focus on linear equations and linear functions. They focus on the essential question “How can graphs be used to interpret solutions of real-world problems?” Over their three-year journey, students will build upon their foundational math skills, learn to justify their thinking and construct arguments in order to connect mathematics to everyday life experiences. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

### ***Physical & Environmental Science (core)***

In this Next Generations Science Standards based course. It is lab-based, and pushes students to dynamically investigate and analyze important concepts of Science through thematic questions. Using the updated FOSS Kits for Middle School, eighth graders will engage in units such as Heredity and Adaptation, Electromagnetic Force, Gravity and Kinetic Energy, Waves, and

Planetary Science. Investigation and engineering standards are integrated throughout every unit.

### ***Advisory 8 (non-core)***

In eighth grade Advisory, students start the year by planning for the end. They reflect on themselves as learners and community members and consider their next steps into high school and beyond. Students engage in goal setting focused around the New LA Mission Pillars and continue to engage with these goals throughout the year. Eighth graders begin to explore their identities as leaders in the community and the impacts of their actions on those around them. In the final trimester eighth graders focus on preparing their culmination exhibition, a rigorous portfolio-based reflection on their middle school journey that is presented to staff, family and peers at the end of the year. Throughout the year the objective of the Advisory Program is to help students succeed academically, thrive in and out of school, plan for the future, and develop their own unique voice and leadership skills. Social justice standards are embedded throughout the advisory curriculum.

### ***Visual Arts III (non-core)***

Through a variety of mediums – paint, collage, clay, paper mâché – students are given the opportunity to express themselves in new and creative ways in an ever more visual world. The art teacher collaborates with core academic teachers to tie visual arts standards in with topics of study in other classes and explores art as a vehicle for action and change in the world. The work the students create is displayed around the Charter School all year and is featured in an annual passion for art evening event.

### ***Physical Education (core)***

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Physical fitness and awareness of the human body is important to the health and well-being of all students. This is achieved by providing a comprehensive Physical Education Curriculum. The PE curriculum focuses on developing an understanding of the correlation between mental and physical conditioning.

Physical Education consists of constantly varied, functional movements that deliver a fitness that is broad, inclusive and general and scalable for any participant at any level. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy.

Sport consists of playing active games, learning specific sports-related skills, and competition. Students play basketball, team handball, and a variety of other active games.

## **Intervention Programming & Enrichment Programs**

### **Student Identification**

Students performing below grade level are identified through teacher observations, formative and summative assessments, school-wide benchmarks, and standardized testing results.

### **During-School Interventions**

**Seminar Periods:** New LA provides intervention through small group instruction led by ELA or Math Intervention Teachers during designated Seminar periods. These interventions operate in 8-week cycles targeting specific skills determined by i-Ready or IXL data. The program uses flexible grouping that allows students to move in and out based on progress and needs, with leveled instruction providing teacher-guided sessions at appropriate instructional levels. Students also engage with intervention software for individual skill practice when they complete other work. Planning is data-driven using i-Ready Teacher Toolbox, IXL, and standards-based interventions.

The Instructional Leadership Team collaborates with administration and intervention teachers to identify target skills and reorganize student groups at the start of each 8-week cycle.

### **After-School Interventions**

**Extended Learning Support:** The school partners with an external organization to provide after-school intervention classes as part of the Expanded Learning Opportunities Program (ELOP). These semester-long programs run in both Fall and Spring, using assessment-based selection through New LA's data to identify qualifying students and target standards. The service is provided free to families with no cost. Family engagement occurs through information sessions covering student needs, attendance expectations, and logistics. When scheduling conflicts arise, the school provides individualized support with case-by-case accommodations.

Both intervention programs emphasize data-driven instruction, flexible grouping, and targeted skill development to meet individual student needs.

### **Independent Study**

In the event of illness or other qualifying long-term absence, independent study arrangements should be approved and coordinated through the front office.

## Curricular and Instructional Materials

All students at New LA have access to standards aligned curricular and instructional materials for all subject areas, which include the following:

	Grade 6	Grade 7	Grade 8
Humanities (ELA & Social Studies)	<ul style="list-style-type: none"> <li>• Document Based Questioning (DBQ) Project</li> <li>• Newsela</li> <li>• EB Academics: Comprehensive ELA curriculum</li> <li>• <u>The Breadwinner</u> by Deborah Ellis</li> <li>• <u>A Long Walk to Water</u> by Linda Sue Park</li> <li>• <u>Farewell to Manzanar</u> by Jeanne Wakatsuki Houston</li> <li>• <u>The Red Scarf Girl</u> by Gi-Li Jiang</li> </ul>	<ul style="list-style-type: none"> <li>• DBQ Project</li> <li>• Newsela</li> <li>• EB Academics: Comprehensive ELA curriculum</li> <li>• <u>Seedfolks</u> by Paul Fleischman</li> <li>• <u>Inside Out and Back Again</u> by Thanhha Lai</li> <li>• <u>Somewhere There Is Still a Sun</u> by Michael Gruenbaum</li> </ul>	<ul style="list-style-type: none"> <li>• DBQ Project</li> <li>• Newsela</li> <li>• EB Academics: Comprehensive ELA curriculum</li> <li>• <u>Refugee</u> by Allan Gratz</li> <li>• <u>Brown Girl Dreaming</u> by Jacqueline Woodson</li> <li>• <u>The Hate U Give</u> by Angie Thomas</li> <li>• <u>The Giver</u> by Lois Lowery</li> </ul>
Mathematics	Open Up Resources IXL Math	Open Up Resources IXL Math	Open Up Resources IXL Math
Science	FOSS Science Kits <ul style="list-style-type: none"> <li>• Weather and Water</li> <li>• Diversity of Life</li> <li>• Human Systems Interactions</li> <li>• Variables and Design</li> </ul>	FOSS Science Kits <ul style="list-style-type: none"> <li>• Chemical Interactions</li> <li>• Earth History</li> <li>• Populations and Ecosystems</li> <li>• Variables and Design</li> </ul>	FOSS Science Kits <ul style="list-style-type: none"> <li>• Heredity and Adaptation</li> <li>• Electromagnetic Force</li> <li>• Gravity and Kinetic Energy</li> <li>• Waves</li> <li>• Planetary Science</li> <li>• Variables and Design</li> </ul>

## Instructional Methods And Strategies

New LA employs a variety of teaching methodologies to ensure our students learn to the best of their capabilities. The Charter School believes that there is no one best way for teachers to

teach and students to learn. Rather, varied approaches offer the greatest likelihood of engaging students and improving outcomes.

The overarching model for instruction is Strategic Design for Student Achievement (“SDSA”). This model is based upon the research-based Backward Design process (Wiggins and McTighe) for designing standards-based instruction. Teachers use this methodology for all planning. Guided by the principal, teachers are guided through the four step SDSA process: 1) analysis and prioritization of State Standards, 2) differentiation of assessment methods aligned to prioritized standards, 3) implementation of innovative, research-based instructional strategies that align to measurable and specific student learning outcomes, and 4) analysis of achievement outcomes to determine effectiveness. A full description of data use for learning and professional development is included later in this petition. New LA incorporates active learning methods to deliver a rigorous standards-based curriculum.

In addition to some direct instruction, teachers make use of the following specific classroom teaching methodologies: Project-Based Learning, Cooperative Learning, Literature Circles/Book Clubs, Inquiry-Based Teaching, and Reciprocal Teaching. These methodologies are flexible, allowing teachers to adjust in class. They are also designed to be effective across the curriculum and lend themselves to excellent interdisciplinary opportunities. In short, the following methodologies are general in nature but they fit the mission of the Charter School.

### **Project-Based Learning**

In project-based learning, teachers design projects where students work in teams to explore real-world problems and create presentations to share what they have learned. The projects are standards-based, and the teacher serves as facilitator. Compared with learning solely from textbooks or curriculum, this approach has many benefits for students, including:

- Deeper knowledge of subject matter;
- Increased self-direction and motivation;
- Improved research and problem-solving skills.

At New LA we use project-based learning to challenge students to solve real-world problems that affect their local community and the world at-large through a social justice lens. Project-based learning is conducted in core content classes and advisory as well. Students conduct research using a variety of sources, from the Internet to interviews with experts. Teachers infuse elements of student choice, collaboration, and peer feedback to motivate students to stay engaged throughout these lengthy experiences.

They work on the project over an extended period of time -- three weeks or more -- due to the in-depth nature of the investigation. Like adults trying to solve a problem, they don't restrict themselves to one discipline but delve into math, literature, history, science -- whatever is appropriate to the study.

Project-based learning involves an in-depth investigation of real-world topics worthy of children's attention and effort. There is generally a three-phased approach: Phase 1 involves an initial discussion of a project topic, including children's firsthand experiences related to the

topic. Phase 2 involves fieldwork, sessions with experts, and various aspects of gathering information, reading, writing, drawing, and computing. Phase 3 is the presentation of the project to an audience. Audiences often include local community organizations or New LA stakeholders (ie. caregivers, fellow students, school administration or other staff).

One of the most important elements of project-based learning is the use of school wide rubrics. The rubrics are a tool to evaluate proficiency in multiple areas associated with the project, but are also used by students to understand expectations. Rubrics are tailored to measuring the standards being covered by the specific project, and can then be used by teachers to evaluate student progress and proficiency.

### **Cooperative Learning**

According to Ormrod (2004),<sup>7</sup> cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning methods are extensively researched, and under certain well-specified conditions they are known to substantially improve student achievement in most subjects and grade levels. (Slavin 2012)<sup>8</sup>

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete the task. Cooperative learning allows students to connect with others to achieve a common objective in learning development.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts, recognize that all group members share a common fate, know that one's performance is mutually determined by oneself and one's team members, and feel proud and jointly celebrate when a group member is recognized for achievement.

The duration of cooperative learning varies depending on the nature of the task. For example, groups are commonly convened for short-term cooperative learning that accomplishes specific writing tasks such as working on the five-paragraph essay in a class period of 60 minutes.

Ormrod (2004) suggests five basic common features of Cooperative Learning:

- Students work on a common goal in small groups.
- Students are given behavior principles such as listening to others respectfully.
- Group members are interdependent of one another for their achievement.

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<sup>7</sup> Ormrod, J.E. (2004). *Human learning* (4th ed.,). Upper Saddle River, NJ: Pearson Education, Inc.

<sup>8</sup> Slavin, Robert E. et. al. (2012). *APA educational psychology handbook, Vol 3: Application to teaching and learning.*, (pp. 359-378). Washington, DC, US: American Psychological Association, viii, 668.

- A useful learning behaviors framework is provided, and the teacher serves the role as a facilitator.
- Students are rewarded based on group contingency. The group assesses its efficiency at the end.

Cooperative learning encourages positive interdependence (sink or swim together), face-to-face interaction (promote each other's success), individual & group accountability (no hitchhiking! no social loafing), interpersonal & small-group skills, and group processing. Examples of class activities which use cooperative learning include jigsaws, three-step interviews, round robin brainstorming, circle the sage, and partner work.

- **Jigsaw** is a technique that encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. Both individual and group accountability are built into the process. Students are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their subcategory.
- **The three-step interview** is an activity where students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details. Then, the student pairs reverse roles, repeating the interview process. Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand.
- **In Round robin brainstorming**, the class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.
- **In Circle the Sage**, the teacher polls the class to see which students have a special knowledge to share. For example, the teacher may ask who in the class was able to solve a difficult math homework question. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

## Literature Circles/Book Clubs

Literature Circles bring students together for in-depth discussion of a work of fiction or nonfiction. Discussion emerges from students' personal responses to aspects of a text such as characters, events, genre, author style and literary techniques. Students can improve writing by analyzing an author's style and technique and applying these qualities to their own writing. Literature circles contribute to learning in that students develop, and use reading comprehension strategies, learn to think critically, appreciate the aesthetic qualities of literature, develop communication skills, and extend writing skills.

The role of the teacher is to gather literature for students to choose from. Teachers then demonstrate, direct, support, redirect, and observe while students work independently. The student's role is to choose a book to study, and actively participate in studying, reading, and discussing of this book. Students collaborate with each other by listening, adding, and agreeing or disagreeing.

When engaged in literature circles, students select the books they want to read for literature study. They work in small, heterogeneous groups organized in response to the book chosen. Students and teacher decide how often and how much will be read. Students prepare for discussion during and after reading. Students learn to listen to and address one another; teacher guides as necessary but interferes minimally. After discussion, students share their understanding with classmates through a response or cooperative project.

Discussions prompt students to participate actively to share their thinking; share their assigned role; listen to others, adding to one another's responses, share agreement or disagreement. Teachers facilitate and redirect the conversation as needed, guiding students to support their thinking with evidence or background knowledge; coaching and reinforcing the discussion by restating, offering ways to synthesize new ideas, and redirecting conversation if it wanders off topic.

Research on Literature Circles is conducted primarily by Katherine L. Schlick Noe (1999)<sup>9</sup>, Bonnie Campbell Hill (1995, 2001, 2003)<sup>10</sup>, Nancy J. Johnson (1995, 1999, 2001), and Harvey Daniels (1994, 2002, 2004)<sup>11</sup>; these individuals are credited with most of the research and teacher resources around this pedagogical approach to student choice and reading; however, numerous other researchers, including Kathy Short and Kathryn Mitchell Pierce (1990)<sup>12</sup>, Jerome Harste,

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<sup>9</sup> Schlick Noe, K.L. & Johnson, N.J. (1999). *Getting Started With Literature Circles*. Norwood, MA: Christopher-Gordon Publishers, Inc.

<sup>10</sup> Hill, B.C., Johnson, N.J., & Schlick Noe, K.L. (1995). *Literature Circles and Response*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Hill, B.C., Schlick Noe, K.L. & Johnson, N.J. (2001). *Literature Circles Resource Guide*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Hill, B.C., Schlick Noe, K.L., and King, J.A. (2003). *Literature Circles in Middle School: One Teacher's Journey*. Norwood, MA: Christopher-Gordon Publishers, Inc.

<sup>11</sup> Daniels, H. (1994). *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Markham: Pembroke Publishers Ltd.

Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. Maine: Stenhouse Publishers.

Daniels, H. & Steineke, N. (2004). *Mini-Lessons for Literature Circles*. Portsmouth: Heinemann.

<sup>12</sup> Short, K., and Pierce, K.M. (1990). *Talking About Books: Creating Literate Communities*. Portsmouth: Heinemann.

Kathy Short and Carolyn Burke (1988)<sup>13</sup>, Katherine Samway (1991)<sup>14</sup>, Suzi Keegan and Karen Shrake (1991)<sup>15</sup> also have conducted research and classroom-based studies on Literature Circles. This approach to reading and learning looks to some of the best practices and theory from collaborative learning and scaffolding theory, and student-centered learning for the theoretical underpinning of Literature Circles.

Additional research by Suleyman and Yuksel (2011)<sup>16</sup> found that the literature circles method improved the reading comprehension skills of students who had low-level reading comprehension. It was also found out that students liked reading books by performing different tasks, discussing and cooperating with their friends over a period of time. Students remembered the book they had read with all the details even two weeks later.

### **Inquiry-Based Teaching**

Inquiry-Based Teaching is the art of creating situations in which students take the role of scientists. In these situations, students take the initiative to observe and question phenomena; pose explanations of what they see; devise and conduct tests to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these.

These learning situations are open-ended in that they do not aim to achieve a single "right" answer. Nevertheless, students work under clear standards. They learn to observe keenly and thoroughly and to pose questions that are answerable, in part or in whole, through some meaningful test or exploration. They engage in trial and error, and they learn to analyze and reason carefully. Such open-ended situations can also be used in mathematics, English Language Arts, or history.

Inquiry is asking questions. But not just any questions, good questions. Questions that are accessible. Questions that can be answered in part or in whole. Questions that lead to meaningful tests and explorations. It involves observation and measurement, hypothesizing and interpreting, model building and model testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods. During inquiry, a teacher may pose a question or work with students to pose their own questions. These questions are often open-ended, offering students the opportunity to direct their own investigations and find their own answers (not just the one right answer), and in all likelihood, lead to more questions.

Inquiry is what scientists do. They usually do it in a formal and systematic way, and in the process, contribute to the collective body of information we call knowledge. In experiencing

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<sup>13</sup> Harste, J., Short, K. and Burke, C. (1988). *Creating Classrooms for Authors: The Reading-Writing Connection*. Portsmouth: Heinemann.

<sup>14</sup> Samway, K.D., Whang, G., Cade, C., Gamil, M., Lubandina, M., & Phonmmachanh, K. (1991) *Reading the skeleton, the heart, and the brain of a book: Students' perspectives on literature study circles*. Reading Teacher (November).

<sup>15</sup> Keegan, S. & Shrake, K. (1991). *Literature study groups: An alternative to ability grouping*. Reading Teacher (April).

<sup>16</sup> Avci, Suleyman; Yuksel, Arzu (2011). Cognitive and Affective Contributions of the Literature Circles Method on the Acquisition of Reading Habits and Comprehension Skills in Primary Level Students. Educational Sciences: Theory and Practice, v11 n3 p1295-1300.

science as inquiry, students learn how to be scientists. Thus, students learn more than just a body of concepts and facts, they learn the processes involved in establishing those concepts and facts. Inquiry provides students with concrete, active learning experiences. Students take the initiative. They develop problem solving, decision-making, and research skills that enable them to become lifelong learners.

Inquiry allows students at different developmental stages to work on similar problems and even collaborate in finding solutions to those problems. Each student gets to bring his or her own special talents into play. Inquiry allows for the integration of multiple disciplines. As students explore, they will tend to ask questions that will involve both science and math, social studies and English Language Arts, technical and artistic skills. Inquiry involves communication. Students must ask coherent, meaningful questions. And they should report their results, orally or in writing. In this way, they both teach and learn from each other.

Inquiry-based instruction allows teachers to learn about their students -- who they are, what they know, how their minds work. These insights will enable teachers to be more affective facilitators in their students' pursuit of knowledge. When using inquiry, teachers must refrain from preempting students; too many hints, too many questions, and too many answers detract from the learning process - and all the fun, too. Inquiry requires students to take responsibility for their own education. Inquiry creates opportunities for teachers to learn how their students' minds work. Teachers can then apply these insights to set up appropriate learning situations and facilitate students' pursuit of knowledge. Some of the skills that teachers learn when using inquiry include:

- knowing when to provide a push
- knowing what hints to give each particular student
- knowing what not to tell students (not to give away the answer)
- knowing how to read student behaviors as they work through challenges and how to design meaningful learning situations that take those behaviors into account
- knowing how to help students collaborate in solving problems together
- knowing when observations, hypotheses, or experiments are meaningful
- knowing how to tolerate ambiguity
- knowing how to use mistakes constructively
- knowing how to guide students so that giving them control of their explorations does not mean losing control of the classroom

The philosophy of inquiry-based learning finds its antecedents in the work of Dewey and Vygotsky among many others.

Dewey's<sup>17</sup> theory of learning is that optimal learning and human development and growth occur when people are confronted with substantive, real problems to solve. He believed that

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<sup>17</sup> Dewey, J (1997) *How Do We Think*, New York: Dover Publications.

curriculum and instruction should be based on integrated, community-based tasks and activities that engage learners in forms of pragmatic social action that have real value in the world.

The focus on the teacher as expert is central to Vygotsky's<sup>18</sup> learning theory. He proposed that cognitive development is the product of social and cultural interaction around the development and use of tools of a cognitive, linguistic and physical nature. Learning occurs in a zone of proximal development where authoritative tool users – teachers acting as mentors – initiate and lead students as novices into the use of technologies. This structured introduction into using tools is called 'scaffolding'. Work should be structured around projects that demand students engage in the solution of a particular community-based, school-based or regional problem of significance and relevance to their worlds.

### Reciprocal Teaching

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Reciprocal teaching is an amalgamation of reading strategies that effective readers have been shown to use. Proficient readers have well-practiced decoding and comprehension skills which allow them to proceed through texts somewhat automatically until some sort of triggering event alerts them to a comprehension failure (Palincsar & Brown, 1985<sup>19</sup>).

This trigger can be anything from an unacceptable accumulation of unknown concepts to an expectation that has not been fulfilled by the text. Whatever the trigger, proficient readers react to a comprehension breakdown by using a number of strategies in a planned, deliberate manner. These "fix-up" strategies range from simply slowing down the rate of reading or decoding, to re-reading, to consciously summarizing the material. Once the strategy (or strategies) has helped to restore meaning in the text, the successful reader can proceed again without conscious use of the strategy (Palincsar & Brown).

The purpose of reciprocal teaching is to facilitate a concerted effort between teacher and students, as well as among students, to bring meaning to a text. Research shows that students who practice reciprocal teaching in small groups outperform students in reading comprehension (Braunsteina, 2009)<sup>20</sup>. The following are components of reciprocal teaching:

- **Summarizing** provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching

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<sup>18</sup> Vygotsky, L.S. (1962) *Thought and Language*, Cambridge, MA: MIT Press.

<sup>19</sup> Palincsar, A.S., & Brown, A.L. (1985). *Reciprocal teaching: Activities to promote read(ing) with your mind*. In T.L. Harris & E.J. Cooper (Eds.), *Reading, thinking and concept development: Strategies for the classroom*. New York: The College Board.

<sup>20</sup> Brunsteina, J. (2009). *Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching*. *Learning and Instruction*. Volume 19, Issue 3, June 2009, Pages 272–286.

procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

- **Question generating** reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.
- **Clarifying** is an activity that is particularly important when working with students who have a history of comprehension difficulty. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).
- **Predicting** occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions embedded in the text are useful tools to anticipate what might occur next.

### **Implementation and Student Mastery of Standards**

New LA's dedication to project based, collaborative, hands on learning with high academic rigor aligns perfectly with meeting the expectations of the State Standards, the goals of which are as follows:

- To correct inconsistencies between and among states in the quality and rigor of their standards and assessments.
- To have research-based standards to prepare all students to be college and career ready;
- To enable students from the U.S. to compete with their peers globally.
- To align standards with 21st century skills.

Additionally, New LA focuses on the Next Generation Science Standards in adoption of science curricula and instructional methods in order to be ready for full implementation.

## **Technology**

New LA Charter School provides 1-to-1 Chromebook access for all students, with full class sets available in every classroom to ensure seamless integration into daily instruction. Students engage with age-appropriate technology activities that support their learning, including the Google Suite, educational games, coding exercises, intervention software, typing practice, word processing, research projects, web design, photo manipulation, and presentation development.

Technology serves as an essential tool that enhances rather than replaces direct engagement with the world. At New LA, computer technology is thoughtfully integrated into regular instruction to prepare students for an increasingly digital society. Students use i-Ready and Interim CAASPP Assessments on their Chromebooks throughout the year, ensuring they are well-prepared for computer-based state standardized assessments.

Through this comprehensive approach, students develop both technical skills and digital literacy while maintaining meaningful connections to hands-on learning experiences.

## **INSTRUCTIONAL MINUTES**

New Los Angeles Charter School provides all students with a total of 175 instructional days, in compliance with Title 5, California Code of Regulations, Section 11960 and instructional minutes (Education Code Section 47612.5), as evidenced in the following chart.

**ACADEMIC CALENDAR & SCHEDULES**

## **BELL SCHEDULES**

The following charts reflect the daily bell schedule by grade level. Please note designated ELD classes occur during the “Seminar” period.

### **GRADE 6:**

**GRADE 7**

## GRADE 8

### PROFESSIONAL DEVELOPMENT

#### Teacher Recruitment

The hiring goals for faculty and staff are diversity, commitment to the Charter School's mission, and excellent training and experience. Teachers are responsible for carrying out the Charter School's educational program, teaching the core academic classes, overseeing students' academic progress, advising, and monitoring assessment. In order to ensure implementation of the Charter School's mission and educational philosophy, preference is given to teachers who have experience designing and implementing a project-based learning curriculum aligned to State Standards.

New LA teachers:

- Provide a quality, enriched and powerful curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Act as mentors and project advisors to students
- Provide peer assistance to teachers and work on professional growth.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.

New LA implements a comprehensive recruitment plan to seek teachers with the above-mentioned qualifications. The Charter School's teacher recruitment plan includes, but is not be limited to, posting job openings on major teaching university websites, posting job openings on education job websites such as EdJoin.org, offering competitive salary and benefit packages to prospective faculty members, and using connections at some universities and educational organizations to find teachers. New LA will also utilize opportunities at teacher recruitment fairs and national advertising mediums. New LA has developed a recruitment pipeline through effective use of Teacher Residency Programs. In Partnership with Avance Residency Program New LA can provide a learning space for pre-service teachers who upon completion of their program are eligible to be hired. This supports New LA's goals of elevating existing staff in classified positions who are ready for a career in teaching and developing new teachers who meet the qualities listed above. Specifically, the main sources for teacher recruitment will be though the UCLA and USC schools of education, EdJoin.org, Avance Teacher Residency, and the California Charter Schools Association.

Professional Learning & Instructional Coaching: New LA believes that teachers need support, time and resources to provide the instructional program. The professional development program begins in the summer with one to two weeks of professional development work, which is a mandatory part of a teacher's role at New LA. This work includes team building, planning time, and training over various aspects of our program, including:

- School mission and vision
- Project-based learning
- Strategic plan for equity and social justice
- Data driven instruction
- Authentic assessment
- MTSS and Tiered Supports
- PBIS

- Inquiry-Based instruction
- Common Core State Standards
- ELD instruction
- Inclusive classrooms and co-teaching and co-planning
- Universal Design for Learning

Throughout the school year, staff members participate in weekly professional development meetings. These meetings take place on Tuesdays from 2:30-4:30pm and on early release Tuesdays from 1:00-4:30 pm. Additionally, teachers in each grade level team have a common preparation period built into the school day to plan for Seminar, Advisory and other grade level activities. Grade level teams are also responsible for documenting student intervention progress during this time. Full faculty meetings would include professional development about:

- Emergency planning
- Exceptional Education
- Team building
- Critical program reflections
- All topics listed above

During monthly early release professional development meeting times focused on some of the following:

- Culturally responsive teaching and learning
- PBIS
- Data Driven Instruction
- MTSS
- Exceptional Education
- English Language Development
- Gifted and Talented Education (“GATE”)

Following each trimester benchmark assessment, teachers participate in a dedicated professional development day focused on data analysis and instructional planning. During these sessions, teachers analyze student performance data, plan targeted Seminar Classes, and collaborate within grade-level clusters to reflect on effective strategies for teaching State Standards.

Professional development at our school is collaboratively planned and facilitated by the principal, teacher leaders, and our central office team, including the Chief of Schools (“COS”), Director of Special Education and Director of Diversity, Equity, Inclusion and Justice (“DEIJ”). When resources allow, we also bring in outside experts to conduct specialized training sessions that enhance our professional learning opportunities.

## **MEETING THE NEEDS OF ALL STUDENTS**

### **English Learners**

New LA identifies English Learners through a multi-step process outlined in the LAUSD Master Plan for ELs, which the Charter School has adopted. The Charter School first considers the answers submitted on the home language survey (for students who are enrolling in a California public school for the first time) to determine a home language status (English Only or Possible English Learner - TBD). Any new student who is TBD and has not attended school in CA will take the initial ELPAC within 30 days of enrollment. New middle school students who attended elementary school in CA will have records requested or will be accessed in CALPADS to determine their language status. New LA communicates with parents at the start of the year regarding the supports in place for English Learners and the process for conducting ELPAC testing. All English Learners take the summative ELPAC annually until they meet the criteria for reclassification. Additionally, parents are informed of student ELPAC results within 30 days of receipt of those results. The Charter School hosts general meetings for parents to help them understand the results of the ELPAC testing and the reclassification criteria. Parents are invited to participate in the reclassification process when it applies to their child.

New LA uses a Structured English Immersion (“SEI”) model for all English Learners. The SEI program ensures that English Learners receive ELD instruction at a designated time during the day. New LA employs a full-time ELD Teacher who teaches designated ELD daily during the seminar period for all grades.

All teachers receive professional development in ELD instruction through in-house experts, e.g., administration and the ELD teacher, and through training provided by EL Achieve to accompany the Systematic ELD curriculum. During ELD time students are placed in groups according to their ELD proficiency level (Emerging, Expanding, Bridging) and instruction targets the specific needs and level of that group. All teachers are expected to meet the needs of English Learners in their classrooms providing integrated ELD in all content areas.

The ELD Teacher participates in both grade level and department meetings and collaborates with teachers on developing lesson plans. Administration sets expectations for teachers that includes having a language objective for every lesson and using collaborative learning structures, such as Kagan, to encourage the use of academic language in classrooms.

Grade level teams together with administration and the ELD teacher coordinate and plan with each other throughout the year using ELPAC results, benchmark assessments, informal assessments to determine the individual needs of each student and provide instruction at their level. Analysis of ELPAC results starts in summer PD, teachers are able to look at student score reports to see areas of strength and needs in the 4 subtests (Reading, Writing, Listening and Speaking) and tailor their instruction accordingly. If there is evidence of deficits across the population New LA will create a school-wide goal to address it whereas more individualized needs will be addressed with strategic grouping and targeted instruction. At trimester breaks when progress reports become available and also at the 3 academic benchmarking periods grade level teams and administrators assess students’ progress with regard to the ELD standards and reclassification criteria. At this time students may be moved to a new ELD proficiency level

and thus a new class for the following trimester or students may be reclassified to fluent English Proficient (“RFEP”). New LA also administers the Interim ELPAC each year and then assesses student growth as compared to the previous summative assessment and determines individualized goals for the upcoming summative. Middle school students are able to engage with the analysis of their own learning and the ELD Teacher conducts individual conferences with students so they can understand their performance, progress and goals.

A similar process is used for our trimester benchmark results. The i-Ready data can be disaggregated by student groups, and we are able to see the performance and growth for English Learners. The data can be further broken down by domains allowing teachers and administration to determine specific areas to target, identify appropriate groups for small group instruction and assess for reclassification.

### **Long Term English Learners**

New LA recognizes the unique needs of LTELs. All supports described to English Learners above are also available to LTELs. Additionally, the ELD Teacher together with administration identifies LTELs and groups them accordingly during Designated English Language Develop instructional times. The ELD teachers collaborates with the ELA intervention teacher and the Education Specialists as a high percentage of our LTELs are dually identified LTEL/SWD. Coordinating their ELD instruction with their IEP goals is key to their success and often times the Education Specialist and ELD Teacher will co-teach the LTELs to support their needs.

The criteria for determining student promotion to a new ELD level is based on mastery demonstrated in the ELD standards as determined through students work samples and teacher observations as well as initial, interim and summative ELPAC results.

The criteria for determining reclassification as indicated in LAUSD’s Master Plan are as follows:

- Proficiency on state mandated standardized tests (CAASPP) - At/Near Standard OR Proficiency on internal standardized assessment benchmarking (i-Ready) – publisher guidance
- Proficiency on the ELPAC: Overall score of 4
- Teacher evaluation based on student progress report marks
- Parent consultation and approval

On a yearly basis New LA administration and faculty assess reclassification rates and progress of students moving in proficiency levels to determine the effectiveness of the ELD program and will adjust as necessary. The administration and faculty look at the data in the areas listed above as well as internal benchmarking data and anecdotal data from teachers.

Under the guidance of the Principal and Assistant Principal, the ELPAC data is analyzed to determine appropriate program choices in both integrated and designated settings, as per the state ELA/ELD frameworks. Student proficiency levels are correlated against scores that align with each of the 3 domains of language development to determine which setting is most appropriate for the focus instruction of both integrated and designated settings.

For integrated instruction, core subject teachers indicate which content standards will be a focus, following the Relationships and Convergences guidelines of the ELA/ELD Frameworks, Designated instruction is delivered in an Intervention setting by an ELD specialist who utilizes approved tools to target foundational skills for language acquisition (again, as identified by the ELPAC assessment).

New LA utilizes two critical bodies to monitor and evaluate the effectiveness of the EL program. The first is the Charter School's Instructional Leadership Team ("ILT") who meet bi-weekly to review data on the success of all programs in the Charter School, including the Charter School's intervention programs. Specific to ELD, New LA has an ELAC comprised of teacher, administrator, parent, and student officers, as well as any other stakeholder who wishes to attend these open meetings. This body meets three (3) times per year to review and evaluate the EL programs and support, as per state guidelines.

The ELD teacher, with support from the Principal and Assistant Principal ("AP"), holds primary responsibility for monitoring the progress of all ELs, including LTELs. The AP and ELD teacher administer the ELPAC, and based on the previous year's results collaborate on learning plans appropriate to each LTEL. Interventions include pull-out designated instruction (as described above), push in support (core classes), co-planning, and coordination with the exceptional education department due the significant number of LTELs who are dually-identified EL/SWD or LTEL/SWD.

### **Gifted and Talented Students and Students Achieving Above Grade Level**

New LA believes that all students are capable of excellence and that identifying students' individual strengths and needs is the key to providing appropriate differentiated support. In accordance with *California State Board of Education Recommended Standards for Programs for Gifted and Talented Students* (July 2005), gifted identification and services take into account multiple forms of giftedness (e.g., Intellectual Ability, High Achievement Ability, Leadership Ability, Creative Ability, and Visual and Performing Arts). Additionally, New LA recognizes that gifted learners are not just high achievers and may fall into one or more of the following categories: gifted/able underachiever, twice-exceptional (gifted and special needs), English Learners, standard English learner, low-socioeconomic status, heightened social-emotional needs, etc.

Some students may have been previously identified as GATE and will be provided services as such when enrolling. Others may be screened and referred for district gifted identification in one or more of the seven district categories of gifted identification, if appropriate (e.g., district administered Intellectual assessment), when recommended by a staff member, parent/guardian, or student. Parents are an important partner when it comes to gifted, high achieving, and potentially gifted students and New LA will make a point of notifying parents of student assessment results and strategies that teachers are using to meet the academic and social-emotional needs of their child. The Charter School administration and teachers will monitor the progress of students in this subgroup through classroom assessments (including novel, project-based learning products) and benchmark assessments.

Identified and potentially gifted students (i.e. those students exhibiting characteristics of giftedness including critical thinking and problem-solving skills in their home language) are clustered for instruction in accordance with state recommendations. Gifted learners are not isolated in classrooms but are strategically clustered to provide opportunities for students to work with like-minded, intellectual peers in a heterogeneous setting. Students working at different paces are sometimes grouped so that students excelling in a particular subject help students struggling with that same subject. At other times, gifted or high achieving learners work together to ensure ample opportunities for new learning and acceleration beyond the core curriculum (e.g., real life application of standards in a research project). Research shows that people deepen understanding through the process of teaching others, and students may develop greater curiosity as they consolidate their own learning. The inclusion of GATE students in heterogeneous, standards-based classrooms creates stimulating classroom environments, provided that each class has a cluster group of gifted learners (approximately 5-8 identified or potentially gifted learners per class). Using a flexible grouping model in the classroom (e.g., whole group, heterogeneous small group, homogeneous small group, individual, etc.) ensures that grouping models are not stagnant (Kingore, 2004)<sup>21</sup>.

In order to provide this rigorous educational experience, teachers are prepared to provide high-quality differentiated learning opportunities for these students, and receive professional development to enhance those abilities. Additionally, classroom assignments and demonstrations of learning are differentiated to allow for high achieving and gifted students to be challenged further in the curriculum. This does not mean that those students will receive extra work rather they will be encouraged to go deeper into concepts and operate at higher Depth of Knowledge levels. All lessons are planned and implemented to incorporate the “non-negotiables” of differentiated instruction for gifted learners: depth, complexity, novelty, and acceleration. Core curriculum will be modified based on academic readiness, interest, and learning style. Research-based differentiated strategies to be implemented in all grade levels include, but are not limited to: prompts of depth and complexity, learning/interest centers, flexible grouping, curriculum compacting, project-based learning, and independent study (Kingore, 2004). The Principal is the designee for questions and/or referral for GATE identification.

### **Students Achieving Below Grade Level**

Students who are performing below grade level are identified through teacher observations, formative and summative assessments including school-wide benchmarks, and standardized testing results. New LA provides intervention for low performing students during the school day in the form of small group instruction by an ELA or Math Intervention Teacher during the Seminar periods. During these times in the day, students work in small groups. Seminar groups are run for 8-week periods in both ELA and Math. Each 8-week session targets a particular skill or set of skills. The target skills and student groups are determined based on data from i-Ready or IXL and teachers use the i-Ready Teacher Toolbox, IXL and standards-based intervention to

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<sup>21</sup> Kilgore, Bertie, Ph.D., *Differentiation: Simplified, Realistic, and Effective - How to Challenge Advanced Potentials in Mixed-Ability Classrooms*. Professional Associates Publishing, Austin, TX, 2004.

plan instruction. Prior to each 8-week session the Instructional Leadership Team in collaboration with the Charter School administration and intervention teachers identify new target skills and new student group. Student groups are flexible and some students may need support for multiple skills and will remain in intervention while others will cycle out. In many cases students rotate through centers in leveled groups. One rotation will always be a session with the teacher who will guide the students in that group at their instructional level. Additionally, New LA employs the use of intervention software that students engage in individually at their particular skill level. Use of this software happens when a student has completed other work or as assigned by a teacher at their discretion based on the need of the student. Seminar cycles last 8 weeks and students in ELA or Math intervention during that time will be working on a targeted skill that has been determined based on data analysis. At the conclusion of the 8 week cycle a new seminar period begins and flexible grouping allows teachers to reorganize students to be sure to meet their individual needs.

New LA also provides after school intervention classes targeted at students' specific areas of deficit as determined by the assessments listed above. After school intervention is provided by a partner organization which uses New LA's Assessment data to determine which students qualify and what standards to target. Participation in the intervention program is a service the Charter School provides free to families as part of our Expanded Learning Opportunities Program ("ELOP"). Students are selected for this service, which runs for a semester in the Fall and again in the Spring. Families with struggling students will be strongly encouraged to take advantage of the opportunity for the benefit of their child. The Charter School, together with the tutoring organization, hold information sessions prior to the start of tutoring to help families understand the needs of the students, encourage good attendance and share logistics. In the event of a schedule conflict that will not allow a student to participate, the Charter School will work with the family on a case by case basis to determine appropriate next steps to provide support for the student.

Any students who are not responding to the interventions put in place and are continuing to struggle academically are referred to the Student Success and Progress Team ("SSPT"). An SSPT meeting includes the teacher, an administrator, an exceptional education teacher, the parent and the student when appropriate. The SSPT may also include the reading or math intervention teacher, the Charter School counselor or after school staff depending on the areas of need for the student. Once a student has been referred, the SSPT coordinator will contact the parent to schedule the meeting. The team reviews the student's strengths and areas of need and creates an action plan for how to address the areas of need. The team will reconvene at a designated time roughly 6-8 weeks later to assess progress. If a student is making progress the team will continue with the plan laid out at the original meeting. If the student is continuing to struggle the team will make a revised action plan or determine if it is appropriate to administer academic assessments to determine eligibility for an IEP. In addition to the SSPT process the administration and teachers will monitor the progress of students in this subgroup through classroom assessments and benchmark assessments.

## **Socio-Economically Disadvantaged/Low Income Students**

New LA identifies students who are SED/Low income through the National School Lunch Program application. New LA partners with a variety of organizations to provide the best learning environment for these students.

- *LAIRP*: Studies have shown that students from socio-economically disadvantaged homes suffer from depression, stress and anxiety at higher rates than their peers. Chief among these studies is the Adverse Childhood Experiences study<sup>22</sup> conducted by Kaiser Permanente. In many cases this does not only affect the child during the school year, but well into adulthood and often results in higher rates of disease and death. New LA believes that it is important to address the needs of these students early on and make sure that school is a sanctuary for them where they feel safe and supported. New LA's partnership with LAIRP provides coaching and PD for teachers, staff and administration to support deeper understanding of student motivations through right brain theory and to develop effective social emotional and academic supports through relationship building.
- *Share and Care*: In partnership with Cedars Sinai New LA uses the Share and Care counseling program to further address some of the needs stated above.
- *LA Metro*: Through the LA Metro's Go Pass program, New LA provides metro cards free to all students.
- *Arc*: New LA's after school program provides a safe and enriching space for students to remain on campus after school. Under the guidance of Arc's staff students participate in clubs, get homework help, and engage in academic enrichment. Other enrichments include sports, arts and crafts, dance and cooking. Through additional partnerships students can participate in theatre and music courses as well as after school tutoring as described above in this petition.

In addition to these partnerships New LA students are required to adhere to a dress code that includes a branded polo or t-shirt, thus reducing the stress that low-income students often feel when trying to conform to certain expectations of dress and materialism amongst their peers. New LA works with vendors to keep uniform costs affordable. Additionally, New LA collects donations of gently used uniform shirts, jackets and sweatshirts that students have outgrown and offers them free of cost to families who cannot afford to purchase new uniforms. New LA covers the cost of uniform shirts for any family not able to purchase or receive them through either of the options listed above and no student will be prohibited from attending New LA due to lack of funds for uniform purchase.

Regular communication in the form of weekly one on one meetings between New LA's partners (as listed above) and the Principal serves to monitor the progress of socioeconomically

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<sup>22</sup> <http://www.cdc.gov/violenceprevention/acestudy/about.html>

disadvantaged students. At each trimester mark the Principal creates reports of student progress to share with partners, the ILT and teachers and caregivers.

### **Students in Other Student groups**

New LA identifies students in other subgroups through information on their enrollment forms.

Foster youth are identified through enrollment forms and court documents, and family contact will be closely monitored by the foster youth liaison with particular attention when doing the weekly attendance audits. Foster youth will benefit from many of the services provided for the socio-economically disadvantaged students, such as Restorative Practices, Share and Care, GoPass, Arc After School and uniforms. Additionally, the Assistant Principal is designated to serve as the liaison between the Charter School and the foster family or home, caseworker and any others working with the child.

Standard English learners benefit from many of the instructional strategies employed to help English Learners such as SDAIE strategies and Academic Language Support.

Students in subgroups such as foster and homeless youth have a designated administrator who liaises with all care providers such as case managers, social workers, Department of Mental Health, foster parents and birth parents.

Progress for all subgroups is monitored through regular meetings between the Principal and all care providers, analysis of student academic progress using teacher data and formal assessment data, teacher and counselor reports or social emotional health. The Principal remains in regular contact with all care providers to share data and develop systems that meet the needs of each student.

Professional development is planned and led by the Principal, the Assistant Principal and teacher leaders. Professional Development sessions are also conducted by outside experts when resources permit. Past experts have included the Wildwood School Outreach Department, Facing History and Ourselves, LAIRP, and Liberatory Classroom.

### **“A TYPICAL DAY”**

The morning begins with support and a smile. Supervision staff greet Emma as she arrives at the Burnside Courtyard entrance. Emma is acknowledged by supervision staff and the administrator on duty who knows her by name and welcomes her onto campus. She goes directly to the phone check-in table where Ms. Sanchez greets Emma and reminds to take out her phone pouch and to place her phone and Bluetooth earphones in it. Breakfast is still being served so Emma goes to the cafe to sit and chat with her friends until cafe staff send students to advisory for morning meeting. Once Emma and classmates are released to morning meeting, she goes to her advisory classroom, where she is welcomed by her advisor, Ms. Saenz. During morning meeting Emma takes her assigned Chromebook from Ms. Saenz’s cart, then finds her seat and

waits to hear the morning announcements over the intercom delivered by student representatives and the Principal each morning. She really enjoys the different songs the announcement team plays each morning right before talking about the day and week ahead.

Emma is a seventh grader this year, and has started to find her way in middle school. Last year in 6th grade, most of her classes were in the 6th grade wing on the second floor which helped her feel safe to move around the building early in the school year.

This year, Emma has classes on both floors equally but she enjoys having more movement in her day now. She has also formed new friendships with students in her advisory after a week of orientation and team building upon returning from summer. She had met many of the students last year in the Arc after school program or at the annual Outdoor Education Trip to Angeles Crest, but has enjoyed getting to know her peers in advisory on a deeper level. This year, they will travel to Catalina Island together! She has also formed a strong relationship with Ms. Saenz, who knows her so well that she even checks in on her when she comes to school in a bad mood after arguing with her mother in the morning.

Since it's Monday, 7th graders stay for advisory after morning meeting. Ms. Saenz starts advisory by asking students to get out their planners. They copy the important due dates and discuss the assessments/projects coming up for the week based on the 7th grade teachers "Week At a Glance" slide. Emma is reminded that the comic project is due in Science on Friday, and she puts time in her schedule to work on this throughout the week. The class then circles up, and prepares for Community Circle. Students are asked to share on a scale of one to five how they are feeling. They have an option of sharing or not, but everyone is strongly encouraged to participate. Emma shares that she is at a four today because her birthday is this week and her family is taking her to Universal Studios. One of the other students shares that he is a two today because one of his family members is ill. Ms. Saenz takes note of this, as she will follow up with him later, and stops community circle to see if any of the other students would like to give him supportive feedback. Emma shares that she hopes his family member gets well soon. 7th grade nutrition is next. Emma is excited for the early nutrition break, where she can socialize with her friends.

When it's time to transition, Emma is off to Humanities class. Emma's class is studying The Holocaust and is currently reading the book *Somewhere There is Still A Sun*, about a boy recounting his experiences growing up in Nazi-occupied Czechoslovakia and in the Terezin concentration camp. The Humanities class is an integrated language arts and social studies program that is project-based, and this book fits perfectly with the history content they are learning. Emma begins class with a daily journal entry based on her teacher's prompt. The class then moves into an active reading activity where students are provided opportunities for academic discourse using collaborative structures. Emma likes this because it helps her internalize the material better by talking to her table group about what they read. To close this first block of Humanities, her teacher provides the class an exit ticket related to today's reading. Students are asked to respond to the prompt on a Post-it Note and hand it to the table monitor to collect.

Emma is then off to science class, where they are doing an active investigation about phase changes. Emma loves this topic because she gets to perform experiments with lab equipment.

For this lab, Emma and her collaborative table group use margarine and wax to observe how those substances move through phase changes with various amounts of heat or cold. This will inform her comic project. The teacher does not lecture, which Emma appreciates. Instead, she uses inquiry-based teaching, which forces students to investigate questions, form hypotheses, and test them through hands-on experimentation.

Next, Emma goes to her PE class for the first block of PE/seminar time. She has PE and a seminar class (intervention/enrichment) four times a week. It's Monday which means her class with stretch for the first 10 minutes of class and then move outside to practice running the mile and improving their run times. PE teachers are preparing 7th graders for the PFT later in the year so Emma has been noting her running progress in her PE Google Classroom page all year. She enjoys seeing her time improve each week and thinks she'll do well on the test in the spring.

She wishes it was Thursday because then she would have her weekly elective class. For this trimester Emma chose the counseling elective with Ms. Cobb-Dozier. Students are practicing yoga as a way to promote mindfulness and self-regulation. Emma loves starting Thursday with elective class because it helps to settle her into the school day.

After PE, Emma goes to lunch. She participates in the lunch program by School Nutrition Plus ("SNP"). Emma likes most (but not all!) of the lunches, and she has learned about foods that are healthy for her. She likes SNP because sometimes they let students and families do taste test to decide which foods to add to the menu the next year. She is excited because today's lunch is her favorite—chicken fajitas with rice!

After lunch Emma goes to her seminar class which is currently math support with her math teacher Mr. Solis. Emma does pretty well in math so her teachers placed her in the support (middle achievement) group for this eight-week seminar cycle. She likes it because she gets more time to practice skills she hasn't mastered in class yet.

Emma's next class is math with Mr. Solis so she doesn't have to transition classrooms. Today, her class is working on applying the area of circles. They start class with a half sheet problem for recall practice. Emma likes that Mr. Solis does this because it helps her remember what they learned the day before. After Emma and her classmates work through the recall sheet and Mr. Solis goes over it, they move into the Team Challenge prompt for the day. These require Emma and her three tablemates to work together to solve the problem collaboratively. Each team member is assigned a role so that everyone is involved in the process. Emma appreciates that this is the same as her 6th grade math class since it makes her feel more confident in math to be able to work with others.

Emma's second to last class is the second hour of Humanities. Before going back to reading the novel more, students spend the first 15 minutes of class on independent reading. Emma loves that they do this at the end of the day. She's currently reading a fantasy novel about elves and other magical creatures. She would read the entire hour if she could!

Emma ends her school day in her advisory class with Ms. Saenz. On Mondays they spend the end of the day working independently on their individual pathways in the i-Ready program. Mondays are math days.

At 3:20 it's the end of the day, and Emma heads off to the After School Program. She likes the program because she has an opportunity to work on her homework, and then she gets to take part in an enrichment club. This trimester, Emma is taking cooking, where she is learning how to make healthy snacks at home and is also preparing to make food for the upcoming family culture exchange event!

When Emma's mother arrives to pick her up, she is exhausted, but she's had a great day.

## **ELEMENT 2: Measurable Pupil Outcomes and ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured**

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***“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)***

***“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(c)(5)(C).)***

### **Measurable Goals of the Educational Program**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **Standardized Testing**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

### **Measurable Goals of the Educational Program**

New Los Angeles Charter School’s annual goals for all pupils (i.e., schoolwide) and for each pupil student group identified pursuant to Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), and pursuant to Education Code Section 47605(c)(5)(A)(ii), and specific annual actions to achieve those goals are in the completed “LCFF State Priorities” Table provided in Element 1 of this petition which meets the above requirements.

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

See Element 1, "LCFF State Priorities" Chart that identifies and describes specific performance targets (pupil outcomes), for all pupils (i.e., all students) and for each significant pupil group identified pursuant to Education Code Section 52052, that aligns with the eight (8) state priorities identified in Education Code Section 52060(d). The LCFF State Priorities Chart in Element 1, incorporates all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the Charter School. Therefore, the completed LCFF State Priorities" Chart provided in Element 1 meets this requirement and can be incorporated herein by reference.

### **Other Performance Targets**

See "LCFF State Priorities" chart in Element 1.

### **Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment**

The chart below provides an overview of the types of local and state-mandated assessments administered by subject area and frequency. These types of assessments are used to systematically address learning gaps and reduce achievement disparities among all student groups; the Charter School implements a comprehensive assessment system utilizing universal screeners and internal benchmark assessments. This multi-tiered approach enables educators to establish annual student growth targets, continuously monitor academic progress, and evaluate program effectiveness across all instructional areas.

New Los Angeles Charter School has designed an Assessment Implementation Framework that includes universal screeners used for progress monitoring, formative and summative assessments and Interim Assessment Blocks.

**i-Ready Assessment System Integration** The California State Board of Education has designated Curriculum Associates i-Ready Assessments as an approved verified data source, ensuring alignment with state accountability requirements. i-Ready functions as a comprehensive assessment and instructional platform that provides educators with research-based resources to support all student populations.

#### **Key System Features:**

- **Diagnostic Integration:** Seamless connection between assessment data and personalized instruction delivery
- **Differentiated Instruction Support:** Reduces instructional complexity while making individualized learning achievable in every classroom
- **Actionable Data Dashboards:** User-friendly reporting systems that provide educators with clear understanding of individual student strengths and growth areas

- **Adaptive Online Instruction:** Tailored lessons and practice opportunities designed to accelerate student academic growth

**Data-Driven Instructional Impact** The assessment system enables teachers to make informed instructional decisions by providing foundational understanding of each student's academic profile, facilitating targeted intervention strategies, and supporting evidence-based program modifications to maximize student learning outcomes.

**Expected Outcomes** Through systematic implementation of this comprehensive assessment framework, the Charter School anticipates measurable reduction in achievement gaps, improved student growth trajectories across all subgroups, and enhanced instructional effectiveness through data-informed practice.

## **Reporting of Data**

New Los Angeles Charter School employs various methods to inform all stakeholders about the Charter School's performance. These include the development of an annual School Accountability Report Card ("SARC"), the distribution of Report Cards, Student-led Conferences, and consultations with our educational partners where we analyze data and solicit input for the development of the LCAP. These channels ensure that parents and the broader community are well-informed and actively engaged in the Charter School's educational program. The Charter School shall also 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 of each year as part of a nonconsent item at a regularly scheduled Board meeting.

At the end of every testing window, our school engages in a thorough data analysis process that involves administrators, teachers, and our instructional coaches. This collaborative effort allows us to review student performance, identify trends, and make informed decisions to enhance

instructional practices and support student growth. Through these regular analyses, we ensure that our strategies are data-driven and responsive to the needs of our students

As a Tier 1 practice, we have implemented regular Progress Monitoring. This process involves convening MTSS meetings that include administrators, teachers, and counselor. These teams meet regularly to review and analyze data for all students, making support determinations as needed. This comprehensive approach ensures that every student's progress is closely monitored, allowing for timely and targeted interventions when necessary.

Parents are encouraged to participate and provide input on the Charter School's educational initiatives, fostering a collaborative environment where feedback is valued. New Los Angeles Charter School uses accountability data, including the information gathered through LCAP Consultation process, to evaluate the effectiveness of existing programs and identify areas of need.

At each governing board meeting, the Principal presents updates on key areas such as enrollment, attendance, student achievement, professional development, and any issues relevant to the Charter School. This consistent reporting now includes insights from the Progress Monitoring process, providing a more comprehensive view of overall student performance and support needs across all tiers of instruction. This approach ensures transparency and allows for informed decision-making that supports the Charter School's ongoing success and the individual growth of each student.

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

New LA follows a standards-based grading approach to student progress. New LA issues progress reports on a trimester system, which are issued to parents three times a year. The reports are aligned to the State Standards and reflect student progress in meeting the State Standards. The goal is that all students are meeting standards in each academic course by the end of the school year. Standards for each course are communicated on the progress report and indicated by the following letters:

E—Exceeding standards (101% proficiency and above)

M—Meeting standards (80-100% proficiency)

A—Approaching standards (60-79% proficiency)

D—Does not meet standards (40%-59% proficiency)

Students will earn a letter grade in each core class, which reflects the mastery of knowledge and skills learned during that grading period. In order to prepare students for the demands of high school academics, the New LA grade scale is reflective of that used by LAUSD high schools. Students who consistently earn D's, are considered failing, and could result in a referral for Student Success and Progress Team meeting or probation.

### **Student Promotion/Retention**

It is the Charter School's intent to meet the academic needs of all students throughout the school year with on-going intervention support. Social/emotional needs will be met through

social/emotional curriculum implemented in the classroom. It is assumed that with these resources students will promote to the next grade annually.

In some cases, a student may need additional time. The decision to retain a student will involve a series of collaborative meetings with the teacher, grade level leaders, assistant principal, principal, and the student’s caregivers. The decision will be up to the caregiver. Factors impacting this decision will include grades, test scores, teacher feedback, student retention history, age, emotional maturity, physical maturity, Resource Specialist (“RSP”), and support provided during the year.

### Retention Process

- **Trimester 1:** At the end of Trimester 1, a team consisting of the Principal and teacher leaders will use data to determine if there are students who might be in danger of failing, including previous year’s benchmark or standardized test scores, progress report grades and skill assessments, and teacher feedback.  
The lead teacher will submit an SSPT referral for all at-risk students. After the child’s conference, the Principal will meet with the child’s parents/guardians to express concern and schedule the SSPT meeting. During the SSPT process, the child’s parents/guardians, teachers, and administrator will create a support plan. This plan will include classroom accommodations and intervention support.
- **Trimester 2:** At the end of Trimester 2, the Principal will meet with teacher leaders to review progress for at-risk students. The Principal will then review the child’s case and consider all retention factors. If the child would benefit from retention, the teachers and Principal will hold a meeting with the child’s parents/guardians to discuss a plan for Trimester 3. The possibility of retention will be addressed at the meeting, and the decision will be entirely up to the caregiver(s). If not already implemented the student will be entered into the Tier 2 intervention program at this point.
- **Trimester 3:** Within 4 weeks of the end of the school year the Principal and teachers will review the student progress. If they feel the child will benefit from retention, they will meet with the child’s parents/guardians to conduct the retention referral process, a final determination will be made by the child’s and recorded at this meeting.

### **Portfolios and Culminating Exhibitions**

New LA Students maintain a portfolio of work during their time at our school. The portfolio is used for reflection during Student-Led Conferences. Students are required to use work from 6–8<sup>th</sup> grades to provide evidence of their growth during their Culminating Exhibition. The Culminating Exhibition is a celebration of learning that happens at the end of a student’s Eighth Grade year. Students prepare a presentation with the help of his or her advisor explaining why they are prepared to move on to high school. Students are required to reflect on the Charter School’s mission, and they must use evidence from their portfolio to reflect on their growth.

## **ELEMENT 4: Governance**

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***“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(c)(5)(D).)***

### **General Provisions**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

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

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(c).

### **Legal and Policy Compliance**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the California Public Records Act.

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

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

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

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

#### **Title IX, Section 504, and Uniform Complaint Procedures**

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

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

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

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

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

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

### **Responding to Inquiries**

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

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

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

### **Notification of the District**

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

### **Student Records**

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

### **Parent Engagement**

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

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

### **Federal Program Compliance**

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

### **Governance Structure**

New LA is governed by a Board of Directors ("Board"). The Charter School is a directly funded independent charter school and is operated by New Los Angeles Charter School, a California non-profit public benefit corporation. The Charter School's internal accountability structure and decision-making process has made the Charter School self-sustainable throughout the years. There will be one Board governing New LA Middle School, New LA Elementary School, and City Language Immersion Charter ("CLIC").<sup>23</sup> Likewise, one Chief Executive Officer ("CEO") will oversee all schools operated by NLACS.

#### **Board of Directors**

The NLACS Board of Directors is responsible for all legal and fiduciary matters involving New LA. The Board provides fiscal accountability by approving and monitoring budgets and other financial matters. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives. The Board has the responsibility of selecting and evaluating the CEO.

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<sup>23</sup> Concurrent with the submission of this Material Revision, CLIC has submitted a Material Revision to its charter petition in order to have NLACS assume operation and governance of CLIC. ***If the LAUSD Board of Education does not approve the CLIC charter material revision transferring governance and operations to New LA prior to the start of the 2023-24 school year, all references to CLIC, The City School or City Charter Schools in this charter shall be void, and have no force or effect.***

The Board of Directors' primary responsibility is to ensure student achievement by monitoring the academic program and holding the CEO accountable. Accountability is the bedrock of the Charter School movement, and that responsibility at New LA rests with the Board of Directors. Approving the yearly budget, contributing to the financial wellbeing of the Charter School, fiscal oversight, compliance, and upholding the mission of the Charter School as outlined in the charter are essential responsibilities.

The NLACS Board of Directors shall be not less than three (3) and no more than fifteen (15) members, each serving a renewable two-year term. Members of the Board are required to follow the Charter School's Conflict of Interest Code and Policy. The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

In recognition of the need for diverse voices on the Board, there has been a consistent attempt to recruit board members to fulfill the operational and instructional needs of the Charter School including, management, law, finance, governance, administration, curriculum and instruction, and community relations. New Board member recruitment and the review process is an essential part of growth and a process that all Board members should engage in. It is important that the Board balance transparency and accessibility with the careful, thoughtful scrutiny of suggested members. We also must respect the feelings of potential Board members by considering their nomination in a timely manner.

The Board of Directors meets regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board will attend an annual or every-two-years 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.

### Overview of Board Duties

#### Mission & Strategic Direction

- The Board determines the organization's mission and purpose
- The Board engages in strategic planning and long-term strategy

The Board approves and monitors the implementation of general policies of the Charter School

#### Resource Development & Financial Accountability

- The Board participates in fundraising to support the Charter School
- The Board enhances the organization's public image
- The Board ensures effective financial management
- The Board ensures sound risk management policies
- The Board approves the annual independent financial audit

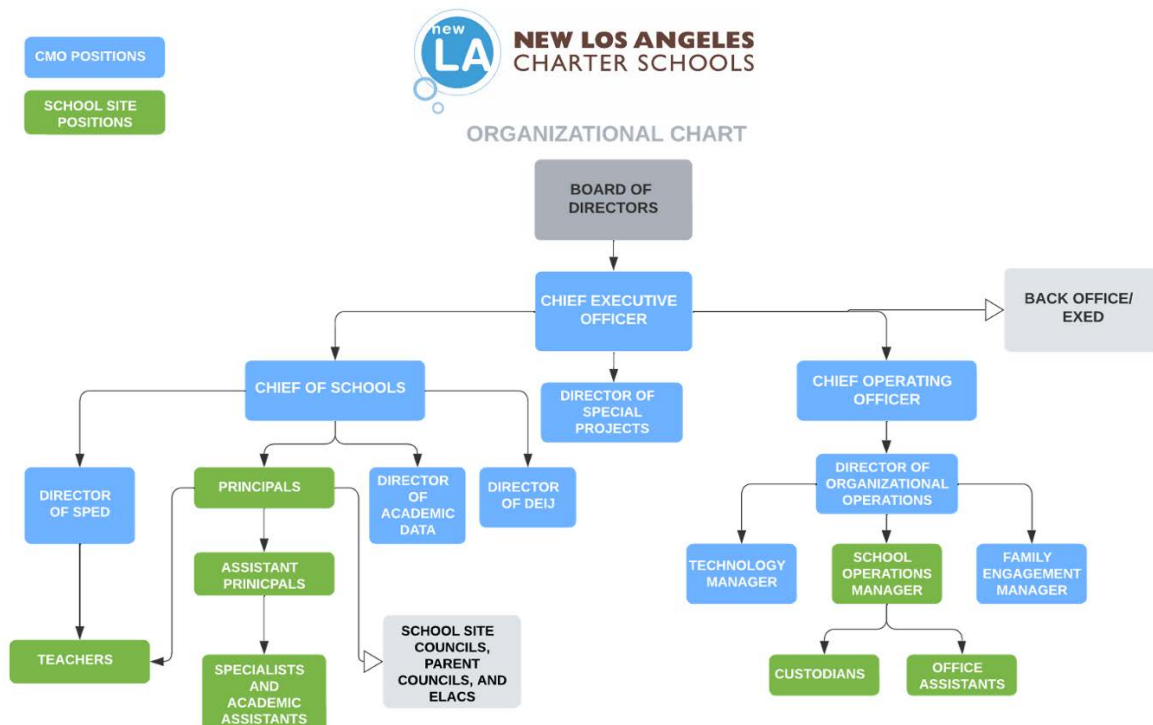
#### Oversight & Assessment

- The Board selects and orients new board members
- The Board organizes itself so that it operates efficiently
- The Board approves Charter School policies
- The Board assesses student achievement, operations and compliance
- The Board selects the CEO and reviews their performance
- The Board approves the Charter School calendar

The Board may, at its discretion, form committees, each consisting of two (2) or more directors, in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School achieves its mission and goals. Committees could include but are not limited to, an Audit Committee and a Compensation and Evaluation Committee. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one (1) or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

### Organizational Structure

As demonstrated by the organizational chart below, New LA is governed by the NLACS Board of Directors; NLACS operates three public charter schools authorized by LAUSD. The CEO reports to the Board of Directors and manages the day-to-day operations of all NLACS schools. The CEO supervises the home office staff that oversee and support all NLACS schools. In turn, the New LA Principal supervises all school-site staff, including certified and classified staff, and manages the ELAC and parent booster organization.



### **Chief Executive Officer**

The CEO is the leader of the Charter School and oversees the operations of all New LA schools. A description of the major roles and responsibilities of the CEO are as follows:

- Ensure the Charter School enacts its mission
- Communicate and report to the Charter School Board of Directors
- Oversee fundraising and grant proposals
- Hire/fire/supervise/evaluate the Chief of Schools and Chief Operating Officer and the Back Office service provider.
- Establish and oversee relations with LAUSD, LACOE, and CDE
- Direct the preparation of the annual budget and direct the administration of the budget after its adoption
- Oversee auditing process

### **Chief of Schools**

The COS oversees the instructional program of the all New LA schools and supports school leaders. A description of the major roles and responsibilities of the Chief of Schools are as follows:

- Establish instructional priorities aligned with the Charter School’s mission
- Oversee data driven instructional practice
- Oversee the recruitment and retention of a diverse and high-quality teaching faculty
- Supervise and evaluate principals
- In conjunction with the COO and Principal, hire, supervise, and evaluate Charter School staff, except upper-level school management who are evaluated by the CEO
- Oversee the special education program
- Oversee programming for English Learners
- Ensure a healthy school culture for staff and families
- Facilitate a culture of learning, professional development and growth

### **Chief Operations Officer (“COO”)**

The COO oversees organization-wide and school-site operations. A description of the major roles and responsibilities of the COO are as follows:

- Oversee facilities management and maintenance
- Serve as financial liaison to back-office provider

- Oversee reporting and compliance
- In conjunction with the Chief of Schools and Principal, hire, supervise, and evaluate Charter School staff, except upper-level school management evaluated by the CEO
- Oversee human resources (“HR”) and talent management
- Oversee technology and equipment, ensuring that systems, hardware and software are in place and running smoothly

## **Principal**

The Charter School Principal is responsible for the day-to-day operations at the Charter School. A description of the major roles and responsibilities of the Principal are as follows:

- Work with teachers to develop and review the academic program and ensure the curriculum and methodologies align to standards and to the Charter School’s mission
- Oversee and participate in all aspects of curriculum design and instruction
- Develop and review student assessment data and plans
- Assist the COS and COO in hiring, supervising, and evaluating Charter School faculty
- Oversee implementation of all school site policies and procedures
- Oversee the implementation of restorative practices as a response to student discipline.

Detailed job descriptions are included in Element 5.

## **Governing Board Composition and Member Selection**

New Board member recruitment and the review process is an essential part of our growth and a process that all Board members should engage in. It is also important that the Board balance transparency and accessibility, with the careful, thoughtful scrutiny of suggested members.

### **Board Recruitment Process**

NLACS will recruit and select board members who are 100% committed to the mission and vision of its schools. NLACS will recruit and select board members who reflect the diverse community of the schools it serves.

- Step 1: When the need for a new director(s) is identified (either because of need for additional expertise in a particular area, or because a director resigns or does not wish to renew their term), an Ad-Hoc Nominations Committee, comprised of the Board Chair and other directors who wish to serve, analyzes the areas of need based on desired program outcomes and Board expertise, and presents a proposal to the Board.
- Step 2: Board members identify potential new directors by notifying the chair of the Ad-Hoc Nominations Committee and providing their with information about the nominee (the potential nominee must fill out a Request for Information form).

- **Step 3:** The Ad-Hoc Nominations Committee will review, discuss, and rank all prospective candidates to determine whether or not they should be recommended as candidates to the Board. The Committee will vote on a preliminary slate, and set up dates for prospective Board members to visit the Charter School and meet with the Committee and CEO.
- **Step 4:** The Ad-Hoc Nominations Committee will present recommended director candidates to the full Board for their consideration and vote. The Board strives for unanimous support for new Board Members, but per the Bylaws, a simple majority is all that is needed.

No employee of NLACS shall have any voting rights on the Board of Directors or be a member of the Board.

The NLACS Board of Directors has consistently received high marks for its governance during LAUSD annual oversight reviews and has maintained legally compliant and fiscally sound charter schools with clean audits.

### **Governance Procedures and Operations**

The Board has adopted policies governing meetings of the Board designed to ensure compliance with the Brown Act. The primary purpose of the Brown Act is to ensure access by the public to the decision-making process of the Board. Board meeting dates are scheduled for the entire year and published on the Charter School calendar and the website.

The New LA Board votes on the annual meeting calendar during the prior school year. Committee and Advisory Team meetings are scheduled as needed and in accordance with the Brown Act. Board members must be present or in LA County (if participating telephonically) to vote on agenda items. A quorum of the Board is required for voting.

#### Notice

The Board must provide at least 72 hours' notice of all regular meetings, 24-hours' notice of all special meetings, and 1-hour notice of emergency meetings. *The notice must include an agenda for each meeting, including any items to be considered in closed session.* The Board chair coordinates with the CEO to ensure that notice of meetings is posted in a timely manner and in a public location. Agendas are posted on the Charter School's website and the front door of the Charter School.

#### Location

Meetings are held at rotating New LA school sites, all within Los Angeles County.

#### Minutes

Minutes must be taken for each meeting and submitted to the Board secretary prior to the next Board meeting. The minutes need to reflect the following: time and date of meeting, members attending, topics of discussion with sufficient description to inform the public, actions taken (including in closed session), and time that the meeting is adjourned. Minutes are archived in a binder in the main office, available for the public to view.

## Decision-Making Procedures

Per the New Los Angeles Charter School Bylaws:

- **ELECTION AND TERM OF OFFICE.** Directors shall be elected for two-year terms by majority vote of the Board.
- **QUORUM:** A majority of the directors then in office shall constitute a quorum of the Board for the transaction of business. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number is required by law, by the Articles of Incorporation, or by the Charter.**ANNUAL MEETINGS.** The Board shall hold an annual meeting for the purposes of the selection of officers and the transaction of other business. Annual meetings of the Board occur once a year and shall be held on such date and at such time as may be fixed by the Board.
- **PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE:** Directors may participate in a meeting of the Board, or a committee meeting, through use of a conference telephone or similar communications equipment, so long as all members in the community in attendance in such meeting can hear all board members who participate via conference telephone, and follows the procedures set forth in the Brown Act regarding teleconference meetings.
- **TELECONFERENCE.** Agendas must be posted at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding. Each teleconference location shall be accessible to the public, and quorum of the Board shall participate from within Los Angeles County.

## Stakeholder Involvement

At New LA, we believe that a collaborative partnership means that the administration and teachers are responsive to the concerns of parents.

New LA aims to provide all members of its community a voice in the implementation of the educational program. The Charter School welcomes parents on campus, and provides multiple volunteer opportunities each day. Parents participate in the decision-making in many ways. First, all Board meetings are public and allow opportunities for comment. Second, parents are involved in the LCAP process and the budgeting priorities.

### Advisory Committees

The PAC, ELAC, ELPAC, and Student Advisory Committee (SAC), are partners in governance with the Charter School Principal. Advisory committees meet regularly to provide feedback on the LCAP and LCAP Annual update, as well as to approve the final LCAP and budget. The Advisory committees are responsible for meeting all school level federal parental involvement mandates.

As a Title I Charter School, engaging educational partners meaningfully in comprehensive planning is necessary in order to support improved student outcomes. Per CDE, a Charter

School using the LCAP as their School Plan for Student Achievement (SPSA) for federal planning purposes must adhere to the following educational partner consultation process:

- Present a report on the annual update to the LCAP and LCFF BOP by February 28<sup>th</sup> of each year
- Present the developed LCAP to the Parent Advisory and English Learner Parent Advisory Committee (if applicable) and respond in writing to comments received.
- Consult with its SELPA
- Students Advisory Committee: reach out to at-risk or disadvantaged pupils
- Adhere to the Greene Act

#### English Learner Advisory Committee

The ELAC provides recommendations to the Charter School administration regarding programs and services for EL students. The ELAC reviews student and parent involvement data and provides feedback as well as votes on any changes to the master plan or reclassification criteria. The ELAC also advises on the development of the LCAP and the budget related to programs/services for ELs and assists in the review of the school's language census.

#### Volunteering

Volunteerism is a basic component and necessary part of the New LA vision. The Charter School itself was created by the dedicated volunteer efforts of parents and community members. New LA strives to create an environment that not only fosters volunteer efforts on behalf of the Charter School, but also helps to foster the spirit of volunteerism in our students by promoting community engagement projects.

In no way whatsoever is volunteering mandatory and in no way impacts a student's admission or continuing enrollment.

We believe that students can reach their full potential when there is a high level of involvement by families. We encourage involvement in a partnership between home and school built on mutual respect. At New LA, we believe that parents and guardians want their child to be passionate about learning, engaged in the community, and have respect for themselves and others. Parents and guardians should have high expectations of the Charter School and of their children. In turn, the Charter School has high expectations that parents will contribute to the team-effort needed to fulfill the Charter School's mission. Excellence cannot be accomplished nor maintained without the active respectful participation of the families. Parents are encouraged to participate as a support team and are encouraged to participate in self-improvement programs and events that can enhance their children's home learning environment. Volunteer hours, however, are not a requirement and are not a condition of admission or continued enrollment. This is made clear to all families through the Family Handbook and the Family Contract. The Charter School shall comply with Education Code Section 47605(n).

#### Family Diversity

At New LA, we believe that diversity among parents is a strength that improves the educational culture for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in different ways to the collective responsibility of running a charter school and making the program a success. Recognizing that each parent, like each child, is unique and infinitely valuable and deserving the utmost respect, New LA asks parents to contribute to the Charter School's success by volunteering their skills, time, and resources to the extent that they are able.

### Family Education Program

In order to help provide families the tools they need to do the very difficult job of parenting school children, and to bolster the partnership between school and home, New LA offers a series of Coffees & Family Education Evenings throughout the school year. Topics may include:

- Bullying & Harassment Awareness
- Internet Safety
- Parenting in the Middle School Years
- Building Positive Self-Image
- Promoting Literacy at Home
- Respect for Self and Others Program
- PBIS

The New LA website also provides parents access to important updates and school information. A copy of the Charter School calendar and bell schedule, and important news and updates are readily made available on the Charter School's website. Board agendas and information about Board meetings are provided on the Charter School website as well (in addition to the agendas posted at the Charter School in accordance with Brown Act requirements) to ensure wide access to information about the NLACS Board.

### **New LA Home School Partnership Agreement**

In an attempt to engage families, each family receives a Home School Partnership Agreement. The agreement outlines expectations for engaging in the following commitments as members of our community:

- Support my student to come to school and class prepared to learn (has materials, completes assignments, well rested, etc.)
- Be responsive to school and teacher contacts (answer/return phone calls and emails, complete forms, be available to meet or schedule a call as needed)
- Read all communication from the Charter School (Friday email, flyers, etc.)

- Ensure my student attends school a minimum of 96% of the school days (7 or fewer absences)
- Ensure my student arrives to school on time each day (10 or fewer tardies)
- Complete 10 hours of service (volunteer during or after school, donate food/materials for school events, prepare materials for classrooms/office)
- Attend Coffee with the Principal and other caregiver meetings to stay informed and have my voice heard
- Attend conferences with my student’s teacher twice a year (November and March)
- Attend community events (back to school night, literacy night, math night, passion for learning nights, festivals, fun run, etc.)
- Be responsive to school recommendations for how to best support your child
- Follow all traffic, parking and carline expectations
- Comply with school policies and discuss with your student as well (dress code, electronic devices/cell phones, volunteer/visitor requirements, school safety, discipline, etc.)

Families sign off on this commitment at the start of the year and then check in at the end of each trimester to recommit. If a family is struggling to meet the expectations outlined in the agreement the Charter School administration will invite them to a meeting and offer assistance and support to the family.

New LA consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update. During open Board meetings, the Principal facilitates a critical discussion about the LCAP, progress on its goals, and works collaboratively with all stakeholders to create the annual update.

New LA consults with teachers regarding the Charter School’s educational program on a monthly basis. Each month, the Charter School holds an early release day in order for faculty to spend time on different topics and also allows departments to discuss, plan, and evaluate the educational program.

The Charter School uses its website to support stakeholder involvement by providing access to all teacher emails and web pages. In addition, the website posts the LCAP, annual updates, Board meeting schedules, agendas and minutes, descriptions of the full educational program, parent resources, homework calendars, and access to student grades and progress at all times.

## **ELEMENT 5: Employee Qualifications**

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

### **Equal Employment Opportunity**

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

### **ESEA/ESSA and Credentialing Requirements**

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

## **Employee Positions and Qualifications**

### **Central Office Staff**

#### **Chief Executive Officer**

##### **Strategy**

- Work with the board, key funders and partners, the leadership team, staff and community to develop a strategic vision and implementation plan to accomplish it.
- Set clear academic, growth, operational, and financial goals and manage them; adapt as necessary given changes in internal and external environment.
- Build and support a cohesive culture that reflects New LA’s core values and leads to a unified network identity.

##### **Institutional Growth**

- Work with the Board of Directors to help meet institutional fundraising goals;

- Lead study and implementation of organizational growth or expansion efforts;
- Represent New LA at fundraising events and donor site visits;
- Develop and maintain relationships with donor base;
- Identify and pursue new donor prospects and partnerships from the corporate and high net worth individual sectors, and maintain the interest of lapsed donors;
- Ensure prompt and thorough follow-up on donor requests and requirements;
- Write grant proposals, renewals and progress reports;
- Ensure accurate and timely filing of tax returns as required by tax authorities.

### **Organization Operations**

- Benefits and Compensation – stay informed to provide competitive package to employees;
- Hire/fire/supervise/evaluate upper-level school management and the Business Services Provider;
- Recruitment and Hiring – set timelines and priorities for organization.

### **External Relations**

- Articulate the Charter School’s mission and values, cultivate relationships with families of prospective students and other key constituents, build a shared vision among a variety of stakeholders;
- Advance the Charter School’s commitment to diversity among students, faculty, & staff;
- Establish and oversee relations with LAUSD, LACOE, CDE, etc. for purposes of reporting, compliance and renewals;
- Maintain relations with community organizations & political leaders;
- Oversee charter renewal timeline and process and Western Association of Schools and Colleges accreditation;
- Work with Board on future facilities options and progress;
- Handle inquiries and press calls;
- Conduct student outreach and orientations in target communities;
- Serve as organization representative at community meetings;
- Oversee the production and distribution of external communications tools (website, e-newsletters, brochures, videos, etc.);
- Foster relationships with key members of the media to secure increasing coverage of New LA.

### **Budget & Finance**

- Direct the preparation of the annual budget and direct the administration of the budget after its adoption;
- Work with Business Services Provider on finance, budget and fiscal planning activities;
- Review, update and implement business and fiscal policies;
- Review monthly reports and share information with school leaders & board;
- Oversee auditing process;
- Monitor cash flows and balances on a regular basis.

### **Board Relations & Support**

- Develop a strong, engaged, and active board in close partnership with the Board chair.
- Prepare agenda and materials for Board Meetings, maintain records of the Board, and assure legal compliance;
- Attend and participate in all meetings and closed sessions of the Board;
- Serve as professional advisor to the Board, providing information and data for decision-making. When recommendations are requested or offered, the CEO will provide rationale for the recommendation.

### **Qualifications:**

- Possess a Master of Arts (“MA”) or above in Education (Ed.D or Ph.D preferred);
- Have teaching and/or administrative experience
- Have experience running an organization, creating and managing budgets, and working with a board
- Prior experience working with nonprofit organizations
- Be committed to the mission and values of New LA and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

### **Chief of Schools**

#### **Instructional Leadership**

- Oversee instructional leadership across the organization
- Support and oversee dual language immersion programming
- Ensure effective teaching aligned with curricular & mission objectives

- Monitor, evaluate and implement State Standards, project-based curriculum
- Establish instructional priorities;
- Use of data to drive goals and initiatives
- Support implementation of best practices
- Identify areas in need of support
- Lead principals in developing multi-year goals, & design strategies & measures
- Analysis and strategic consultation on daily school operations and program
- Supervise and evaluate program leadership team

### **School Culture**

- Ensure appropriate, common practices to promote healthy staff & school culture
- Lead cross-campus teams on assessment, culturally responsive teaching, social justice, restorative justice, and all initiatives (DEIJ Strategic Plan)
- Ensure a culturally relevant parent education scope and sequences, K-8
- Adopt innovative programs, monitor effectiveness of pilots, and adopt, codify, and roll out new approaches

### **Talent Management**

- Manage recruitment and hiring timelines
- Oversee the management of recruiting sites
- Represent organization at recruiting event
- Liaison and coordinator for candidate visits
- Create positive and fair work environment where teachers feel enthusiastic
- Support principals and COO with HR issues
- Employee relations & effectiveness strategies
- Facilitate a culture of learning, professional development and opportunities for growth
- Evaluation & performance management systems across all levels
- Promote high morale, motivation & retention

### **Compliance and External Relations**

- Prepare for and submit charter petition renewals
- Prepare for and host annual LAUSD oversight visits
- Oversee student recruitment plan and procedures
- Assist with Director of Organizational Operations (“DOO”) with Prop. 39 application(s)
- Liaison for LCAP/LCAP coordination

- Oversee Dashboard reporting
- Oversee annual SARC reports

### **Program Operations**

- Align program-related operational plans and systems for each campus
- Support development of program-related budgets aligned with school goals
- Oversee Student Attendance Review Board and attendance monitoring processes

### **Qualifications:**

- Possess an MA or above in Education (CA administrative credential preferred);
- Have 3-5 years of school leadership experience as a principal or assistant principal;
- Have 2 or more years as a classroom teacher
- Have experience with special education, English Learners, and data analysis
- Experience with dual immersion programs
- Be committed to the mission and values of New LA and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

### **Chief Operating Officer**

#### **Financial Operations**

- Work closely with the Chief Executive Officer and external partners to oversee the budget, cash flows, and overall finances
- Financial liaison to back office provider
- Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports
- Provide training and professional development to Site Managers on financial systems
- Payroll review and submission
- Participate in monthly finance calls with back office, CEO and Finance Advisory Team
- In collaboration with the CEO, review, update and implement operations and fiscal policies
- Lead preparation of budgets across the organization
- Maintain donor databases and donor communications

- Oversee timely payment of vendor invoices

### **Strategy**

- Develop strategic systems to be used across our network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls
- Collaborate internally on special projects and provide leadership and strategic insight on cross- functional teams

### **Human Resources**

- Oversee annual Assignment Monitoring through the California Statewide Assignment Accountability System
- Collect, analyze and confirm credential paperwork relating to credentialing
- Oversee teacher credentialing
- HR problem mediation and decision-making
- Support leadership with HR issues
- Promote high morale, motivation, and employee retention
- Oversee new hire onboarding
- Benefits administration
- Maintain up-to-date clearances as required for employment
- Oversee employee handbook.
- Oversee personnel record keeping and data tracking, and background checking related to new hires and employees, including but not limited to reviews, promotions, complaints, separations, benefits, worker's compensation claims, leaves of absence, credentialing, and exit interviews.
- Prepare employment offer letters
- Maintain teacher and staff personnel files with all required documentation
- Manage sick and leave accommodations
- Manage employee investigations, respond to all complaints, and complete all necessary follow-up in a timely manner.

### **Facilities, Safety and Risk Management**

- Oversee Facilities management, maintenance and coordination
- Liaison with community and City on facility-related issues
- Protocol development for facility operations
- Oversee the Charter School's Internet usage and filtering software.

- Oversee school safety oversight, including all plans, procedures, and equipment to be up-to-date at all times
- Establish and implement protocols for facility operations
- Ensure all required training is completed and up to date at all times
- Risk management oversight, including planning, insurance, worker’s comp, DOJ background checks
- Prop 39 liaison
- Process loan covenant requests
- Oversee COVID-19 health and safety compliance matters

### **National School Lunch Program**

- Oversee the National School Lunch Program
- Lunch program reimbursement processing and compliance

### **Student Information**

- Oversee Student Information System (“SIS”) management (PowerSchool)
- CALPADS database management
- Train staff on all SIS / data software used by the Charter School (currently, PowerSchool).

### **Data and Compliance**

- Oversee any additional required State or Local reporting
- Oversee attendance reporting
- Complete California Basic Educational Data System Reporting
- Oversee Norm Day Report
- CALPADS reporting

### **Qualifications:**

- At least 3 years experience working in school operations (charter school preferred);
- Bachelor of Arts (“BA”) required, Master’s degree preferred
- Excellent technology proficiency;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

- Be fluent in English and Spanish (oral and written).

## **Director of Organizational Operations**

### **School Operations**

- Lead the school operations team; collaborate with the COO to drive operational best practices across the organization
- Supervise and coach School Operations Manager, Technology Manager and Family Engagement Manager
- Analyze and organize office operations and procedures and plans office layouts
- Research and develop resources that create timely and efficient workflow
- Support Site Managers with facility repairs/vendors
- Oversee school health, safety and compliance processes (including but not limited to immunization requirements/COVID protocols)
- Manage Raptor system across all schools
- Support COO with incident reporting
- Maintain website calendar of events
- Oversee emergency planning and drills
- Ensure school sites are up to date with school safety related items, including all plans, procedures, and equipment to be up-to-date at all times
- Attend Operations meetings across all sites
- Have weekly staff check ins

### **Data and Compliance**

- Support schools with Student Information System management (PowerSchool)
- Support COO with CALPADS reporting
- Train staff on all SIS / data software used by the Charter School (currently, PowerSchool)
- Liaison between schools and data support partner
- Oversee attendance across the organization

### **Human Resources:**

- Support the COO with new hire onboarding process
- Support the COO with maintaining employment files and records
- Support the COO to resolve internal and external questions regarding HR systems, policies and procedures
- Maintain staff tuberculosis records

- Respond to all external requests for basic information, including but not limited to verification of employment requests
- Ensure all Safe Schools training is completed and up to date at all times
- Post open positions and manage recruiting sites

**Business Services:**

- Support with organizational wide accounts payable
- Support Site School Operations Managers with accounts payable issues
- Process staff reimbursements for Home Office
- Manage After School Grants and program renewals for all schools
- Manage attendance reporting on ASSIST to ensure schools are meeting grant requirements
- Support with managing annual fundraising event
- Maintain donor database; send donor communications including tax ID letters

**Technology**

- Coordinate with COO and Technology Manager to supervise usage policies for classroom technology and shared school technology, including inventory and maintenance
- Oversee education technology across the organization

**National School Lunch Program**

- Support with the National School Lunch Program
- Liaison between Nutrition vendor and school sites
- Train lunch staff on serving and tracking requirements

**Family Engagement**

- Oversee Family Engagement Manager in the development of culturally responsive parent education programs
- Lead the student recruitment process from the application period through the enrollment process
- Develop a robust recruitment campaign with Family Engagement Manager
- Work with Administrators and Family Engagement Manager to meet enrollment numbers across the organization
- Lead the development and execution of school-level capacity building to increase family engagement as a strategy to support school transformation
- Serve as a family engagement coach/liaison for the network of schools

- Build community partnerships to expand community engagement opportunities for students and families

**Qualifications:**

- At least 3 years experience working in school operations (charter school preferred);
- BA required, Master’s degree preferred
- Excellent technology proficiency;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

**Director of Special Projects**

**Responsibilities**

- Responsible for scoping and implementing special projects and strategic initiatives, as determined by the CEO
- Lead selected program-based special projects that require cross-functional engagement with key staff across the organization, and with external stakeholders, as appropriate
- Support CEO with governance initiatives and strategic planning
- Proactively identify and engage individual experts, as well as informational resources, that can help frame and advance work on key trends or emerging issues in education.
- Assist in developing funding proposals for departmental and/or organizational projects and initiatives including for fundraising purposes
- Assist with development and fundraising events
- Lead the integration of new schools across the organization, working with staff to refine systems, manage change and build culture
- Support with facilities acquisition and development

**Required Qualifications:**

- At least 3 years experience working in education leadership (charter school executive preferred)
- BA required, Master’s degree preferred
- Record of past professional excellence
- Ability to be flexible and a team player

- Be committed to the mission and values of New LA and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

## **Director of Special Education and Student Services**

### **Instructional Leadership**

- Develop and articulate vision for special education instruction and support to all stakeholders, including developing and articulating strategies that ensure students with special needs can access core programming
- Ensure that differentiated teaching practices are implemented at the Middle and Elementary schools in both the general education and special education programming (e.g., through observation and feedback, modeling, consultation to faculty, etc.)
- Establish and monitor system wide metrics of excellence for special education programming (e.g., IEP goal attainment tracking, SBAC/assessment sub-group data monitoring, etc.)
- Supervise and evaluate Resource Specialist (“RSP”) Teachers and other special education service providers (e.g., School Psychologist, Speech and Language Therapist, etc.), providing both formal and informal feedback to strengthen services for students
- Provide strategic consultation to School Principals regarding special education programming;
- Plan and provide professional development to faculty and staff related to special education;
- Analyze individual student level data in order to support the creation of IEPs
- Recommend accommodations and modifications to support learning in all content areas

### **School Culture**

- Support student socio-emotional education and behavior management approaches that create a healthy, positive school culture that supports students with special needs
- Participate in selected leadership team meetings and retreats
- Be a visible and highly engaged leader in the school community

### **Talent Management**

- Establish performance evaluation criteria for all special education faculty and staff (e.g., RSPs, service provider faculty, and Special Education Instructional Aides)

- Evaluate and give feedback to RSPs and service providers at all sites
- Promote a culture of continuous learning amongst all teaching faculty, including consulting school principals on professional development scope and sequence and co-planning/delivering teacher professional development at all sites
- Collaborate with the Head of Schools to recruit special education staff as needed
- Work closely to develop working relationships with outside agencies and partnering organizations that will provide student services, resources, and training to increase student services and success for students with special needs

### **Operations, Compliance, and Legal**

- Assist school principals in ensuring IEP timelines and services are timely and in compliance
- Ensure compliance with Federal, State, and LAUSD policies; prepare documentation and reports for annual Charter Schools Division Oversight visit and District Validation Review
- Ensure special education faculty and staff are appropriately credentialed/qualified
- Assist school principals in development of special education program-related school budgets
- Monitor special education-related expenditures and prepare documentation for special education-related grants
- Oversee the administration, scheduling, and reporting of all Special Education services, including sourcing and managing third-party providers
- Attend select IEP meetings; review select psycho-educational reports as needed
- Assess Special Education programming to ensure students receive appropriate services and monitor student outcomes
- Interpret and remain current on all Federal, State, and LAUSD/SELPA mandates for special education and ensure compliance across schools with those mandates
- Oversight of placement in Special Day Classes, Non-public Schools, and Residential Treatment Centers as needed
- Lead in managing cases of informal dispute resolution and due process
- Serve as the organizational liaison for Option 3

### **Additional Responsibilities**

- Grant writing for special education initiatives through LAUSD Option 3 or other organizations as opportunities arises

### **Qualifications**

- Possess an MA or above in Education (CA administrative credential preferred)

- Have experience working with diverse student populations and the ability to serve as a culturally responsive instructional leader
- Have teaching and/or administrative experience at the elementary and/or middle school level;
- Demonstrate teaching expertise, including differentiated instruction and student-centered methodologies
- Have experience with special education, English Learners, and data analysis
- Be committed to the mission and values of New LA and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view

### **Family Engagement Manager**

#### **Family Engagement and Support**

- Actively build strong parent partnerships that lead to a satisfactory school ratings and positive promotion of schools
- Participate in, develop, and manage/implement school-wide events, parent workshops, and community partnership events that build upon family strengths in support of their student’s learning and build upon the recruitment efforts.
- Coordinate recruitment efforts, training, and retention of consistent volunteers to help improve involvement and increase student success
- Support/coordinate a calendar of events for parents

#### **Recruiting and Enrollment**

- Support with recruitment efforts, including but not limited to open houses, fairs, and canvassing (including evening and weekend events)
- Support the enrollment process including community outreach efforts, supporting families who need to submit documents, have difficulty completing the enrollment process, etc.
- Encourage parents to participate in board meetings, ELAC meetings, PAC, and EL-PAC meetings, and other parent meetings
- Manage student recruitment efforts
- Support principals with recruitment fairs/meetings and provide translation

- Engage in and activate other parents to engage in student/parent canvassing, as needed to support student recruitment

### **Parent Communications**

- Connect current and prospective parents with appropriate school staff
- Oversee and create engagement in family social media groups
- Research content for monthly school/principal newsletters to families
- Track, develop, and assist in the management of school success stories
- Assist, promote, and build community engagement in the school parent Facebook group through thoughtful discussion, sharing of information, promotion, and more
- Provide translation/interpretation, as needed
- Respond to internal and external family inquiries and provide information and direction to new and returning families, as needed

### **QUALIFICATIONS**

- Effective practices for motivating parents to actively participate, volunteer, and to adhere to high standards of conduct
- Bilingual; English/Spanish-speaking required
- Experience using Google Suite, PowerSchool and SchoolMint (desired)
- Problem solving training: An ability to see multiple perspectives and help resolve problems.
- Knowledge of resources in the community
- High School Diploma or GED equivalent
- Experience working with a parent or advocate group

### **Technology Manager**

- Responsible for managing New LA's technology infrastructure and needs for all things (i.e., student access, teacher access and administrative access)
- Set up, configure, and maintain devices, such as computers, printers, projectors, tablets and related peripheral equipment
- Responsible for New LA's school hardware and software inventory management; including required installations, updates, vendor communication and school network monitoring
- Support with digital marketing efforts on New LA's social media, website, and any other internal or external digital platforms and/ affiliates

- Supports the administration with Microsoft applications, data entry and state compliance
- Supports teachers in the classroom with any technology implementation/repairs
- Works with New LA's vendors to mitigate technical gaps
- Support the management of the school social media accounts and efforts, website uploads and local changes, and digital/online recruitment that increases enrollment.
- Troubleshoot and problem solve issues with computer technology and related systems; to present information, instructions and assist with computer use and learning of tasks; to act as a resource person in teaching basic computer skills and use of technology applications;
- Communicate with students and staff both orally and in writing and to perform related work as required while maintaining effective relationships with those contacted in the course of work.
- Provide technical support to users regarding hardware, software, and network related problems
- Provide hardware and software installation, configuration, maintenance, and upgrades to both computers (Windows & Mac) and networks (Windows)
- Assist administration in educating staff on usage of technology through regularly scheduled professional development
- Participate in discussions involving vendors, suppliers, equipment and program operations and new technology
- Maintain current knowledge of technological advances in computers and peripheral equipment, software, operating systems, and networks
- Manage projects assigned by the COO, as needed

### **Qualifications**

- Bachelor's Degree in related areas preferred (Technology, Data, Business)
- 3+ years' experience in a related technology or data management role (preferred)
- Experience with Microsoft Office (ex. Word, Excel, PowerPoint), Mac OS, iOS, Windows OS, MacBooks, iPads and PC laptops
- Experience with Google Admin Workspace
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.

- Strong oral and writing skills
- Knowledge of E-Rate is a plus
- Basic knowledge of network infrastructure is a plus

### **Director of Academic Data**

#### **Data Collection:**

- Train and support school-based staff in using data tools and reports in a way that allows them to make effective data-driven decisions
- Support schools in implementation of all assessments
- Collect results, gather evidence, and observe in service of data collection to ensure leaders have an accurate picture of student performance with which they can make instructional decisions
- Manage the test administration process for all assessments to ensure that testing procedures are routine and include smooth, efficient distribution, administration, and collection of assessments
- Collaborate with the Special Education Support Staff to ensure that all mandated testing accommodations are adhered to for students with disabilities
- Print and assemble relevant materials for testing events and data analysis meetings
- Oversee unit assessment tracking timelines to ensure all assessments are created, administered, scored, and scanned efficiently and allows for timely analysis
- Attends annual trainings related to state testing and accountability
- Trains teachers and staff on test administration

#### **Data Reporting & Analysis**

- Build and maintain data reports and visualizations to display student achievement results and key performance metrics
- Support school-based staff in using data tools and reports for continuous improvement
- Provide additional data reporting and analysis as needed for external accountability, compliance, surveys, teacher evaluation or development tasks

#### **Data Use:**

- Work with teachers and instructional leadership to track and analyze data in a way that allows them to make effective data-driven decisions
- Work with external and internal data that identifies schools'/teachers' achievement strengths and challenges and diagnoses trends
- Provide support to school-based and regional instructional Teams in the form of consults, training, and professional development sessions

- Monitor student learning in order to identify weaknesses in our curriculum or instruction and evaluate the effectiveness of education programs and academic interventions

**Qualifications:**

- Possess an MA or above in Education (CA administrative credential preferred);
- Have 3-5 years of school leadership experience as a principal or assistant principal;
- Have 2 or more years as a classroom teacher;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view

**Director of Diversity, Equity, Inclusion and Justice**

**DEI Strategy & Best Practices**

- Partner with leaders to define our future vision for an anti-racist approach and carry out New LA’s strategic plan for Diversity, Equity, Inclusion and Justice
- Map out the work plans and associated change management required to embed DEIJ into every aspect of New LA’s work utilizing research, knowledge of best practices, and input of community voice
- Develop and implement tools that support the visibility and clarity of DEIJ working groups and the organizational progress toward the vision and goals of New LA
- Oversee consciousness-raising efforts and initiatives, including work with the DEI Advisory Team of the board, DEI affinity groups, DEIJ programming, and celebrations regarding our diverse community

**Change Management & Professional Development:**

- Function as a key leader of New LAs leadership team and define organizational priorities and strategic direction around DEIJ
- Collaborate with internal and external experts to develop the scope and sequence of DEIJ-related training and manage the implementation of the training
- Coordinate trainings for all staff on DEIJ initiatives and support all teams in building their equity practice and culture
- Provide strategic leadership in the development of culturally specific and culturally responsive policy and service delivery models, as well as creating standardized guidelines and criteria for programming

- Work with teachers to develop a clear scope and sequence for DEIJ curriculum and social justice programming

### **Communication & Progress Monitoring**

- Collaborate with the COS and executive team to develop and implement an internal and external DEIJ-focused communication plan to share best practices, progress updates, and keep stakeholders apprised of key initiatives and activities
- Develop consistent communication and feedback mechanisms to ensure we can identify, discuss, and address equity issues impacting our staff
- Collaborate with the data & analytics teams to develop Key Performance Indicators and to assess organizational culture, the effectiveness of DEIJ-related initiatives, and communication

### **Qualifications**

- Possess a BA or above in Education, Counseling,
- Have 3-5 years of experience leading diversity initiatives
- Be committed to the mission and values of New LA and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile in order to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

### **School-Site Staff**

#### **Principal Job Description:**

##### Instructional Leadership

- Work with teachers to develop and review the academic program – align curriculum and methodologies to standards and to the school’s mission;
- Promote hands-on, active, cooperative & project-based learning throughout the school community and provide hands-on guidance to teachers as they create and implement the program;
- Work to create a culture that values learning, reading, community engagement, and respect;
- Oversee and participate in all aspects of curriculum design and instruction including core curriculum, arts, electives, and physical education;
- Work with teachers to select textbooks and supplemental materials that are aligned to curriculum and standards and fit the mission of the school.

##### Promoting Achievement

- Develop and review assessment plan and help teachers develop multiple assessments tied to standards;
- Collaborate with teachers to develop benchmarks for each grade level;
- Use multiple sources of data to develop a plan for the improvement of student achievement;
- Create systems and planning tools for teachers to track which standards are being taught and how to measure student progress; Define and track annual student achievement goals.

#### Faculty Management

- Create a positive and fair work environment where teachers feel enthusiastic about the school;
- Supervise & evaluate faculty;
- Create and implement a professional development program for faculty;
- Set faculty meeting agendas;
- Assist COO and COS in hiring faculty

#### Family Relations

- Coordinate Family Education Program;
- Point Person for NewLAB;
- Coordinate Advisory Room Parents;
- Approval and denial of initiatives;
- Manage and coordinate student-led conferences;
- Lead the SST Process;
- Ensure teachers are being responsive to parents.
- Send weekly email and other relevant communications in both English and Spanish.

#### Educational Operations

- Develop and revise the Family Handbook;
- Oversee all school site academic policies and procedures including scheduling, teacher and room assignments, and discipline.

#### Discipline

- Suspensions;
- Recommendations for expulsion with the CEO.
- Detailed record-keeping of incidents and meetings.

#### **Principal Qualifications:**

- Experience in middle school teaching and leadership (a minimum of 10 years of experience preferred);
- A Master's Degree in Education and/or Administrative Credential (prior leadership experience required);

- Experience with differentiated instruction and student-centered approaches to teaching and learning;
- Excellent communication skills and experience motivating and working with parent volunteers;
- A track record as a successful and progressive educator;
- Experience in the charter school movement;
- Knowledge of or experience with diverse populations;
- Strong computer skills;
- Some facility with Spanish (not required);
- Commitment to the mission and values of New LA;
- Demonstrated commitment to social justice;
- Ability to be flexible and be a team player;
- Willing to go the extra mile in order to meet the educational needs of our students.

### **Assistant Principal Job Description:**

#### Education Operations

- Coordinate one grade level and oversee grade-level coordinators;
- Manage scheduling of substitute and guest teachers and ensure plans are ready;
- Develop & oversee grading procedures & practices;
- Develop and manage New Teacher and Improving Teacher programs;
- Facilitate new teacher hire integration programs;
- Assist the principal with Instructional Leadership duties and with Promoting Achievement duties.

#### School Culture

- Develop, promote, and coordinate social justice programming throughout the curriculum and school;
- Oversee co-curricular programs, student leadership, advisory, and community engagement programs;
- Manage field trips and outdoor education trips;
- Coordinate Health Education Program;
- Help create a positive and fair work environment where teachers feel enthusiastic about the school.

#### Student Management

- Discipline with grade level leaders;
- Support and guide teachers in effective behavior management;
- Suspensions with grade level leaders & principal;
- Manage Suspension Reports for LAUSD;
- Monitor student academic progress;
- Detailed record-keeping;
- Manage in-school suspensions.

### Testing

- Coordination and administration of all mandated testing;
- Create testing schedules;
- Manage department leaders analyzing data with teams

### After School Program

- Monitor after school program for quality and mission alignment;
- Ensure after school provider is up to date with all ASES reporting;
- Collaborate with after school provider on academic intervention and remediation;
- Collaborate with after school provider on enrichment, arts, and sports activities.

### Special Education and English Learners

- Oversee the design and implementation of the school's programs for Special Education and EL students;
- Monitor that Special Education and EL programs comply with all federal, state and local regulations;

### Technology

- Information Technology: ensure that systems, hardware, software are in place and running smoothly;
- Education Technology: ensure teachers have the tools to use technology to enhance their teaching.

### **Assistant Principal Qualifications:**

- Possess an MA or above in Education (CA administrative credential preferred);
- Have teaching and/or administrative experience at the middle school level and enjoy working with middle school students;
- Demonstrate teaching expertise, including differentiated instruction and student-centered methodologies;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Spanish speaker preferred, but not required.

### **Teacher Job Description:**

- Provide a supportive learning environment for students;
- Guide students to mastery of the State Standards;

- Serve as a student advisor; includes following the advisory curriculum, monitoring social, emotional, and academic progress, and acting as first contact for parents;
- Participate in social justice and community engagement activities;
- Daily duties, including carpool and student supervision before school and at nutrition and lunch;
- Participate in outdoor education programming, including multiple-day and overnight camping trips;
- Work well as a team player to prepare students for success in high school, college and the world beyond;
- Serve as a positive role model;
- Collaborate well with all colleagues – in grade level teams, curriculum teams, and full faculty.
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

### **Teacher Qualifications**

- The Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment
- Possess Multiple Subject California Credential for Humanities and Math/Science teachers, and Single Subject California Credential for Math and Science teachers (preferred);
- Have teaching experience at the middle school level and enjoy working with middle school students;
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

### **Front Office Staff Job Description:**

- Provide a friendly and welcoming presence to anyone walking in
- Coordinate volunteers
- Answer phones
- Attendance
- Meter outgoing mail
- Sort and deliver incoming and internal mail
- Communication preparation
- Monthly suspension & expulsion reporting
- Lunch supervision and tracking
- Assist with forms intake and tracking
- Assist with enrollment process
- Answer questions about the school to parents and prospective parents

**Front Office Staff Job Qualifications:**

In order to be considered for this position at New LA, candidates must:

- Possess an Associate’s Degree or equivalent work experience;
- Be fluent in English and Spanish (oral and written);
- Be technologically savvy or have the ability to learn new systems quickly;
- Experience with PowerSchool preferred;
- Be a self-starter, organized, and detail-oriented;
- Demonstrate the ability to take direction well, work independently, and take initiative;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible, a team player, serve as a positive role model and collaborate well with colleagues.
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Have the ability to be a warm office presence for students, parents, and visitors.

## **ELEMENT 6: Health and Safety Procedures**

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***“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:***

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

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

### **Health, Safety and Emergency Preparedness Plan**

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

## **Comprehensive School Safety Plan**

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

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

## **Child Abuse and Neglect Mandated Reporter Training**

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

## **Medication in School**

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in

the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

### **Athletic Programs**

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

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

### **Family Educational Rights and Privacy Act (FERPA)**

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

### **Criminal Background Clearances and Fingerprinting**

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

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

of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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

### **Transportation Services**

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

### **Workplace Violence Prevention Plan**

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

### **Homicide Threats**

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

### **Immunization and Health Screening Requirements**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter

School shall maintain student immunization, health examination, and health screening records on file.

### **Mental Health Education**

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

### **Mental Health Information**

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

### **Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.*

### **Gun Safety Notice**

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

### **Suicide Prevention Policy**

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **Human Trafficking Prevention Resources**

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

### **Feminine Hygiene Products**

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

### **All Gender Restrooms**

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

### **Nutritionally Adequate Free or Reduced-Price Meal**

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

### **Recess**

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

### **California Healthy Youth Act**

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

### **Bullying Prevention**

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

### **LGBTQ Resources Training**

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

### **Transportation Safety Plan**

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

## **ELEMENT 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance**

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***“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.

New LA targets students in the Mid-City area of Los Angeles. In order to strive to achieve a racial and ethnic, English Learner, and special education student balance in the student body that is reflective of the general population residing within the territorial jurisdiction of the District, the Charter School conducts outreach on an ongoing basis with a particular emphasis on the Mid-City area and its surroundings. One objective is to achieve and maintain the LAUSD’s Racial and Ethnic Balance goal of a 70:30 ratio. Outreach efforts in order to achieve LAUSD’s Racial and Ethnic Balance goal take place in English and in Spanish and include communicating with families, organizations, and local leaders about the Charter School, with particular attention to communicating with hard-to-reach communities and neighborhoods. The general calendar for recruitment is as follows:

Month	Recruitment Efforts
September - January	<ul style="list-style-type: none"> <li>● Communication via SchoolMint and school communication platforms encouraging families to refer and or submit an application for their other children</li> <li>● Monthly School Tours and Open Houses</li> <li>● Social Media Recruitment</li> <li>● Host Community Event at school sites and at community partner sites (i.e. Host Movie Night and schedule Meet Ups at local parks or Rediscover Center)</li> <li>● Community Outreach <ul style="list-style-type: none"> <li>○ Flyering (local businesses, libraries and target neighborhoods)</li> <li>○ Tabling at local community events and school events open to the public such New LA’s Trunk or Treat and Community Pop-Up Markets</li> </ul> </li> </ul>
January - June	<ul style="list-style-type: none"> <li>● Lottery Day in January</li> <li>● Monthly School Tours and Open Houses</li> <li>● Community Outreach <ul style="list-style-type: none"> <li>○ Flyering (local businesses, libraries and target neighborhoods)</li> </ul> </li> <li>● Outreach at Community Events</li> <li>● 5th Grade Shadow Day at New LA Middle School</li> <li>● School Community Picnic Meet-Up</li> <li>● Follow-Up with old leads/applications to renew interest</li> </ul>
June - August	<ul style="list-style-type: none"> <li>● Monthly Tours</li> <li>● Community Outreach Events (Community Pop Up Market, Back to School Community Events)</li> <li>● Weekly Outreach</li> <li>● Ongoing Social Media Recruitment Campaigns</li> <li>● Host community Vision Screenings to invite new and potential families/students to our schools</li> </ul>
Category	Details
Communication	<ul style="list-style-type: none"> <li>● Social Media Enrollment Posts and School Highlights</li> <li>● New LA Community Newsletter</li> <li>● Principal Weekly Newsletters</li> <li>● Bi-monthly communication to current families at all school sites on Deanslist and ParentSquare promoting application and referring families</li> <li>● Text alerts and messaging for easy application link access</li> </ul>
Tours & Open Houses	<ul style="list-style-type: none"> <li>● Set schedule of monthly school tours and open houses</li> <li>● Online School Tour Sign-Ups available on website and QR code on outreach flyer</li> <li>● Student and Caregiver Panel at Open Houses for Q&amp;A with interested families</li> <li>● New LA promotional items distributed</li> </ul>

<p>Social Media &amp; Website</p>	<ul style="list-style-type: none"> <li>● Frequent Social Media posts with enrollment information (deadlines, grades, school highlights, and more)</li> <li>● Website will provide updated enrollment information for interested families which includes application access, process and key dates</li> <li>● Utilize hash tags and encourage existing families to submit testimonials, online reviews, social media re-posting</li> </ul>
<p>Family and Community Events (hosted at school site)</p>	<ul style="list-style-type: none"> <li>● New LA Community Picnic</li> <li>● New LA Community Trunk or Treat</li> <li>● Community Pop Up Markets</li> <li>● Community Vision Screenings</li> <li>● Movie Nights</li> </ul>
<p>Community Outreach Locations and Partners</p>	<ul style="list-style-type: none"> <li>● CD 10 Community Events and Tabling</li> <li>● CicLAvia - Adopt an Intersection Volunteers</li> <li>● Rediscover Center Mid-City: Meet-Up and Activity time</li> <li>● A Place for Youth</li> <li>● Local Park and Rec. Centers</li> <li>● Libraries, Shopping Centers, high foot traffic areas/zones</li> <li>● Vision to Learn</li> <li>● Flyering in neighborhoods with target zip codes and monitor application maps for additional target zones for neighborhood outreach</li> </ul>

The Charter School shall modify its outreach and recruitment procedures and use virtual and non-contact methods, whenever necessary, in accordance with any applicable local health and safety requirements and guidelines.

We are laser focused on making sure the local community knows about the Charter School and knows their rights to choose their public education. Our enrollment process is open and accessible to all. There are no hurdles to overcome. No hidden rules or restrictions. No attempts to discourage low-achieving students, students with disabilities, students who qualify for free or reduced price meals, or other students protected by Education Code Section 47605(e)(2), as reflected in a regular review of our current student demographics. Our open house events are presented in Spanish and English, and we discuss our Special Education program. Parents of students with special needs are able to connect with our Special Education Department or a school administrator to ask questions about our program. No code words that result in a population that doesn't look much like the District's population or the local community.

At New LA, we are committed to serving all students. Admission outreach is designed to inform all students in the target area about the Charter School. All communications are in both English and Spanish. All flyers and enrollment materials are both in English and Spanish.

New LA's ongoing outreach, as described above, with our commitment to ensure access to all students, will provide a diverse pool of students the opportunity to learn about New LA and to consider New LA as their school of choice. This wide exposure will ensure that New LA can work towards achieving and maintaining the District's Racial and Ethnic Balance goal of a 70:30 ratio,

and a ratio of students in special education, and English Learners, including redesignated fluent English proficient pupils residing within LAUSD.

During recruitment and outreach events, NLACS staff provides a comprehensive overview of services for Special Education, and English Learner students. Recruiting materials are made available in English and Spanish; and all events have interpreter services. Parents have access to administrative staff to ask questions about student and parent support during the recruitment and enrollment process.

## Element 8 – Admission Policies and Procedures

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***“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)***

### **Documentation of Admissions and Enrollment Processes**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **Homeless and Foster Youth**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **Non-Discrimination**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or

attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

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

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

### **Pregnant and Parenting Student Accommodations**

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

### **Sexual Harassment Policy Notice**

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

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the

number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

### **Admission Requirements**

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.

New Los Angeles Charter School admits all pupils who wish to attend as outlined in Education Code Section 47605 (e)(2)(A). The Charter School admits all pupils who wish to attend the Charter School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. There are no requirements for enrollment. 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 of the pupil's 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.

## **Student Recruitment**

New LA actively recruits a diverse student population, including students who are racially and ethnically diverse, who are ELs, including RFEPs, and have special needs, from the Mid-City area and its surroundings. The neighborhood surrounding the target area is historically low performing, socioeconomically disadvantaged, and has a similar percentage of students with disabilities as LAUSD. The Charter School will specifically target and recruit students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. This will be done in general by complete fairness and transparency in the enrollment process, making sure to include such statements on printed materials and in presentations. The Charter School will also meet with administrators of local preschools, informing them of the intention to recruit and include students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. And last, the Charter School will engage parents as additional recruiters, specifically including parents of students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. The Charter School abides by all state and federal laws regarding admission. New LA shall not discriminate against any student 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.

## **Lottery Preferences and Procedures**

The lottery process is simple, and is comprised of the following:

- Parents go to SchoolMint and create an account (a link is provided on our Charter School website).
- Parents select New LA Charter School (middle) and receive confirmation from SchoolMint that their application was received.
- Parents are encouraged to check back in at any time to monitor the status of the application, apply to additional schools or withdraw an application, and accept offers.
- Parent are encouraged to attend a school open house meeting to learn more about the program (meetings are scheduled multiple times over three months and occur on weekday mornings, weekday evenings, and weekends, so as to make attendance as easy as possible);

## **Supports and Accommodations:**

- Paper applications will also be made available in the Charter School office, on our website and at open house events.
- If parents are not able to access the application by computer or mobile device, they can also apply by phone by calling the Charter School.
- Staff and computers are available during Open Houses to support the application process.

Student interest forms are accepted during a publicly advertised open enrollment period beginning in September for enrollment in the following school year. The open enrollment period runs until on or around January 15. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, New LA holds a public random drawing prior to January 30 to determine admission to the Charter School, with the exception of existing students, who are exempt from the lottery.

All individuals who have contacted New LA regarding admission will be notified of the time and place of the lottery via application receipt and email, and will be encouraged to attend. Notification of time and location of the lottery is printed on each application receipt, on outreach materials, and on the Charter School's website. Typically, the lottery takes place on an afternoon in late January via video conference. All prospective students who have completed the lottery process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. At the start of the lottery, the procedures will be announced for all to hear. The random public lottery is conducted by an uninterested party in order to eliminate any potential perceived bias and ensure that lottery procedures are fairly executed. Parents do not have to be present. It shall be conducted as follows:

1. Each grade's lottery will be conducted separately.
2. Enrollment for each grade will be determined in stages pursuant to the preferences in this policy, until capacity is met as follows:
  - a. Students who reside in the boundaries of the District;
  - b. Siblings of students admitted to or attending New LA, or who culminated the year prior;
  - c. Students enrolled at any elementary school operated by NLACS.
  - d. Children of New LA staff (no more than 10% of total enrollment).
  - e. Children of New LA Board members
  - f. All other students.

No other admission exemptions or preferences will be assigned. The NLACS Board may review and revise this preference policy as necessary for the well-being of the Charter School. Any such revision may constitute a material revision to the charter, which would be submitted to the District for approval.

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

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

and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

4. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. The order of the wait list will be determined in the same stages outlined above and will be ordered directly by the order picked in the lottery.
5. Admission or wait list confirmations are mailed and emailed by the COO to parents/guardians via SchoolMInt. Registration packets are also shared via the digital system at this time and will consist of required information and forms.
6. Enrollment packets must be returned by a specified date no less than two (2) weeks from acceptance to the main office in order to confirm a student's place in the Charter School. If a registration packet is not received by the deadline, the student's spot will be forfeited, and they will be moved to the end of the wait list.

The Charter School ensures that there is a designated note taker present at the lottery to document the fair execution of lottery procedures.

### **Waiting Lists**

Wait lists are maintained for the current enrollment year only and will not carry over to the following year. Any application forms received after the open application deadline shall be either a) held in abeyance for a subsequent lottery, as needed; or b) if applying for admission in a grade that is not yet at capacity, the student will be automatically admitted; or c) if applying for a grade that is at capacity but which does not yet have a wait list will be placed in the first position on a wait list for that grade.

Once placed on a wait list, a student will remain on the wait list until one of the following occurs:

- The student is accepted into the Charter School as a space becomes available and enrolls in the Charter School;
- The parent/guardian requests in writing that the student be removed from the wait list;
- The end of the current school year.

If a space becomes available, the COO or their designee will contact the family of the student on the top of the waiting list by phone and email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 15th, the family has ten (10)

business days to confirm enrollment return a completed enrollment packet. If a student is notified after August 15th, they will have three (3) business days to confirm enrollment.

Should the family decline the position, the next family on the list will be contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office and will be readily available for inspection by District representatives.

## Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- 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 fiscal audit of the books and records of the Charter School will be conducted as required under 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 also employ generally accepted accounting principles.

An Audit Committee appointed by the Board selects an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA, experience working with educational institutions (preferably charter schools), 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 CEO and COO work with the back office provider, currently ExED, who in turn works with the independent auditor to provide requested information. ExED has been working with independent auditors for schools they serve for over a decade.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor's findings will be forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15<sup>th</sup> of December of each year. The CEO and/or COO will send or ensure that the independent auditor sends the completed audit to the required agencies by the statutory deadline. The CEO and COO, along with the Audit Committee, will review any audit exceptions or deficiencies, and report them to the Charter School Board of Directors with recommendations on how to resolve them. The Board commissions the Finance Advisory Team to provide a recommendation for curing audit findings. The Finance Advisory Team presents the recommendation to the Board for a vote. The Board will submit a report to the District describing how the exceptions or deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same, with the goal being to address the finding before the following month's meeting. Any audit exceptions will be addressed at the Board meeting following receipt of the initial audit report. 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

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

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

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

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

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

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

**(iv) A foster child’s educational rights holder, attorney, and county social worker and an Indian child’s tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information.” (Ed. Code § 47605(c)(5)(J).)**

### GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

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

#### HOMEWORK TO SUSPENDED STUDENTS

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

#### STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

Was the misconduct caused by, or directly and substantially related to the student’s disability?  
Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

#### NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form

Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed

Copy of parental notice of expulsion hearing

Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP

If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

Was the misconduct caused by, or directly and substantially related to the student’s disability?  
Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall

forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

#### OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, involuntary removals, and reinstatements, and make such outcome data readily available to the District upon request.

#### REHABILITATION PLANS

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

#### READMISSION

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

#### REINSTATEMENT

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

#### GUN-FREE SCHOOLS ACT

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

#### SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

In accordance with the District's discipline policies New LA will focus on creating a positive school climate to prevent discipline issues and implementing an appropriate and progressive discipline policy when issues do arise.

The goal of the New LA mission of Respect for Self and Others is to facilitate a learning community that is safe, positive, and respectful. The Charter School aims to meet these objectives by:

- Providing students and families with education and support
- Stating clear standards for student behavior
- Implementing positive reinforcement strategies and natural consequences for students who make choices that are not aligned with the Charter School’s mission.

### Schoolwide Positive Behavior Support

The Charter School is committed to building a positive school climate through a positive behavior support plan. Some of the following strategies will be used to prevent discipline issues from arising in the first place:

- *Safe School*: Students should never feel threatened physically or emotionally and New LA will make sure that the school environment is a safe one for all students.
- *Consistent classroom management and school norms*: When students know exactly what is expected of them and what to expect if they make a poor decision it lowers the anxiety of the unknown and thus reduces discipline incidents.
- *Engaging and Effective Instruction*: When students are highly engaged in lessons that are well structured they have little need or opportunity to act out.
- *Cultural Awareness*: Teachers and staff will be aware of the cultural backgrounds of students who have cultural norms that sometimes conflict with school norms. This awareness helps adults in the Charter School better understand student intentions and enables them to respond more appropriately to issues that may arise.
- *Culture of mutual respect*: A Culture of respect will result in students feeling that their voices are heard and respected so there will be less need to work against the system and resort to negative behaviors. Students will be expected to respect adults on campus but teachers will also be aware that respect is a two-way street and needs to be earned.
- *Positive Reinforcement*: At New LA we will honor and celebrate positive student behaviors. This may take the form of shout outs, awards, “caught being good” campaigns, Student of the Month, student leadership opportunities and more.

### Tiered Behavior Intervention

When discipline issues do arise, New LA is committed to handling them in the most appropriate ways. In accordance with the District’s Policies, New LA will implement a tiered behavior

intervention system, which will include alternatives to suspension. Please see the chart below for further description of Tiered Behavior Intervention:

Tier 1 focuses on prevention of negative behaviors as well as appropriate responses to minor student behaviors. Tier 2 and 3 are progressive consequences and responses to continued behaviors when a student is unresponsive to the interventions in the lower tiers.

### Alternatives to Suspension

At New LA we believe strongly that students are best served when in the classroom and we view the teachers and staff's role when it comes to discipline as teachers and not punishers. We know that students make mistakes, and we will treat discipline situations as mistakes that can be learned from. Thus, we will employ alternatives to suspension whenever possible, a partial list of some alternatives to suspension are listed below:

- Conflict resolution
- Restorative practices
- Reflective Journaling
- Parent conference
- Behavior contract
- Counseling
- Individualized student safety plan
- Change of schedule/class

### Restorative Practices

At New Los Angeles School we use Restorative Practices to build and sustain a culture of kindness, respect, responsibility, and justice. This is achieved through emphasizing the

importance of relationships, building community, maintaining safety, and repairing relationships when harm has occurred. We work to ensure that those harmed have a voice and are able to rebuild their sense of safety while holding the person who caused harm accountable and implementing logical consequences.

When students cause harm including but not limited to:

- Not following co-created expectations
- Bullying other students (including virtually)
- Using hate speech or inappropriate language
- Showing disrespect to other members of our community, be it peers or adults
- Disrupting the learning environment
- Engaging in academic dishonesty
- Failing to follow procedures that are in place for safety reasons (bathroom, halls, cafe, etc.)
- Causing verbal or physical harm
- Disrespecting physical environment (littering, gum, breaking things on purpose, stealing)
- Skipping class

We believe consequences for behavior should be an opportunity for learning and growth and to restore harm, therefore we will respond with one or more of the following based on the individual situation:

- Required reflection about the impact of the harm they caused
- One to one Teacher student conversations and reminders of agreements
- Participation in peer circles where students discuss the harm they caused and how it can be repaired
- Asking the student to come up with a plan of action to repair the harm caused based on guidance by the counselor or an administrator
- Working with the student to decide on a logical consequence that directly addresses the harm that they caused based on guidance by the counselor or an administrator
- Participate in activities to help the student strengthen relationships with staff and peers
- Participate in a mediation circle where they are in conversation with all people affected, including students, families, staff
- Participate in activities to develop their social skills and conflict resolution skills
- Participate in reentry circles if they were temporarily suspended from campus as a result of their behavior
- Participate in purposeful conversation with administration and their caregivers, giving caregivers a voice in how we can ensure every person involved can again feel safe
- With administrator, create a behavior contract with clear consequences if it is not followed

It is important to note that the person or people who were harmed will receive the support necessary in order to ensure they feel safe in our community. They may have a voice in many of the above processes and may be asked to participate in circles and to share ideas about what they would need to happen in order to feel safe and happy in our space.

Restorative practices include responding to each situation specifically. This means that choices will be made depending on the details of every situation, but will always prioritize ensuring that those harmed are supported and that the person who caused the harm does the heavy lifting when it comes to reflecting and taking action to repair the harm through a logical consequence and reenter safely into our community.

### **Using Data**

New LA 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.

### **Professional Development**

Teachers at New LA will receive professional development in effective classroom management techniques and building a positive classroom culture and Culturally Responsive Teaching. Additionally, as stated above we consider the teacher role to be a supportive and instructive one. While consequences may be necessary in some situations our teachers will be trained in implementing developmentally appropriate consequences that help the student learn about their poor decisions and make better ones in the future. Teachers will use the Pre-Referral Intervention Manual as a reference for appropriate responses to classroom behaviors.

It is the responsibility of the Principal to train and support teachers in positive behavior support, and to communicate the Charter School's policies and practices, including how to file a complaint, with families.

### **ALTERNATIVE MEANS OF CORRECTION**

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.

The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

- 1) Document the actions taken and save the document to the student's record
- 2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School will follow the school's hate speech policy which may require both the victim and perpetrator to engage in a restorative practices. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School utilizes its Multi-Tiered System of Supports, which includes restorative practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support. These strategies will be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses, understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

#### SUSPENSION AND EXPULSION POLICY

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. The process for investigating incidents and collecting evidence will be fair and thorough.

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/guardians<sup>24</sup> are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

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 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.

## IN-SCHOOL SUSPENSION

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<sup>24</sup> 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.

As stated above we believe that it is important for students to remain in class as much as possible. It is the intention of the Charter School to keep students on campus, in the Assistant Principal's office. In-school suspensions would primarily occur in cases where student safety is at risk. If a student were assigned to in-school suspension they would be provided with work to complete from their classroom teacher and would check in with that teacher at the beginning and end of the day to be caught up on what was missed. Any student serving an in-school suspension will be appropriately supervised by the school's administration or designee, at all times during the school day. Students with disabilities will be provided all applicable services required to access the general education curriculum. In addition, the student would be expected to complete a reflection about their behavior and set goals for future behavior. When appropriate, the student would receive counseling support either from a school administrator or school counselor. Any time a student is placed on an in-school suspension, the parent will be contacted and fully informed of the incident and consequences and would be invited to a parent conference. In-school suspension would be limited to one (1) day per incident and five (5) days in one academic school year. If parents/guardians are unable to attend the conference, attempts will be made by the Principal to contact the parents/guardians by phone and email. If those attempts are unsuccessful, a letter documenting the process will be mailed to the address on file.

## GROUNDS FOR SUSPENSION AND EXPULSION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime 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.

### **Suspension**

At New LA, we believe in the goals of the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support. We believe that it is the right of all students to attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. New LA will develop a culture of discipline built on positive behavior support and interventions.

There are situations that may require suspension in response to student misconduct; however, suspension, including supervised suspension (such as in-school suspension and class suspension), will be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Prior to issuing a student suspension, school administrators will implement a system of positive behavior support and strategic intervention that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct.

Whenever possible, the Charter School will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues.

### Discretionary Out-of-School Suspension Offenses

The following list may change, and the Charter School will review and update the list annually to comply with proper laws and policies subject to the District's material revision process. Students may be suspended for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. 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.
4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. 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 the 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.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property.
12. 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.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

15. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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 section, “hazing” does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
18. 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 students in any of grades 6 to 8, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Section 233(e) of the Education Code. This provision shall apply to students in any of grades 6 to 8, inclusive.
20. 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 students in any of grades 6 to 8, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a student or school personnel.
22. 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 physical injury and willful use of force offenses listed herein above.

23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

#### Non- Discretionary Suspension Offenses

Students must be suspended for any of the following acts when it is determined the pupil:

1. 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 Principal or designee's concurrence.
2. Brandished a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. 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.

#### **Expulsion**

##### Discretionary Expellable Offenses

Students may be expelled for any of the following acts when it is determined the student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind. 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.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. 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.

9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "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 pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
18. 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 students in any of grades 6 to 8, inclusive.

19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Section 233(e) of the Education Code. This provision shall apply to students in any of grades 6 to 8, inclusive.
20. 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 6 to 8, inclusive.
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
22. 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 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 the physical injury and willful use of force offenses listed herein above .
23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

#### Non-Discretionary Expellable Offenses

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the student:

1. Possessing, selling, or otherwise furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 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 Administrative Panel 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. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

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 3½ 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

### **Suspension Procedures**

The Principal or Assistant Principal are authorized to suspend a student. Suspensions shall be initiated according to the following procedures:

#### Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or designee with the student and student's parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Principal or designee. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or 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 the student and shall be given the opportunity to present their version and evidence in their defense.

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student 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.

#### Notice to Parents/Guardians

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by email, telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

#### Suspension Appeal

A student may appeal a suspension to the CEO in writing within three (3) school days following the suspension. The CEO shall make a determination on the appeal within two (2) school days following receipt of the appeal. The decision of the CEO is final.

#### Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student can be suspended a maximum of ten (10) days within an academic year. For Students with Disabilities, an IEP Team meeting will be convened after the fifth day of suspension.

Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following.

(1) the student's presence will be disruptive to the education process; or

(2) Due to the nature of the act, the presence of the student poses a continuing danger or threat to the physical safety of the student or others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

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. This will meet all legal requirements for Independent Study. 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.

#### 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.

## **Expulsion**

### 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. A student may be expelled by the Administrative Panel (also known as a hearing officer) appointed by the Principal following a hearing before it, or by the Board upon hearing an appeal of the Administrative Panel. The Administrative Panel shall consist of at least three (3) members who are certificated and do not have an instructional or supervisory relationship to the student or a Board member of the Charter School's governing board. The Administrative Panel makes the expulsion decision of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

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.

### Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within

thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense.

The Principal or designee shall appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA"), unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;

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 Administrative Panel may, upon a finding of good cause, determine that the disclosure of either the identity of the complaining witness or the testimony of that complaining witness at the hearing, or both, would subject the complaining witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the complaining witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the Administrative Panel. Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, which may include a parent,

guardian, or legal counsel or non-attorney advocate, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the complaining witness a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
4. 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.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the panel from exercising discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or

other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

### Record of Hearing

A record of all hearings 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. The records will be kept on campus in a secure location.

### Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the 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 student, 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 their testimony heard in a session closed to the public.

### Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written determination of expulsion, which may be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion.

If the Administrative Panel decides not to expel, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their educational program.

### Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

- Rehabilitation Plan

The Principal or designee shall send a copy of the written notice of the decision to expel to the District and the County. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

#### Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the District upon request.

#### Appeal and Board Review

If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the conclusion of the hearing, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The student will be considered suspended until the Board reviews the expulsion, at which time the parents/guardians must attend to present their appeal. Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal. 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 Board of Directors' decision to expel shall be final—there is no further appeal.

#### Rehabilitation Plans

Students who are expelled from the Charter School are given a rehabilitation plan as developed by the Administrative panel at the time of the expulsion order. The Charter School's rehabilitation plans may include periodic review as well as assessment at the time of review for readmission. Often, the Charter School will include counseling (individual and family), student self-reflection documents, and a plan for making amends to the community for the harm the student's action caused. The student's advisor, if appropriate, would work closely with the student and family on the plan.

The Charter School will provide post-expulsion support for expelled students and their families to facilitate continued access to education by working with the family to determine positive school placement. It is important for the Charter School to provide this support so as to help create a situation where the student can succeed at rehabilitation and possible readmission.

#### Readmission or Admission of Previously Expelled Student

Following a maximum term of one (1) year, a student may seek readmission. The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, is in the sole discretion of the Board. A meeting with the Principal and the

student and parent/guardian or representative, will be held to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the Charter School environment. The Principal shall make a recommendation to the Board following the meeting regarding their determination. The student's readmission will be contingent upon the Charter School's capacity at the time the student seeks readmission. The student will have the right to appeal to the Board for a second review.

#### Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

#### Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

## Element 11 – Employee Retirement Systems

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***“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.

For eligible certificated staff members, the Charter School participates in the California State Teachers’ Retirement System (“STRS”). The COO is responsible for ensuring that appropriate arrangements for the coverage to be made and sustained. The Charter School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

For classified staff members, the Charter School offers a 401(k) plan, and employees contribute to social security. The COO is responsible for ensuring that appropriate arrangements for the coverage to be made and sustained.

For any other staff position(s) not included in the above two categories, the Charter School will comply with all legal obligations to offer participation in the 401(k) plan. The COO is responsible for ensuring that appropriate arrangements for the coverage to be made and sustained.

## Element 12 – Public School Attendance Alternatives

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***“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.

No student will be required to attend New LA. Parents/guardians and students will be informed of their public school attendance alternatives by information posted in the Charter School’s office.

## Element 13 – Rights of District Employees

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***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)***

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

New LA does not require any employee to work for the Charter School.

## Element 14 – Mandatory Dispute Resolution

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*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)*

### **General Provisions**

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **Proposition 39 Disputes**

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

New Los Angeles Charter Academy

1919 S. Burnside Avenue,

Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by

mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **Non-Proposition 39 Disputes**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

New Los Angeles Charter Academy

1919 S. Burnside Avenue,

Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
  
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
  
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
  
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## Element 15 – Charter School Closure Procedures

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***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(c)(5)(O).)***

### **Revocation of the Charter**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

### **Closure Action**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **Closure Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as

applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

## **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the Charter School closes, COO or other Board designee will serve as the Charter School's closure agent(s).

## Additional Provisions

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### **Facilities**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally,

may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be

located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **Insurance**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to

any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

#### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other

type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

### **Fiscal Matters**

#### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

#### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

#### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to

the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

### **Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)