



Renewal Petition

September 27, 2012

New Los Angeles Charter School
1919 S. Burnside Ave.
Los Angeles, CA 90016
323-939-6400

www.newlosangeles.org



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LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division

LETTER OF INTENT TO APPLY FOR A CHARTER SCHOOL

Name of proposed charter school: New Los Angeles Charter School

General location of proposed charter: 1919 S. Burnside Ave., Los Angeles, CA 90016

Projected Grade Levels-Year 1: 6-8 Projected Grade Levels-Year 5: 6-8

Projected Enrollment-Year 1: 312 Projected Enrollment-Year 5: 360

Lead Petitioner Information:

Name: Dr. Matt Albert

Address: 1919 S. Burnside Ave., Los Angeles, CA 90016

Phone number(s): 323-939-6400 Fax: 323-939-6411

E-mail address: malbert@newlosangeles.org

Other members of the Charter Development team

Brooke Rios _____

Kate O'Brien _____

Heidi Segal _____

Certification:

I/we certify that we are interested in applying for a charter school within LAUSD boundaries.

I/we have participated in the Orientation Meeting given by the LAUSD Charter Schools Division.

____ *I/we did not participate in the Orientation Meeting given by the LAUSD Charter Schools Division.*

Matt Albert

PRINT NAME

SIGNATURE

9/27/12

DATE

AFFIRMATIONS AND ASSURANCES

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.
- Not charge tuition.
- 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the Charter School nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the 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.

ELEMENT 1 - THE EDUCATIONAL PROGRAM

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

The address of the Charter School is 1919 S. Burnside Avenue, Los Angeles, CA 90016.

The phone number of the Charter School is 323-939-6400.

The contact person for the Charter School is Dr. Matt Albert.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is 6-8.

The number of students in the first year will be 310 students in grades 6-8. 108 in 6th, 104 in 7th, 98 in 8th.

The grade level(s) of the students the first year will be 6-8.

The scheduled opening date of New Los Angeles Charter School is August 14, 2013.

The admission requirements include: As stated in Element 8.

The enrollment capacity of New LA in year 1 is 360, and eventually up to 360 in year 5

The instructional calendar will be: See below.

The bell schedule for the Charter School will be: See below.

If space is available, traveling students will have the option to attend.

WHOM THE SCHOOL SERVES

	Grade 6	Grade 7	Grade 8
2013-14	110	105	100
2014-15	110	105	100
2015-16	110	105	100
2016-17	110	105	100
2017-18	110	105	100

New Los Angeles Charter School Herein referred to as "New LA or Charter School" serves over 300 students in grades 6 through 8, representing the demographics of the Los Angeles Unified School District. New LA serves students in the Carthay/Mid-City area of Los Angeles and its surroundings. Specifically, the school draws from zip codes 90016 and 90019, with a smaller number of students from 90035, 90036, and 90048. This area is in need of good public middle school options. It has a naturally diverse population. The local public middle school (Pasteur) closed in 1979 and reopened as a citywide magnet serving grades 6-12 (LACES). Gaining admission is very competitive. A large number of families that fell into the old Pasteur attendance boundaries now find themselves reassigned to the "Area II" attendance boundaries of either Emerson Middle School or Webster Middle School. The boundaries are roughly equivalent to the attendance boundaries of Carthay Center Elementary School, Saturn Street Elementary School, Marvin Avenue Elementary School, and Crescent Heights Boulevard Elementary School. While not close to Emerson and Webster, families in these areas are bussed to middle school due to the lack of a local LAUSD school. Both schools are up to seven miles away from their "Area II" attendance boundaries. Families want an alternative. We target the families in these attendance areas.

2010 Census Data for 90016

Hispanic or Latino	56%
Black or African American	37%
White	4%
Asian	3%

Under \$10,000	17%
\$10,000-\$25,000	33%
\$25,000-\$50,000	31%
\$50,000-\$75,000	11%
\$75,000-\$100,000	4%
\$100,000-\$200,000	4%
\$200,000 or more	0%

2010 Census Data for 90019

Hispanic or Latino	46%
Black or African American	23%
White	13%
Asian	16%

Under \$10,000	19%
\$10,000-\$25,000	30%
\$25,000-\$50,000	28%
\$50,000-\$75,000	11%
\$75,000-\$100,000	5%
\$100,000-\$200,000	5%
\$200,000 or more	2%

DEMOGRAPHIC & ACADEMIC ACHIEVEMENT DATA OF THE TARGET POPULATION

See the attached Demographic Data Matrix.

THE SCHOOL'S MISSION & VISION

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 Los Angeles Charter School (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 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 360 students in grades 6-8. With small classes (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 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 California state content standards and the Common Core standards by the end of each grade.

Engagement in the Community

New LA keyword: **Relevance**. At New LA, we believe, 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, but through the use of active listening and conflict resolution techniques. The 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.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

In the 21st century, an educated person should have an understanding of 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).¹ At New LA, students perform 20 hours of community service with coordination 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**² 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.

He or she 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. Technology is used throughout the curriculum across all grades. New LA have five mobile MacBook labs so that students are continuously using technology to learn to research, how to evaluate information, create graphics, programming, and learn programs such as word processing, spreadsheets, and PowerPoint.

These broad ideas are specifically addressed as follows:

¹ Brown, Phillip, et. al., *Handbook of Prosocial Education*, 2010.

² National Paideia website: www.paideia.org.

1. *Attention.* An educated person in the 21st 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 21st 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 21st 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 21st Century has witnessed an increased integration of cultures, peoples, and languages. The ability to relate to and work with an array of cultures enhances the success of an educated person in the 21st 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 21st 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 to do good.
7. *A Sense of Morality.* An educated person in the 21st Century will have a clear understanding of the difference between right and wrong and will choose to do good. They must know to speak truth to power, and to help his/her fellow human beings. An educated person in the 21st Century knows that all people have a shared destiny and an equal stake in the common good.

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 6th 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.

Learning in middle school occurs best when students understand the relevance of material taught, are having fun, are engaged, and enjoy coming to school. For learning to happen well, students must feel supported, be comfortably challenged, and see a connection between what they are learning and their future. Students should be able to express themselves and should receive tailored instruction and support in situations where their weaknesses show. This is accomplished by systematic benchmarking allowing

teachers to have real time data on their students. The data is then used to address specific needs of each student. Specific details of the program are described later in the petition.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

The goals of the New Los Angeles Charter School 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.

1. Passion for Learning and Prepared for Academic Success

At New LA, we believe in **academic rigor**. Middle school is the gateway to future academic success. Every New LA student receives the academic foundation to be prepared for a college preparatory high school, enabling them to become competent learners and college and career ready. Rigorous intellectual development comes from a focus on building knowledge and not merely information retention. Habits of mind are developed through a consistent message from class to class and grade to grade by advisors and teachers about critical thinking, logical thought, and careful evaluation of content. 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 our rigorous standards-based instruction, students acquire the tools to help make inspire them to become lifelong learners

2. Engaged in the Community

At New LA, we believe in making the students' experience **relevant** to their lives. By challenging students to pursue the goals of equality and justice, 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 community, joining with the neighborhood council to work of street cleanup and beautification, and interacting with presenters from such organizations as the Cedars Sinai Healthy Habits program, UCLA Roads to Respect, Planned Parenthood, and Facing History. This leads to a deeply embedded feeling and inspiration in every student that adolescents have the power to change the world.

3. Respect for Self and Others

At New LA, we believe 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, but through the use of active listening and conflict resolution techniques. The 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.

A TYPICAL DAY AT NEW LA

At New Los Angeles Charter School...

The morning begins with helping hands. Parent volunteers greet Emma as she arrives to carline. A parent volunteer opens the car door and wishes her a good morning. Emma is acknowledged her principal, who knows her by name and greets her at the school gate. She enters the building, and goes to her advisory classroom, where she is welcomed by her advisor, Ms. Murphy, and several of her new friends.

Emma is a seventh grader this year, and last year, she made many friends in her traveling group as a sixth grader. To help her with the transition to middle school, sixth graders follow the same group of students to Humanities class and their joint math and science class. The program was designed to introduce her to middle school and to minimize transitions.

This year, Emma follows a typical middle school schedule. 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 lunch or at the annual Outdoor Education Trip to Temescal Canyon, 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. Murphy, 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 little brother in the morning.

Ms. Murphy starts advisory by asking students to get out their planners. They check the calendar and discuss the projects coming up for the week. Emma is reminded that the Cell City 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 ten how they are feeling. They have an option of sharing or not. Emma shares that she is an eight today because her birthday is this week and her family is having dinner at her favorite restaurant. One of the other students shares that he is a three today because one of his family members is ill. Ms. Murphy 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.

The bell rings, and Emma is off to Humanities class. Emma's class is studying World Civilizations, and is currently reading the book *Catherine Called Birdie*, about a girl growing up in 13th Century England. 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 daily oral language, and then moves into an active reading activity. Later that period, the class participates in a history simulation to learn about the caste system. At the end of the period, Emma's literature circle group meets to go over the prior night's reading. Emma was assigned to look at character, and she shares her observations about Catherine's challenges. Other students share about plot and imagery. After Humanities, which is a double block, Emma is excited for her nutrition break, where she can socialize with her friends.

After nutrition, Emma is off to science class, where they are doing a biology lab on cell membranes. Emma loves biology because she gets to perform experiments with lab equipment. For this lab, Emma and her collaborative table group use an egg to observe how liquid moves through a cell membrane. This will inform her Cell City project, where she is creating a model of a cell. Each part of the cell will connect to the different jobs that each part of the cell have. 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.

After science, Emma goes to lunch. She participates in the lunch program by Revolution Foods. Emma likes most (but not all!) of the lunches, and she has learned about foods that are healthy for her. As a sixth grader in Revolution Food's nutrition education class, she learned how sugars, corn syrup and triglycerides negatively impact the body. She knows that those ingredients will not be in her lunch today, and is excited because today's lunch is her favorite—tamales!

Next, Emma goes to her elective class. Each day, she has a different elective activity. Today, she will be participating in her favorite class, dance, where they are learning a new hip-hop routine. Three times a week, she participates in CrossFit, which is a personal training program that is based on personal goals, or a sports class. One day per week, she has arts. Last year, she took visual arts, this year she is in performing arts, and next year, she gets to take video production.

After perfecting her dance routine, Emma goes back to the café for enrichment. Enrichment is a small class with 15 other students. Currently, her class is working on a school newspaper.

Emma ends her school day in pre-algebra. By the time she reaches high school, Emma will have taken Algebra 1 and will be able to pass into Geometry. In class today, she is learning about variable expressions. Her math teacher uses reciprocal teaching so there is a give and take with each student. He prompts Emma to think deeply about the subject and try to contemplate different mathematical concepts and their applications. She likes this much better than elementary school, where the teacher just told them to

memorize things without explaining why. Emma is looking forward to the end of the unit, which is when they usually do a group project.

The bell rings at 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 the Cell City project, and then she gets to take an enrichment class. This trimester, Emma is taking cooking, where she is learning how to make healthy snacks at home! She is looking forward to taking student leadership and art later this year.

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

INSTRUCTIONAL FRAMEWORK

DELINEATION OF THE CORE SUBJECTS

New LA students take core courses, which are aligned with State Standards and will be aligned with the Common Core Standards. Each student takes Math, Science, Humanities (which is integrated ELA and Social Studies). In addition, students take art once a week and physical education four times a week. All students begin each day in advisory, which is described in detail later in this petition. The chart below lays out the framework:

Subjects	6 th Grade	7 th Grade	8 th Grade
English Language Arts	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
Math	6 th Grade Math	Pre-Algebra Advanced Pre-Algebra	Algebra Advanced Algebra
Social Studies	Ancient Civilization	Global Studies	American Studies
Science	Earth Science	Life Science	Physical Science
Physical Education	PE/Yoga/Sport/Dance	PE/Yoga/Sport/Dance	PE/Yoga/Sport/Dance
Arts	Visual Arts	Performing Arts	Screenwriting & Film

6TH GRADE COURSES

Social Studies: Ancient History

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. The program uses hands-on student centered project-based curriculum.

ELA

By using a wide variety of historical and fictional texts, 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. The program uses hands-on student centered project-based curriculum.

Mathematics

By the end of grade six, students have mastered the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers; they accurately compute and solve problems. They apply their knowledge to statistics and probability. Students understand the concepts of mean, median, and mode of data sets and how to calculate the range. They analyze data and sampling processes for possible bias and misleading conclusions; they use addition and multiplication of fractions routinely to calculate the probabilities for compound events. Students conceptually understand and work with ratios and proportions; they compute percentages (e.g., tax, tips, interest). Students know about pi and the formulas for the circumference and area of a circle. They use letters for numbers in formulas involving geometric shapes and in ratios to represent an unknown part of an expression. They solve one-step linear equations.

Earth Science

This course dynamically investigates and analyzes important concepts of Earth Science and how they relate to the physical world through thematic questions. 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 earth, formation of the universe, and how that directly interacts with their physical surroundings.

Visual Arts

Through a variety of mediums – paint, collage, clay, paper mache – children are given the opportunity to express themselves in new and creative ways in an ever more visual world. The work the children create will be put on display at a special culmination event marking the end of the school year and displayed throughout the school.

Physical Education

See below.

7TH GRADE COURSES

Social Studies: Medieval & Early Modern History

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. The yearlong essential question which guides our work is “Does the individual control society or does society control the individual?” We will explore this question through the major content area units. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

ELA

Students in grade 7 analyze novels, short stories, poetry, and primary source documents and engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. The yearlong essential question which guides our work is “Does the individual control society or does society control the individual?” They go on field trips and meet guest speakers. This ELA course integrates visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

Mathematics: Pre-Algebra

The grade 7 mathematics curriculum is organized around “big ideas” in mathematics clusters of important, related, mathematical concepts, processes, ways of thinking, skills, and problem-solving strategies, which are studied in depth. By the end of grade seven, students are adept at manipulating numbers and equations and understand the general principles at work. Students understand and use factoring of numerators and denominators and properties of exponents. They know the Pythagorean Theorem and solve problems in which they compute the length of an unknown side. Students know how to compute the surface area and volume of basic three-dimensional objects and understand how area and volume change with a change in scale. Students make conversions between different units of measurement. They know and use different representations of fractional numbers (fractions, decimals, and percents) and are proficient at changing from one to another. They increase their facility with ratio and proportion, compute percents of increase and decrease, and compute simple and compound interest. They graph linear functions and understand the idea of slope and its relation to ratio.

Life Science

Grade 7 Life Science is the continuation of the retelling of the story of life and the universe. Following up on grade 6’s exploration of the beginnings of the universe, in grade 7 students begin with the emergence of life on this planet. Students explore early life forms, multicellular life forms, the emergence of mammals, and the arrival of humans. Particular attention is paid to scientific investigations and lab skills. The curriculum will culminate with a 3-day trip to Catalina Island.

Performing Arts

Basic acting techniques including theatre games, mime, improvisation, movement, story telling – designed to build self confidence; physical, vocal, and emotional communication skills; discipline, respect, and courage. One master teacher and four class mentors participate in the development and presentation of a “Harold” – a group improvisation featuring the games and techniques the children have learned in class.

Physical Education

See below.

8TH GRADE COURSES

Social Studies: US History & Geography

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

ELA

Students in grade 8 analyze novels, short stories, poetry, and primary source documents. They go on field trips and meet guest speakers. This course will integrate visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

Algebra I

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations.

Physical & Environmental Science

In this course, students will learn about the physical world, our natural resources and ways in which we can preserve them. Students will learn how human interactions with the environment affect ecosystems and the sustainability of natural resources. Students will explore strategies to prevent and or slow down the deleterious effects of toxins, air pollutions, global warming, waste, use of non-renewable energy sources,

destruction of habitats and changing human environments. Through an exploration of a changing world, students will be able to make better choices in relation to the environment.

Video and Playwriting

Advanced acting and video production classes and a deeper journey into the writing, story telling, and character development process - followed by the adaptation of a book already familiar to the class on the stage or through video. The culmination piece will be written and performed by the eighth graders with the support of the class mentors on video and stage, and presented to families.

PHYSICAL EDUCATION: CROSS-FIT, SPORT, AND DANCE

All students take PE in all grades. 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. Our Physical Education program has three components:

CrossFit

CrossFit workouts consist of constantly varied, functional movements that deliver a fitness that is broad, inclusive and general and scalable for any participant at any level. For the most part, no two workouts are the same, so kids and teens never get bored and the novelty of each workout keeps them excited about participating. When fitness is defined as broad, inclusive and general it means that participants will become well-rounded athletes who will be better at any and every sport that they play because CrossFit Kids doesn't coach them to be good at just one thing. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. With workouts that are scalable, CrossFit Kids can equally benefit a person who is less active or an accomplished athlete by tailoring workouts so that each participant is challenged just enough to deliver measurable results and personal athletic progress.

Sport

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.

Dance

The course provides a sequential introduction to dance techniques such as warm up, cool down, conditioning, stretching, and injury prevention. Students are introduced to a variety of dance styles including ballet, modern, tap, jazz, and world dance. Students conduct creative movement studies using Language of Dance and choreographic elements such as relationships, levels, speed, direction, and pathways in individual, partner and group activities.

INSTRUCTIONAL APPROACHES

At New Los Angeles Charter School, we will employ a variety of teaching methodologies to ensure our students learn to the best of their capabilities. We believe 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 will be **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 content standards and common core 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 will incorporate 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 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, this approach has many benefits for students, including:

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

Project-based learning engages students by starting with the concrete and solving hands-on, real-world problems. It has been shown that such problem-solving tasks are a great motivator for students. Students are motivated by challenges and solving problems. Project-based learning gives students a chance to mimic the behavior of scientists, making learning fun and exciting.

In project-based learning, students try to answer a question -- one that has relevance for them -- that is greater than the immediate task at hand. Students conduct research using a variety of sources, from the Internet to interviews with experts. They work on the project over an extended period of time -- six 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.

Enthusiasm alone is not enough of a justification to advocate project-based learning, but the results of that enthusiasm argue in its favor, say educators and researchers who have studied or used project-based learning. Children who are excited about what they learn tend to engage more deeply in the subject and to expand their interest in learning to a wide array of subjects. They retain what they learn rather than forget it as soon as they take a test. They make connections and apply their learning to other problems. They learn how to collaborate, and their social skills improve. They are more confident talking to groups of people, including adults. And, as a number of research reports suggest, project-based learning can correlate positively with improved test scores, reduced absenteeism, and fewer disciplinary problems.

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, 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.

The research on **Project-Based Learning** is vast. Some of the more important studies were done by Boaler (1997)³, by University of Michigan researchers and others (e.g., Marx et al., 1997)⁴, and by the Cognitive and

³ Boaler, J. (1997). *Experiencing school mathematics; Teaching styles, sex, and settings*. Buckingham, UK: Open University Press.

⁴ Marx, R. W., Blumenfeld, P. C., Krajcik, J.S., & Soloway, E. (1997). *Enacting project-based science: Challenges for practice and policy*. *Elementary School Journal*, 97, 341-358.

Technology Group of Vanderbilt and others (e.g., Barron et al., 1998)⁵. Some studies of PBL report increased attendance, self-reliance, and improved attitudes towards learning on the part of students. More recently, Lam et. al. (2009)⁶ confirmed the prior research and also included reports of increased motivation in students. PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas. There is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision-making. And there is evidence, albeit indirect, that the effectiveness of PBL is enhanced when it is incorporated into whole-school change efforts.

Cooperative Learning

According to Ormrod (2004),⁷ 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)⁸

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.
- 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.

⁵ Barron, B. J. S., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., Bransford, J. D., & The Cognition and Technology Group at Vanderbilt. (1998). *Doing with understanding: Lessons from research on problem- and project-based learning*. *The Journal of the Learning Sciences*, 7, 271-311.

⁶ Lam, S., Cheng, R., & Ma, W. (2009). *Teacher and Student Intrinsic Motivation in Project-Based Learning*. *Journal of Instructional Science*, Volume 37, Number 6.

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

⁸ 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.

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 students' 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)⁹, Bonnie Campbell Hill (1995, 2001, 2003)¹⁰, Nancy J. Johnson (1995, 1999, 2001), and Harvey Daniels (1994, 2002, 2004)¹¹;

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

¹⁰ 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.

¹¹ 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.

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)¹², Jerome Harste, Kathy Short and Carolyn Burke (1988)¹³, Katherine Samway (1991)¹⁴, Suzi Keegan and Karen Shrake (1991)¹⁵ 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)¹⁶ 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, 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 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 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

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

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

¹⁴ 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).

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

¹⁶ 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.

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's¹⁷ 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 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's¹⁸ 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, 1985¹⁹).

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).

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

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

¹⁹ 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.

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)²⁰. 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 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.

SCOPE AND SEQUENCE

New LA outlines all applicable California state standards taught in each grade level and subject area by aligning these in a scope and sequence format. The following table illustrates the course titles for students in grades 6-8:

²⁰ 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.

Course	Name	Description
Sixth Grade		
Science		
Sci6	Plate Tectonics and the Earth's Surface	Student understands that plate tectonics accounts for important features of Earth's surface and major geologic events.
Sci6	Shaping Earth's Surface	Student understands that topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment.
Sci6	Heat	Student understands that heat moves in a predictable flow from warmer objects to cooler objects until all the objects are at the same temperature.
Sci6	Energy in the Earth System	Student understands that many phenomena on Earth's surface are affected by the transfer of energy through radiation and convection currents.
Sci6	Ecology	Student understands that organisms in ecosystems exchange energy and nutrients among themselves and with the environment.
Sci6	Resources	Student understands that sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation.
Sci6	Investigation and Experimentation	Student understands that the scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.
Sci6	Science Fair	Student meets all of the academic requirements for the Science Fair.
Respect for Self and Others Skill Set (Science):		
Sci6	Adhere to lab safety norms	Student adheres to lab safety norms.
Sci6	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
Sci6	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Sci6	Actively listens to teacher and peers	Student actively listens to teacher and peers.
Sci6	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Sci6	Meets final deadlines	Student meets final deadlines.
Sci6	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Sci6	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Sci6	Adhere to class norms and rules	Student adheres to class norms and rules.
Sci6	Demonstrates his/her knowledge at the Science Fair	Student is present at the Science Fair and is able to present his/her project to audience members in a way that demonstrates knowledge of the scientific process.
Humanities		
Hum6	<i>History Content and Skills:</i>	History Content and Skills:

Hum6	Geography	Student is able to use a variety of maps and documents to identify physical and cultural features of geographic regions.
Hum6	Early Humans	Student is able to describe the development of humankind from early hominids to hunter-gatherer societies to the advent of agriculture.
Hum6	Ancient Mesopotamia	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Mesopotamia.
Hum6	Ancient Egypt	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient Egypt.
Hum6	Ancient Kush	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient Kush.
Hum6	Ancient Hebrews	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient Hebrews.
Hum6	Ancient India	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient India.
Hum6	Ancient China	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient China.
Hum6	Ancient Greece	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient Greece.
Hum6	Ancient Rome	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient Rome.
Hum6	Ancient Meso-America	Student is able to analyze the geography, politics, economics, religions, social structures, and achievements of Ancient Meso-Americans.
Hum6	<i>Oral Communication Skills:</i>	Speaking Skills:
Hum6	Speak clearly in discussions and presentations	Students speak clearly and deliver focused, coherent presentations.
Hum6	<i>Reading Skills:</i>	Reading Skills:
Hum6	Read aloud fluently	Student is able to read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
Hum6	Understand and analyze grade level text	Student is able to understand grade level appropriate material, and identify and analyze elements of plot (setting, theme, character qualities).
Hum6	Understand vocabulary	Student is able to identify and interpret figurative language, origins and meanings of affixes and roots, and foreign words in English.
Hum6	<i>Writing Skills:</i>	Writing Skills:
Hum6	Create compositions using the writing process	Student is able to create clear and organized multi-paragraph compositions, using the writing process to draft, revise, edit, and publish a written piece of work.
Hum6	Use appropriate writing conventions	Student understands and uses appropriate writing conventions (e.g. punctuation, capitalization, spelling, grammar, and sentence structure).
Respect for Self and Others Skill Set (Humanities):		
Hum6	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
Hum6	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Hum6	Actively listens to teacher and	Student actively listens to teacher and peers.

	peers	
Hum6	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Hum6	Meets final deadlines	Student meets final deadlines.
Hum6	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Hum6	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Hum6	Adhere to class norms and rules	Student adheres to class norms and rules.
Math		
Math6	<i>Ratios and Proportional Relationships:</i>	Ratios and Proportional Relationships:
Math6	Ratio and rate	Student understands the concept of a ratio and unit rate and use ratio language to describe a ratio relationship between two quantities.
Math6	Make tables of equivalent ratios	Student is able to make tables of equivalent ratios relating quantities with whole- number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios.
Math6	Solve unit rate problems	Student is able to solve unit rate problems including those involving unit pricing and constant speed.
Math6	Find a percent of a quantity as a rate per 100	Student is able to find a percent of a quantity as a rate per 100 ; solve problems involving finding the whole, given a part and the percent.
Math6	Use ratio reasoning to convert measurement units	Student is able to use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
Math6	<i>The Number System:</i>	The Number System:
Math6	Add and multiply multi-digit decimals/ integers/fractions	Student is able to fluently add and multiply multi-digit decimals, integers and fractions using the standard algorithm for each operation.
Math6	Subtract & divide multi-digit decimals/integers/ fractions	Student is able to fluently subtract and divide multi-digit decimals, integers and fractions using the standard algorithm for each operation.
Math6	Distributive property	Student is able to find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor.
Math6	Positive and negative numbers	Student is able to understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation; understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.
Math6	Graphing/coordinate plane	Student is able to solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same

		second coordinate.
Math6	<i>Expressions and Equations:</i>	Expressions and Equations:
Math6	Properties of operations	Student is able to apply the properties of operations to generate and identify equivalent expressions.
Math6	Solving equations	Student understands solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.
Math6	Write/evaluate numerical expressions	Student is able to write and evaluate numerical expressions involving whole-number exponents and use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.
Math6	Write an inequality of the form $x > c$ or $x < c$	Student is able to write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams.
Math6	Variables	Student is able to use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.
Math6	<i>Geometry:</i>	Geometry
Math6	Area, surface area, and volume	Student is able to solve real-world and mathematical problems involving area, surface area, and volume.
Math6	Find the area of a triangle	Student is able to find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.
Math6	Find the volume of a right rectangular prism	Student is able to find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
Math6	Draw polygons in the coordinate plane	Student is able to draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.
Math6	Represent three-dimensional figures	Student is able to represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.
Math6	<i>Statistics and Probability</i>	Statistics and Probability

Math6	Statistical questions	Student is able to recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
Math6	Data	Student understands that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
Math6	Measure of a center/measure of a variation	Student is able to recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.
Math6	Display numerical data in plots on a number line	Student is able to display numerical data in plots on a number line, including dot plots, histograms, and box plots.
Math6	Summarize numerical data sets	Student is able to summarize numerical data sets in relation to their context, by reporting the number of observations, describing the investigation, and explaining mean, median, mode, and range.
Respect for Self and Others Skill Set (Math):		
Math6	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
Math6	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Math6	Actively listens to teacher and peers	Student actively listens to teacher and peers.
Math6	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Math6	Meets final deadlines	Student meets final deadlines.
Math6	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Math6	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Math6	Adhere to class norms and rules	Student adheres to class norms and rules.
Yoga		
Yoga6	Participate in discussion and physical movement	Student participates in both discussion and physical movement.
Yoga6	General understanding of yogic philosophy	Student has a general understanding of yogic philosophy.
Yoga6	Basic yoga poses.	Student knows basic yoga poses.
Yoga6	Identify yoga poses in both English and Sanskrit	Student can identify yoga poses in both English and Sanskrit.
Yoga6	Correlate principles of the yoga practice to daily life	Students can correlate principles of the yoga practice to daily life.
Visual Arts		
VArt6	Use fundamental techniques and skills	Student is able to use fundamental techniques and skills to create original works of art.
VArt6	Observe and visually analyze objects and figures.	Student is able to observe and visually analyze objects and figures.
VArt6	Comfortable with basic media and materials.	Student is comfortable with basic media and materials.
VArt6	Understands and applies principals of design	Students understands and applies principals of design and composition.

VArt6	Art vocabulary	Student is able to use art vocabulary to accurately discuss and describe works of art in isolation and in context.
VArt6	Historical and cultural influences on art	Students understands historical and cultural influences on visual arts practice and the significance and influence of visual arts in historical and contemporary cultures.
VArt6	Working methods and the design process	Student understands working methods and the design process in artistic practice and their application in other subject areas.
PE		
PE6	Demonstrate good sportsmanship at all times	Student is able to demonstrate good sportsmanship at all times and participates appropriately.
PE6	Complete his/her nutrition log	Student has completed his/her nutrition log.
PE6	Proficiently kick, throw and catch a ball	Student is able to proficiently kick, throw and catch a ball.
PE6	Improve upon initial performance on physical fitness test	Student has improved upon his/her initial performance on each physical fitness test.
PE6	Demonstrate ability to do a proper push-up and sit-up	Student demonstrates the ability to perform a proper push-up and sit-up.
PE6	Complete homework and daily assignments	Student completes homework and daily assignments.
Advisory		
Adv6	Positive presence in advisory group	Student is a positive presence in advisory group
Adv6	Participate readily	Student participates readily
Adv6	Complete advisory activities	Student completes advisory activities
Adv6	Collaborate with peers during team building activities	Student collaborates with peers during team building activities
Adv6	Listen actively and respectfully	Student is an active and respectful listener
Adv6	Participate during FLEX time and complete work	Student participates appropriately during FLEX time and completes work
Seventh Grade		
Science		
Sci7	Investigation and Experimentation	Student understands that scientific progress is made by asking meaningful questions and conducting careful investigations.
Sci7	Earth and Life History	Student understands that physical principles underlie biological structures and functions.
Sci7	Cell Biology	Student Understands that all living organisms are composed of cells, from just one to many trillions, whose details usually are visible only through a microscope.
Sci7	Genetics	Student understand that a typical cell of any organism contains genetic instructions that specify its traits. Those traits may be modified by environmental influences.
Sci7	Structure and Function in Living Systems	Student understands the anatomy and physiology of plants and animals illustrate the complementary nature of structure and function.
Sci7	Evolution	Student understands that biological evolution accounts for the diversity of species developed through gradual processes over many generations.

Sci7	Physical Principles in Living Systems	Students understand that evidence from rocks allows us to understand the evolution of life on Earth. As a basis for understanding this concept
Sci7	Science Fair	Student meets all of the academic requirements for the Science Fair.
Respect for Self and Others Skill Set (Science):		
Sci7	Adhere to lab safety norms	Student adheres to lab safety norms.
Sci7	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
Sci7	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Sci7	Actively listens to teacher and peers	Student actively listens to teacher and peers.
Sci7	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Sci7	Meets final deadlines	Student meets final deadlines.
Sci7	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Sci7	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Sci7	Adhere to class norms and rules	Student adheres to class norms and rules.
Sci7	Demonstrate his/her knowledge at the Science Fair	Student is present at the Science Fair and is able to present his/her project to audience members in a way that demonstrates knowledge of the scientific process.
Humanities		
Hum7	<i>History Content and Skills:</i>	History Content and Skills:
Hum7	Medieval Europe	Student understands the geographic, political, economic, religious, and social structures of the civilization of Medieval Europe.
Hum7	Islam in the Middle Ages	Student understands the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.
Hum7	Medieval Japan	Student understands the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.
Hum7	Ancient China	Student understands the geographic, political, economic, religious, and social structures of the civilizations of Ancient China.
Hum7	West Africa	Student understands the geographic, political, economic, religious, and social structures of the civilizations of Medieval West Africa.
Hum7	Meso-America	Student understands the geographic, political, economic, religious, and social structures of the civilizations of Meso-America.
Hum7	Andean Civilizations	Student understands the geographic, political, economic, religious, and social structures of Andean civilizations.
Hum7	Renaissance	Student understands the geographic, political, economic, religious, and social structures of the civilizations of the Renaissance.
Hum7	Analyze cause and effect to understand history process	Students trace historical events chronologically and apply cause and effect understanding to significant historical processes.

Hum7	Analyze geography	Students analyze how geography affects civilizations and contributes to its conflicts, achievements, culture, and resources.
Hum7	Analyze cause/ effect to understand the fall of civilizations	Student analyzes the causes and effects of the rise and fall of the multiple medieval civilizations.
Hum7	Analyze the exchange of ideas between cultures.	Students analyze the effects of the development and exchange of ideas, religions and technological innovations between cultures.
Hum7	Analyze political/economic/social structures in civilizations	Students analyze how political, economic, and social structures affect the strength and stability of a civilization.
Hum7	Use historical evidence in analytic writing	Students apply relevant and sufficient historical evidence in analytic writing.
Hum7	<i>Reading Skills:</i>	Reading Skills:
Hum7	Analyze texts (books, newspapers, manuals, etc.)	Student is able to locate, understand and analyze text that uses different structures and organizational patterns. (e.g., textbooks, newspapers, instructional manuals, signs).
Hum7	Read fluently	Student is able to read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.
Hum7	Figurative language	Student identifies and interprets figurative language and words with multiple meaning.
Hum7	Origins and meanings of roots/foreign words	Student is able to recognize the origins and meanings of frequently used affixes and roots, as well as foreign words in English.
Hum7	Elements of plot	Student can identify elements of plot
Hum7	Create outlines, logical notes, summaries, or reports	Student is able to clarify an understanding of texts by creating outlines, logical notes, summaries, or reports.
Hum7	Analyze texts to determine bias and/or propaganda	Student is able to analyze texts to determine bias, fallacious reasoning, and/or propaganda.
Hum7	Literary devices	Student is able to analyze the impact or influence of literary elements on narrative plot and literary devices (metaphor, character qualities)
Hum7	Word Analysis and Vocabulary:	Word Analysis and Vocabulary:
Hum7	Identify Idioms, analogies, metaphors, and similes	Student is able to identify idioms, analogies, metaphors, and similes in prose and poetry
Hum7	Greek, Latin, and Anglo-Saxon roots	Student is able to use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary.
Hum7	<i>Writing Skills:</i>	Writing Skills:
Hum7	Write a multiple-paragraph expository compositions	Student is able to create a clear, coherent and focused multiple-paragraph expository compositions with appropriate formatting
Hum7	Use the Writing Process to develop, revise, and edit	Student is able to use the Writing Process to develop, revise, and edit written work
Hum7	Establish and develops a plot, setting, and pt. of view	Student establishes and develops a plot and setting and presents a point of view that is appropriate to the stories.
Hum7	Use sensory details/ concrete language	Student is able to include sensory details and concrete language to develop plot and character and/or describe

Hum7	Write expository essays	Student is able to write expository compositions that state the thesis or purpose, follows an organizational pattern appropriate to the type of composition, and offers persuasive evidence to validate arguments and conclusions as needed.
Hum7	Use textual evidence to justify interpretations	Student is able to develop and justify an interpretation using examples and textual evidence
Hum7	Grammar and conventions	Student understands and uses appropriate writing conventions (e.g. punctuation, capitalization, spelling, grammar, and sentence structure)
Hum7	<i>Oral Communication Skills:</i>	Oral Communication Skills:
Hum7	Deliver focused, coherent presentations	Student is able to deliver focused, coherent presentation that convey ideas clearly and evaluate the content of oral communication.
Respect for Self and Others Skill Set (Humanities):		
Hum7	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
Hum7	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Hum7	Actively listens to teacher and peers	Student actively listens to teacher and peers.
Hum7	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Hum7	Meets final deadlines	Student meets final deadlines.
Hum7	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Hum7	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Hum7	Adhere to class norms and rules	Student adheres to class norms and rules.
Pre-Algebra		
PreAlg	Properties of rational numbers	Students will understand and know the properties of, and compute with, rational numbers expressed in a variety of forms.
PreAlg	Add/subtract/multiply/divide rational numbers	Students will be able to add, subtract, multiply, and divide rational numbers (integers, fractions, and terminating decimals) and take positive rational numbers to whole-number powers.
PreAlg	Operations	Students will be able to use variables and appropriate operations to write an expression, an equation, an inequality, or a system of equations or inequalities that represents a verbal description.
PreAlg	Convert decimals into fractions	Students will understand and know that every rational number is either a terminating or repeating decimal and be able to convert terminating decimals into reduced fractions.
PreAlg	Exponents/powers/roots	Students will be able to use exponents, powers, and roots and use exponents in working with fractions.
PreAlg	Exponent rules	Students will be able to multiply, divide, and simplify rational numbers by using exponent rules.
PreAlg	Convert fractions to decimals and percents	Students will understand and know how to convert fractions to decimals and percents and use these representations in estimations, computations, and applications.

PreAlg	Discounts, markups, commissions, profit and interest	Students will understand and know how to solve problems that involve discounts, markups, commissions, and profit and compute simple and compound interest.
PreAlg	Algebra foundations	Students will be able to express quantitative relationships by using algebraic terminology, expressions, equations, inequalities, and graphs:
PreAlg	Graphing linear and non-linear equations	Students will be able to graph and interpret linear and some nonlinear functions.
PreAlg	Plot the value of quantities	Students will understand and know how to plot the values of quantities. Fit a line to the plot and understand that the slope of the line equals the quantities.
PreAlg	Congruency	Students will be able to demonstrate an understanding of conditions that indicate two geometrical figures are congruent and what congruence means about the relationships between the sides and angles of the two figures.
PreAlg	Perimeter, area, and volume	Students will be able to compute the perimeter, area, and volume of common geometric objects and use the results to find measures of less common objects. They know how perimeter, area, and volume are affected by changes of scale:
PreAlg	Pythagorean theorem	Students will understand and know the Pythagorean theorem and deepen their understanding of plane and solid geometric shapes by constructing figures that meet given conditions and by identifying attributes of figures.
PreAlg	Monomials	Students will understand how to multiply and divide monomials; extend the process of taking powers and extracting roots to monomials when the latter results in a monomial with an integer exponent.

Respect for Self and Others Skill Set (Math):

PreAlg	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
PreAlg	Is respectful to teacher and peers	Student is respectful to teacher and peers.
PreAlg	Actively listens to teacher and peers	Student actively listens to teacher and peers.
PreAlg	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
PreAlg	Meets final deadlines.	Student meets final deadlines.
PreAlg	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
PreAlg	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
PreAlg	Adhere to class norms and rules	Student adheres to class norms and rules.

Yoga

Yoga7	Participate in discussion and physical movement	Student participates in both discussion and physical movement.
Yoga7	General understanding of yogic philosophy	Student has a general understanding of yogic philosophy.
Yoga7	Basic yoga poses.	Student knows basic yoga poses.

Yoga7	Identify yoga poses in both English and Sanskrit	Student can identify yoga poses in both English and Sanskrit.
Yoga7	Correlate principles of the yoga practice to daily life	Students can correlate principles of the yoga practice to daily life.
Performing Arts		
PerArt7	Memorize texts from assigned scenes	Student is able to memorize texts from assigned scenes
PerArt7	Identify the five Ws—who, what where, when, why	Student is able to identify the five Ws—who, what where, when--why in each scene
PerArt7	Develop and apply appropriate criteria to own work	Student is able to develop and apply appropriate criteria to his/her own work
PerArt7	Develop and apply appropriate criteria to work of others	Students is able to develop and apply appropriate criteria to work of others
PerArt7	Demonstrate ability to work within time constraints	Student is able to demonstrate ability to work within time constraints
PerArt7	Demonstrate appropriate audience behavior	Student is able to demonstrate appropriate audience behavior
PerArt7	Apply skills and techniques to final performance	Student is able to apply the above skills and techniques to their culminating performance
PerArt7	Attends the culminating performance	Student attends the culminating performance
PerArt7	Follow directions	Student is able to follow directions
PE		
PE7	Demonstrate good sportsmanship at all times	Student is able to demonstrate good sportsmanship at all times and participates appropriately.
PE7	Complete his/her nutrition log	Student has completed his/her nutrition log.
PE7	Proficiently kick, throw and catch a ball	Student is able to proficiently kick, throw and catch a ball.
PE7	Improve upon initial performance on physical fitness test	Student has improved upon his/her initial performance on each physical fitness test.
PE7	Demonstrate the ability to do a proper push-up and sit-up	Student demonstrates the ability to perform a proper push-up and sit-up.
PE7	Complete homework and daily assignments	Student completes homework and daily assignments.
Advisory		
Adv7	Positive presence in advisory group	Student is a positive presence in advisory group
Adv7	Participate readily	Student participates readily
Adv7	Complete advisory activities	Student completes advisory activities
Adv7	Collaborate with peers during team building activities	Student collaborates with peers during team building activities
Adv7	Listen actively and respectfully	Student is an active and respectful listener
Adv7	Participate during FLEX time and complete work	Student participates appropriately during FLEX time and completes work
Eighth Grade		
Science		

Sci8	Motion	Student knows that an object's velocity is relative to the rate of change of its position.
Sci8	Force	Student knows that unbalanced forces cause change in velocity
Sci8	Forms of Matter	Student knows that each of the more than 100 elements of matter has distinct properties and a distinct atomic structure.
Sci8	Structures of Matter	Student Knows that all forms of matter are composed of one or more of the elements.
Sci8	Earth's Solar System	Student knows the structure and composition of the universe, through the study of stars and galaxies and their evolution.
Sci8	Chemical reactions	Student knows that chemical reactions are processes in which atoms are rearranged into different combinations of molecules.
Sci8	Chemistry of Living Things	Student knows that the principles of chemistry underlie the functioning of biological systems.
Sci8	Periodic Table	Student knows that the organization of the periodic table is based on the properties of the elements and reflects the structure of atoms.
Sci8	Density and Buoyancy	Student knows that all objects experience a buoyant force when immersed in a fluid.
Sci8	Investigation and Experimentation	Student knows that scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations.
Sci8	Science Fair	Student meets all of the academic requirements for the Science Fair.
Respect for Self and Others Skill Set (Science):		
Sci8	Adhere to lab safety norms	Student adheres to lab safety norms.
Sci8	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
Sci8	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Sci8	Actively listens to teacher and peers	Student actively listens to teacher and peers.
Sci8	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Sci8	Meets final deadlines	Student meets final deadlines.
Sci8	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Sci8	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Sci8	Adhere to class norms and rules	Student adheres to class norms and rules.
Sci8	Demonstrates his/her knowledge at the Science Fair	Student is present at the Science Fair and is able to present his/her project to audience members in a way that demonstrates knowledge of the scientific process.
Humanities		
	<i>History Content and Skills:</i>	History Content and Skills:
Hum8	Development of American constitutional democracy	Student understands how the Great Awakening, the Declaration of Independence, and the American Revolution shaped the founding of the nation and influenced the development of American constitutional democracy.

Hum8	Shaping of the U.S. constitution	Student is able to analyze how the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation, and the Federalist Papers shaped the U. S. Constitution.
Hum8	Foundation of the American political system	Student understands the foundation of the American political system and the inclusion and exclusion of citizen participation.
Hum8	Early U.S. foreign policy and American Indian treaties	Student is able to analyze the Monroe Doctrine, the Mexican-American War and treaties with the American Indians to understand early U.S. foreign policy.
Hum8	American History of the 1800's	Student is able to analyze the divergent voices of the Industrial Revolution, Women's Suffrage, Transcendentalism, and the emerging Black American movement and immigration during the 1800s.
Hum8	Causes and effects of slavery	Student is able to analyze the causes and effects of slavery.
Hum8	Causes and effects of Westward Expansion	Student is able to analyze the causes and effects of Westward Expansion.
Hum8	Abolition of slavery	Student is able to analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
Hum8	Civil War	Student is able to analyze the multiple causes, key events, and complex consequences of the Civil War.
Hum8	Reconstruction	Student is able to analyze the character and lasting consequences of Reconstruction.
Hum8	Industrial Revolution	Student is able to analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.
Hum8	Use projects, graphs, essays, timelines, and maps	Student understands how major events are related to one another in time through projects, graphs, essays, timelines, and maps.
Hum8	Frame questions to be answered by historical research	Student is able to frame questions that can be answered by historical study and research.
Hum8	Historical narratives and stores	Student is able to distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
Hum8	Use primary and secondary sources	Student is able to assess the credibility of primary and secondary sources and draw sound conclusions from them.
Hum8	Historical perspective	Student is able to detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
Hum8	Cause and effect	Student understands and distinguishes cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations.
Hum8	Historical interpretation	Student is able to recognize that interpretations of history are subject to change as new information is uncovered.
Hum8	Economic and political forces shape societies	Student understand how economic and political forces shape societies.
Hum8	<i>Reading Skills:</i>	Reading Skills:
Hum8	Word origins, word relationships, and context clues	Student is able to use his/her knowledge of word origins and word relationships, and context clues, to determine the meaning of grade-level-appropriate words.

Hum8	Use idioms/analogs/metaphors/similes to infer meanings	Student is able to analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
Hum8	<i>Literary Response and Analysis Skills:</i>	Literary Response and Analysis Skills:
Hum8	Interpret and identify literary devices	Student is able to identify significant literary devices (metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work showing how it reflects the heritage, traditions, attitudes and beliefs of its authors.
Hum8	Elements of plot; character motives and relevance text	Student is able to evaluate and analyze the elements of plot; the motivations of literary characters' and the relevance of a narrative text.
Hum8	Identify/analyze the reoccurring themes of literary works	Student is able to identify and analyze the reoccurring themes of literary works.
Hum8	Interpret and analyze evidence	Student is able to clearly interpret and analyze the evidence (rather than summarizing or paraphrasing).
Hum8	Examine values/ limitations of primary/secondary sources	Student is able to evaluate the reliability of primary and secondary sources by examining their values and limitations.
Hum8	<i>Writing Skills:</i>	Writing Skills:
Hum8	Craft coherent/focused essays with a clear thesis statement	Student is able to write coherent, focused essays with a clear thesis statement.
Hum8	Introduce evidence smoothly	Student is able to introduce evidence smoothly.
Hum8	Use a variety of well-chosen, relevant evidence	Students is able to use a variety of well-chosen, relevant evidence.
Hum8	Clearly connect the evidence to the thesis statement	Student is able to clearly connect the evidence to the thesis statement.
Hum8	Clearly interpret and analyze evidence	Student is able to clearly interpret and analyze the evidence (rather than summarizing or paraphrasing).
Hum8	Craft conclusions that addresses argument	Conclusions effectively address the broader significance of the argument'
Hum8	Employ narrative and descriptive strategies	Student is able to write biographies, autobiographies, short stories, or narratives that employ narrative and descriptive strategies (e.g., relevant dialogue, specific action, physical description, and background description).
Hum8	Write varied sentence types with personal style	Student is able to use correct and varied sentence types and sentence openings to present a lively and effective personal style.
Hum8	Use correct spelling, usage and grammar	Student is able to use correct spelling, usage and grammar.
Hum8	<i>Oral Communication Skills:</i>	Oral Communication Skills:
Hum8	Use visuals and use evidence when presenting	Student is able to organized and have a clear thesis, visuals and use evidence when presenting.
Hum8	Conveys ideas/connects to audience when presenting	Student is able to deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience.
Hum8	Speak with clarity, volume, rate, posture, and eye contact	Student is able to demonstrate poise, clarity, proper volume, a steady rate, good posture, and eye contact in articulate oral presentation.
Respect for Self and Others Skill Set (Humanities):		
Hum8	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.

Hum8	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Hum8	Actively listens to teacher and peers	Student actively listens to teacher and peers.
Hum8	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Hum8	Meets final deadlines.	Student meets final deadlines.
Hum8	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Hum8	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Hum8	Adhere to class norms and rules	Student adheres to class norms and rules.
Algebra		
Alg	Properties	Students will be able to use properties of numbers to demonstrate whether assertions are true or false.
Alg	Rules of exponents	Students will understand and use such operations as taking the opposite, finding the reciprocal, taking a root and raising to a fractional power. They understand and use the rules of exponents.
Alg	Add subtract and divide rational expressions and functions	Students will be able to add subtract and divide rational expressions and functions
Alg	Derive linear equations using the point slope method	Students will be able to verify that a point on a line given an equation of the line. Students will be able to derive linear equations using the point slope method
Alg	Solve system of linear equations and graph	Student will be able to solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically
Alg	Add, subtract and divide monomials and polynomials	Students will be able to add, subtract and divide monomials and polynomials. Students will be able to solve multistep problems including word problems, by using these techniques.
Alg	Quadratic formula and proofs by completing square	Students will understand the quadratic formula and are familiar with its proof by completing the square.
Alg	Quadratic formula and solve quadratic equations	Students will be able to use the quadratic formula and find the roots of second degree polynomials and solve quadratic equations
Alg	Quantitative relationships on a coordinate plane	Students will represent quantitative relationships on a coordinate plane.
Alg	Write equation of the line given the slope a point on line	Students will be able to write an equation of the line given the slope and one point on the line.
Alg	Graph a linear equation/ compute the x- and y- intercepts	Students will be able to graph a linear equation and compute the x- and y- intercepts.
Alg	Verify that a point lies on a line w/ an equation of the line	Students will be able to verify that a point lies on a line, given an equation of the line.
Respect for Self and Others Skill Set (Math):		
Alg	Actively seeks/applies teacher feedback	Student actively seeks and applies teacher feedback/asks clarifying questions.
Alg	Is respectful to teacher and peers	Student is respectful to teacher and peers.
Alg	Actively listens to teacher and peers	Student actively listens to teacher and peers.

Alg	Collaborate	Student works effectively with peers and contributes appropriately to group activities.
Alg	Meets final deadlines	Student meets final deadlines.
Alg	Meets mini-deadlines and completes daily assignments	Student meets mini-deadlines and completes daily assignments and homework.
Alg	Come to class on time and prepared to learn	Student comes to class on time and prepared to learn.
Alg	Adhere to class norms and rules	Student adheres to class norms and rules.
Yoga		
Yoga8	Participate in discussion and physical movement	Student participates in both discussion and physical movement.
Yoga8	General understanding of yogic philosophy	Student has a general understanding of yogic philosophy.
Yoga8	Basic yoga poses.	Student knows basic yoga poses.
Yoga8	Identify yoga poses in both English and Sanskrit	Student can identify yoga poses in both English and Sanskrit.
Yoga8	Correlate principles of the yoga practice to daily life	Students can correlate principles of the yoga practice to daily life.
Performing Arts		
AdaPro8	Collaborate to adapt a folktale into a play as a class	Student is able to collaborate with peers to adapt a folktale into a play collectively as a class
AdaPro8	Playwriting format and structure	Student understands playwriting format and structure, as distinct from fiction or nonfiction, and is able to write his/her scripts to standard guidelines
AdaPro8	Character, want, conflict, and resolution	Student understands character, want, conflict, resolution, and change and how to capture them through dialogue
AdaPro8	Use his/her body, voice, and imagination to act	Students is able to use his/her body, voice, and imagination to act in the play that the class writes
AdaPro8	Listen actively/respectfully when classmates are performing	Student will understands audience skills of active, respectful listening and is able to demonstrate these skills when his/her classmates are performing
AdaPro8	Display his/her talents at the end of the school year	Student is able to display his/her writing, acting, and audience talents when he/she performs in the plays that the class will creates at the end of the school year
AdaPro8	Attend the end-year performance	Student attends end-year performance
PE		
PE8	Demonstrate good sportsmanship at all times	Student is able to demonstrate good sportsmanship at all times and participates appropriately.
PE8	Complete his/her nutrition log	Student has completed his/her nutrition log.
PE8	Proficiently kick, throw and catch a ball	Student is able to proficiently kick, throw and catch a ball.
PE8	Improve upon initial performance on physical fitness test	Student has improved upon his/her initial performance on each physical fitness test.
PE8	Demonstrate the ability to do a proper push-up and sit-up	Student demonstrates the ability to perform a proper push-up and sit-up.
PE8	Complete homework and daily assignments	Student completes homework and daily assignments.

Advisory		
Adv8	Positive presence in advisory group	Student is a positive presence in advisory group
Adv8	Participate readily	Student participates readily
Adv8	Complete advisory activities	Student completes advisory activities
Adv8	Collaborate with peers during team building activities	Student collaborates with peers during team building activities
Adv8	Listen actively and respectfully	Student is an active and respectful listener
Adv8	Participate during FLEX time and complete work	Student participates appropriately during FLEX time and completes work

HOW THE CURRICULUM ADDRESSES CALIFORNIA CONTENT STANDARDS

The New LA curriculum is aligned with all California state content standards, and all textbooks and materials are aligned with the standards. In addition, New LA has a plan to implement the Common Core standards as follows:

Common Core Implementation Plan

Goals of the Common Core Standards

- To correct inconsistencies between and among states in the quality and rigor of their standards and assessments;
- To have research-based standards that 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.

Plan Outcomes

The New LA Charter Common Core Implementation Plan will allow New LA teachers to get up-to-speed on the CCSS. The plan will provide teachers with a measured transition leading to alignment:

- Comparison of CCSS to CA State Standards;
- Deconstruction of the CCSS;
- Implementation of the CCSS;
- Alignment;
- Continue to incorporate tasks and real world applications into the curriculum;
- Prepare for the Smarter Balance Assessment Consortium.

	Benchmarks and Expectations
Summer/Fall 2012	<ul style="list-style-type: none"> • Assemble CC Team; • Begin thinking about implementation budget, including computers for Smarter Balance Assessment; • Begin initial faculty review of CCSS.
Spring 2013	<ul style="list-style-type: none"> • Department Teams meet for two half day retreats to do the following: • Review CCSS; • Conduct a standards inventory to compare, deconstruct and analyze the standards; • Discuss and request necessary; • Reformat standards-based progress reports to reflect CCSS; • Create 2013-2014 pacing plans that reflect the CCSS.
Summer 2013	<ul style="list-style-type: none"> • Purchase bridge curriculum; • Reformat progress reports;
Fall 2013	<ul style="list-style-type: none"> • Implement Common Core State Standards;

	<ul style="list-style-type: none"> • Administer Smarter Balance Benchmark Exams using OARS; • Analyze data.
Winter 2014	<ul style="list-style-type: none"> • Administer Smarter Balance Benchmark Exams; • Analyze data.
Spring 2014	<ul style="list-style-type: none"> • Administer Smarter Balance Assessment

ADDRESSING THE NEEDS OF THE TARGET POPULATION

New Los Angeles Charter School serves a diverse population of learners, roughly 75% of whom come from low-income families. The location of the school encompasses a variety of cultural, linguistic, socio-economic, backgrounds and special education needs. At New LA, we are determined to address the needs of all students, including, students who have not previously scored well on State testing, EL students, gifted and high achieving students, students from low income families, and students with learning disabilities. As noted in Element 7, the School recruits in a way that is egalitarian and casts a wide net, attempting at all times to reach out to those who may not be aware of the charter movement or their rights to choose educational options. New LA maintains high expectations for all students and believes every young person is entitled to a rich and varied curriculum. The overall approach is to positively reinforce success and to create opportunities for students to demonstrate their strengths.

The variety of teaching methodologies employed at New LA reflect the understanding that our student body is diverse in many ways. We believe that there is no one best way for students to learn. Rather, a varied approach will have the greatest chance to engage students and improve outcomes. We employ the following teaching methodologies: Project-Based Learning, Cooperative Learning, Literature Circles/Book Clubs, Inquiry-Based Teaching, and Reciprocal Teaching. In addition, a major feature of the school will be the advisory program. These methodologies along with advisory all address a student-centered approach to education.

Each of the methodologies New LA uses engages students where they are at as learners. Because the curriculum is rigorous and aligned with the California Content Standards and the Common Core Standards, students need to have the chance to learn and grow. Advisory groups will help them in that process.

Advisory Groups: One of the most important rituals that New LA students participate in every school day is advisory group. Advisory group is comprised of a group of students and one teacher. The role of advisory group and advisors at New LA is to use the four mission-based “R’s” to help students succeed academically, thrive in and out of school, plan for the future, and develop their own unique voice and leadership skills. Three main types of activities make up the advisory curriculum: current events, community building and peer support, academic support and time-management, and personal reflection and goal setting.

- Community Building and Peer Support
At the beginning of the year when students are just meeting for the first time, advisors use community-building activities to break down walls and form bonds. Advisory is the place where students are introduced to the norms and values of the school. As students become comfortable in school, advisory is a place to share ideas, build trust, and solve problems. For example, advisors and advisory groups wrestle with current events and pressing issues in ourselves and others.
- Academic Support and Time-Management
Advisory is sometimes a time when students work in a quiet supportive environment. They get help from their advisor or peers. Advisors have one-on-one conferences with students to check in on a consistent basis about classes, grades, and other topics.
- Personal Reflection and Goal-Setting
Advisory groups spend time discussing large-scale goals as a community, as well as individual goals. Students engage in a process of personal reflection individually with their advisor, and with the group when appropriate. The reflecting serves the purpose of learning from mistakes and setting goals for the future.

Advisory Program Overview

Advisory Program Mission Statement: New LA students participate in a structured Advisory Program in order to develop a deep sense of self-confidence, the strength and courage to succeed at life's challenges, the skills necessary to confidently advance in their academic pursuits, and a sense of civic duty and awareness of the world around them. The role of advisory group 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.

Advisory:

- Has a clear curriculum and is assessed;
- Is co-planned by the grade-level and each advisory is doing similar curricular activities during a given period of time;
- Is a community within the community – relationships are built, team building occurs, and students reflect on the mission of our program.

The Role of the Advisor at New LA

Advisors:

- Plan advisory curriculum with their grade-level team;
- Distribute important information to students (outdoor education forms, field trip forms, alternative schedules, flyers, etc.);
- Communicate important announcements to students on a regular basis;
- Create a positive and safe environment where students feel comfortable discussing relevant issues and concerns;
- Coach students through the student-led conference process;
- Assist students in portfolio organization and meeting portfolio deadlines;
- Serve as the primary contact between home and school;
- Communicate regularly with student families;
- Help students create systems for organization;
- Supervise students during community cleanup time;
- Are role models for their students;
- Build positive relationships with students;
- Mediate student conflicts;
- Communicate regularly with grade-level teachers regarding advisees progress;
- Reports on student progress during reporting deadlines;
- Are champions for the school program and help to promote a positive school culture;
- Work with advisees to prepare presentations on social justice issues for town meetings;
- Collects permission slips and payments and returns them to the front office in a timely manner;
- Eighth grade advisors coach advisees during the culminating exhibition process, ensuring that is each student is prepared with their portfolio and a presentation that meets standards;
- Facilitate orientation during the first days of school.

Advisory Pacing Plan

- Monday: Community Circle/Organization/Planning the Week Ahead with Planners
- Tuesday: Town Meeting/Grade-Level Meetings/Socratic Seminar
- Wednesday: Advisory Curriculum
- Thursday: Advisory Curriculum
- Friday: Advisory Curriculum

Sixth Grade Program: Transition to Middle School

- August: Transition to middle school

- September: Identity
- October: Current Events—Elections
- November: Student-Led Conference Preparation
- December: Bullying
- January/February: Civil Rights Movement and Black History Month
- March: Caesar Chavez Viva La Causa
- April/May/June: Leadership

Seventh Grade Program

- August: Team Building/Digital Citizenship
- September/October: Multicultural Identity
- November: Student Led Conference Preparation
- December: Social and Emotional Development
- January/February: Community Service
- February/March: Black History Month and Caesar Chavez Day
- March/April: College
- May/June: Becoming School Leaders

Eighth Grade Program: Transition to High School and Beyond

- August: Team Building/Overview of Culmination Process
- September: Community Service.
- October/November: Preparing for High School & Student-Led Conference Preparation
- December: Eighth Grade Holiday Drive/Bullying and Conflict Resolution
- January/March: Participatory Action Research Project, Black History Month, and Caesar Chavez Day
- April-June: Culminating Exhibitions

EVIDENCE OF SUCCESS

At New LA, the California Content Standards guide instruction. All core subjects are taught and the minimum number of instructional minutes will be met or exceeded. With this in mind, it is the methodologies that are employed at New LA that lead to success.

The variety of teaching methodologies ensures our students learn to the best of their capabilities. We believe that there is no one best way for students to learn. Rather, varied approaches offer the greatest likelihood of engaging students and improving outcomes. The teaching methodologies we use are grounded in research and proven effective with middle school students, low-income students, underachieving students,

gifted students, and English Learners. The 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 proven effective by sound research.

The research on **Project-Based Learning** is vast. Some of the more important studies were done by Boaler (1997)²¹, by University of Michigan researchers and others (e.g., Marx et al., 1997)²², and by the Cognitive and Technology Group of Vanderbilt and others (e.g., Barron et al., 1998)²³. Lam et. al. (2009)²⁴ confirmed the prior research and also included reports of increased motivation in students. Some studies of PBL report increased attendance, self-reliance, and improved attitudes towards learning on the part of students. PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas. There is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision-making. And there is evidence, albeit indirect, that the effectiveness of PBL is enhanced when it is incorporated into whole-school change efforts.

According to Ormrod (2004)²⁵, **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).²⁶

Research on **Literature Circles** is conducted primarily by Katherine L. Schlick Noe (1999)²⁷, Bonnie Campbell Hill (1995, 2001, 2003)²⁸, Nancy J. Johnson (1995, 1999, 2001), and Harvey Daniels (1994, 2002, 2004)²⁹; 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)³⁰, Jerome Harste, Kathy Short and Carolyn Burke (1988)³¹, Katherine Samway (1991)³², Suzi Keegan and Karen Shrake (1991)³³ 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. More recent research by Suleyman and Yuksel (2011)³⁴ found that the literature circles method improved the reading comprehension skills of students who

²¹ Boaler, J. (1997). *Experiencing school mathematics; Teaching styles, sex, and settings*. Buckingham, UK: Open University Press.

²² Marx, R. W., Blumenfeld, P. C., Krajcik, J.S., & Soloway, E. (1997). *Enacting project-based science: Challenges for practice and policy*. *Elementary School Journal*, 97, 341-358.

²³ Barron, B. J. S., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., Bransford, J. D., & The Cognition and Technology Group at Vanderbilt. (1998). *Doing with understanding: Lessons from research on problem- and project-based learning*. *The Journal of the Learning Sciences*, 7, 271-311.

²⁴ Lam, S., Cheng, R., & Ma, W. (2009). Teacher and Student Intrinsic Motivation in Project-Based Learning. *Journal of Instructional Science*, Volume 37, Number 6.

²⁵ Ormrod, J.E. (2004). *Human learning* (4th ed.,). Upper Saddle River, NJ: Pearson Education, Inc.

²⁶ 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.

²⁷ Schlick Noe, K.L. & Johnson, N.J. (1999). *Getting Started With Literature Circles*. Norwood, MA: Christopher-Gordon Publishers, Inc.

²⁸ 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.

²⁹ 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.

³⁰ Short, K., and Pierce, K.M. (1990). *Talking About Books: Creating Literate Communities*. Portsmouth: Heinemann.

³¹ Harste, J., Short, K. and Burke, C. (1988). *Creating Classrooms for Authors: The Reading-Writing Connection*. Portsmouth: Heinemann.

³² 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).

³³ Keegan, S. & Shrake, K. (1991). *Literature study groups: An alternative to ability grouping*. *Reading Teacher* (April).

³⁴ 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.

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.

The philosophy of **Inquiry-Based Teaching** finds its antecedents in the work of Dewey and Vygotsky among many others. Dewey's³⁵ 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 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's³⁶ 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 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)³⁷. 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).

Research also shows that students who practice reciprocal teaching in small groups outperform students in reading comprehension (Braunsteina, 2009).³⁸

³⁵ Dewey, J (1997) *How Do We Think*, New York: Dover Publications.

³⁶ Vygotsky, L.S. (1962) *Thought and Language*, Cambridge, MA: MIT Press.

³⁷ 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.

³⁸ 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.

TEXTBOOKS AND OTHER INSTRUCTIONAL RESOURCES

In accordance with the Williams Legislation of 2007, all students at New LA are issued State content-standards and Common Core standards-aligned textbooks and instructional materials in the core and required subject areas. New LA uses the following materials:

	Grade 6	Grade 7	Grade 8
Humanities	<ul style="list-style-type: none"> History Alive! The Ancient World TCI; Literature and Language Arts: Introductory Course Holt; Holt Handbook: Introductory Course Holt Multiple Novels** 	<ul style="list-style-type: none"> History Alive! The Medieval World and Beyond TCI Pearson Literature (CA) Pearson <u>Catherine Called Birdie</u> by Karen Cushman <u>The Alchemist</u> by Paolo Coelho <u>Where the Mountain Meets the Moon</u> by Grace Lin 	<ul style="list-style-type: none"> History Alive! The United States Through Industrialism TCI <u>The Absolutely True Diary of a Part-Time Indian</u> by Sherman Alexie <u>Monster</u> by Walter Dean Myers <u>Bless Me Ultima</u> by Rudolfo Anaya <u>To Kill a Mockingbird</u> by Harper Lee
Mathematics	<ul style="list-style-type: none"> Connected Math Pearson; College Prep Math CPM 	<ul style="list-style-type: none"> Connected Math 2 Pearson Pre-Algebra Mathematics Pearson/Prentice Hall 	<ul style="list-style-type: none"> California Algebra I Glencoe/McGraw-Hill Algebra I McDougal Little California Algebra Readiness Glencoe/McGraw-Hill
Science	<ul style="list-style-type: none"> Earth Science CPO Science 	<ul style="list-style-type: none"> Life Science CPO Science FOSS Kit: Human Brain and Senses FOSS Kit: Diversity of Life FOSS Kit: Populations and Ecosystems 	<ul style="list-style-type: none"> Physical Science CPO Science FOSS Kit: Force and Motion FOSS Kit: Chemical Interactions Focus on Physical Science Prentice Hall Starry Night Middle School Simulation Curriculum Corp.
RTI* (Response to Intervention)	<ul style="list-style-type: none"> Standards Plus Intervention System:6 Learning Plus 	<ul style="list-style-type: none"> Standards Plus Intervention System:7 Learning Plus 	<ul style="list-style-type: none"> Standards Plus Intervention System:8 Learning Plus

* Response to Intervention is designed to identify and assist students who are performing below proficient, and to intervene when students are not responding to additional help.

** The sixth grade literature circles do not rely on a set list of novels. The following list includes many of the options in the school's library, but is not exhaustive:

Tuck Everlasting
The Midwife's Apprentice
A Long Way to Chicago
Gathering Blue
Hatchet
Holes
Call it Courage
The Witches
The Watsons Go to Birmingham
Julie of the Wolves

Ida B
Savvy
Wrinkle in Time
Walk Two Moons
Where the Mountain Meets the Moon
When You Reach Me
Wolf Brother
Bud Not Buddy
The Book Thief
The Giver

Despereaux
Esperanza Rising
Roll of Thunder, Hear My Cry
Kira-Kira
One Crazy Summer
The Outsiders
The Westing Game
A Corner of the Universe
Everlost
Airman
Tangerine

TEACHER RECRUITMENT

The hiring goals for faculty and staff are diversity, commitment to the school's mission, and excellent training and experience.

New LA adheres to all requirements outlined by No Child Left Behind (NCLB) with respect to teachers and paraprofessional employees. Teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l). Teachers are responsible for carrying out the school's educational program, teaching the core academic classes, overseeing students' academic progress, advising, and monitoring assessment. All teachers will hold a Commission on Teacher Credentialing certificate. In order to ensure implementation of the 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 and Common Core 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 plan includes, but is not 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. Specifically, the main sources for teacher recruitment will be through the UCLA and USC schools of education, the Facing History and Ourselves teacher network, EdJoin.org, and the California Charter Schools Association.

PROFESSIONAL DEVELOPMENT

We believe that teachers need support, time and resources to provide the instructional program at New LA. Our 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
- Advisory programs
- Project-based learning
- Social justice education
- Data drive instruction
- Authentic assessment
- Response to Intervention
- Habits of Mind and Heart

Throughout the school year, staff members participate in weekly professional development meetings. These meetings are on Tuesdays from 2:35-4:25 pm and on early release Tuesdays from 1:00-4:00 pm. During these meetings, grade level teams meet to plan for Response to Intervention classes and advisory. Grade level teams are also responsible for documenting student intervention progress during this time. Full faculty meetings include professional development about:

- Emergency planning
- Special Education
- Team building

- Critical program reflection

Each year, there is a focus for early release professional development meeting time. Our focus has included:

- Culturally responsive teaching and learning
- Critical Friends Groups
- Data Driven Instruction
- Response to Intervention

In addition, after each quarterly benchmark assessment, teachers have a day of professional development to analyze data, plan for Response to Intervention Classes, and work with department teams to reflect on effective strategies and methods for teaching state standards.

Professional development is planned and led by the principal, the assistant principal and teacher leaders. PD sessions are also conducted by outside experts when resources permit. Past experts have included the Wildwood School Outreach Department, and Facing History and Ourselves.

2013-14 ACADEMIC CALENDAR

August 2013

August 12: 6th Grade and New Student Orientation

August 13: First Day of School

September 2013

September 2: Labor Day (No School)

November 2013

November 11: Veteran's Day (No School)

November 28 & 29: Thanksgiving Holiday (No School)

December 2013

December 16-January 6: Winter Break (No School)

January 2014

January 20: Dr. Martin Luther King, Jr. Holiday (No School)

February 2014

February 17: President's Day (No School)

March 2014

March 24-28: Spring Recess (No School)

April 2014

April 1: Cesar E. Chavez Birthday Observed (No School)

May 2014

May 26: Memorial Day (No School)

June 2014

June 6: Last Day of Instruction

DAILY SCHEDULE

New Los Angeles Charter School will offer, at minimum, the number of minutes and days of instruction set forth in Education Code Section 47612.5.. Each core subject receives the same amount of instructional time every day for the entire school year. In addition, students receive an extra hour each day for more intensive intervention based on each student’s needs. Students also receive a period each day where they receive physical education and arts instruction. Each school day begins with Advisory, as described earlier. On early release Tuesdays, 15 minutes is shaved off of each class and there is no Advisory, resulting in a dismissal time of 12:35 pm.

6TH GRADE SCHEDULE					
	Period	6A	6B	6C	6D
8:10-8:42	a	Advisory			
8:42-9:42	1	PE/Dance/Art	Intervention & Enrichment	math/sci 208	PE/Dance/Art
9:42-9:57		6th Nutrition Break			
9:57-10:57	2	hum 207	PE/Dance/Art	math/sci 208	Intervention & Enrichment
10:57-11:57	3	hum 207	math/sci 209	Intervention & Enrichment	hum 206
11:57-1:22	4	math/sci	math/sci	hum	hum
		6th Lunch (12:25-12:50)			
		208	209	207	206
1:22-2:22	5	math/sci 208	hum 206	hum 207	math/sci 209
2:22-3:20	6	Intervention & Enrichment	hum 206	PE/Dance/Art	math/sci 209

7th Grade Schedule					
8:10-8:40	a	Advisory			
8:40-9:40	1	pre-algebra 201	science 101	Intervention & Enrichment	humanities 203
9:40-10:40	2	adv pre-alg 201	science 101	PE/Dance/Art	Intervention & Enrichment
10:40-10:55	7th Grade Nutrition Break				
10:55-11:55	3	pre-algebra 201	science 101	humanities 204	humanities 203
7th Lunch (11:55-12:20)					
11:55-1:20	4	pre-algebra 201	science 101	humanities 204	PE/Dance/Art
1:20-2:20	5	Intervention & Enrichment	PE/Dance/Art	humanities 204	humanities 203
2:20-3:20	6	PE/Dance/Art	Intervention & Enrichment	humanities 204	humanities 203

8th Grade Schedule					
8:10-8:40	a	Advisory			
8:40-9:40	1	algebra 202	science 102	humanities 205	*
9:40-10:40	2	algebra 202	science 102	humanities 205	humanities 204
10:40-10:55		8th Grade Nutrition Break			
10:55-11:55	3	adv algebra 202	Intervention & Enrichment	PE/Dance/Film	humanities 205
11:55-1:20	4	adv algebra 202	PE/Dance/Film	humanities 205	Intervention & Enrichment
		8th Lunch (12:55-1:20)			
1:20-2:20	5	PE/Dance/Film	science 102	Intervention & Enrichment	*
2:20-3:20	6	Intervention & Enrichment	science 102	humanities 205	*

* - The blank spaces indicate that there are just three courses offered for 8th graders in the period.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

New Los Angeles Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) 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 (on or about October 1), New Los Angeles Charter School shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used

to improve those services (annual report of the assessments)

New Los Angeles Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

New Los Angeles Charter School shall administer the CELDT annually. New Los Angeles Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

SOCIOECONOMICALLY DISADVANTAGED & ACHIEVING BELOW GRADE LEVEL

All students are assessed upon enrolling at New LA. The assessments aim to get to know the level each student enters the school at. In addition to the initial assessment, report cards and CST scores from the prior year are used to determine individual needs.

A special emphasis is placed on socioeconomically disadvantaged students with an eye to individual learning needs. Over 70% of our students qualify for a free or reduced lunch under the federal guidelines. The painful reality is that too often these students have not been expected to succeed. Adopting an egalitarian approach rooted in the conviction that all students will learn, New LA provides consistency to all students in its expectations for behavior, effort, and achievement. Accordingly, New LA has developed the following methods for ensuring success for students who are performing below grade level:

RTI Program

As will be discussed in more detail in Element 3, an intervention block is integrated into the regular daily schedule. Each student is scheduled into one period per day. The section is divided by ability. Students achieving below and far below basic receive daily small-group intervention taught by core academic teachers and resource specialists. The goals of daily intervention for this group are to build academic skills, encourage academic gains, and empower students with confidence and self-worth; proficiency by graduation.

Success Academy (after school tutoring)

One of the most essential components of our daily schedule is "Extra Tutorial" time for students who are low achieving academically. In the spirit of the federal education act truly no child is left behind at New LA. If students are not mastering materials, they will stay after school with teachers to receive extra tutoring or extra practice on the concepts or subjects in which they are not achieving. Success Academy works when a student works directly with their teachers outside of class time in small group sessions. Success Academy, run through the ASES program, exists for students who need additional guidance on the material beyond what they take in during their classes. Sometimes Success Academy is focused on specific skills and other times they are more general in nature and a student can receive help in any area.

Parental Involvement

New LA operates under the premise that teachers, parents, and students must work together as partners to provide the atmosphere and potential for a quality education. Parents are a vital part of this partnership, and before enrolling their students at New LA, they commit to helping their children each night; reading with their child each night; ensuring that homework is complete each night; assisting their child in contacting the teacher if there is a problem or a question on an assignment; providing a quiet place with light for their child to study at home; and being available to meet with the teachers at home or at school if the need arises.

GIFTED STUDENTS

New LA believes that all students are gifted and capable of academic excellence. Some students come from a GATE classroom and will identify as such when enrolling. Others may be identified through assessments at the beginning of the year, or will grow into their gifts during the course of their time at New LA as demonstrated by regular assessments throughout the year.

Students who choose to enroll at New LA who are coming out of a GATE program find that the academic standards and expectations that they have grown accustomed to in their individual classrooms are now prevalent school-wide. Students working at different paces are sometimes paired so that students excelling

in a particular subject help students struggling with that same subject. Research shows that people deepen understanding through the process of teaching others, and students may develop greater curiosity as they consolidate their own learning. Furthermore, as other students benefit from the help, paired learning help keep up the pace. In order to provide this rigorous educational experience, teachers are prepared to provide additional challenges for these students, and receive professional development to enhance those abilities. Students working at various levels of instruction are at times paired so that students excelling in a particular subject can help students struggling with material more challenging. The inclusion of GATE students in heterogeneous, standards-based classrooms creates stimulating classroom environments.

SPECIAL EDUCATION PROGRAM

A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and New LA Charter regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.

All special education services are and will be delivered by qualified personnel in compliance with all applicable laws.

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, New Los Angeles Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and New Los Angeles Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single- District SELPA as in the current structure but has created two 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of three options available under the LAUSD SELPA. Prior to an Option election, all District authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

***Modified Consent Decree Requirements**

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith Modified Consent Decree* (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based

software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications, which is designed to capture all District student data.

ELEMENT 2 - MEASURABLE STUDENT OUTCOMES

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." Ed. Code § 47605 (b)(5)(B)

New LA shall meet all statewide standards and conduct all pupil assessments applicable to students in non-charter public schools.

There is a culture at New LA of reflection and evaluation. It is intended that students will progress by demonstrating mastery of the New LA outcome goals. Students are expected to demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school's educational program. Teachers will match assessment methods with specific achievement targets embedded in the school's standards.

New LA expects its students to demonstrate a mastery of specific subject matter competencies, as detailed by the California State Content Standards for Reading/Language Arts, Math, Science, and History and the Common Core standards once they are developed. Following are lists of suggested goals for subject matter competencies. It should be noted that the lists have been developed from the State Content Standards and are by no means meant to replace the standards. The following lists detail broad learning targets by content area. State content standards detailing specific learning targets as mandated by the State of California will be utilized by all faculty. In-depth discussions with the school community on what students should know and be able to do occur regularly. Students' progress towards mastery of standards is assessed four times per year using benchmark assessments that mirror the standard of proficiency required on the STAR tests.

School Outcome Goals

The achievement of New LA will be measured in both growth and absolute measures and will be compared to the achievement of two sets of comparison District schools.

I. Comparisons

The analysis of New LA's academic performance includes a comparison of the academic achievement of the charter school to the academic achievement the residence schools the Charter School students would have otherwise attended ("Resident Schools") and the District at large. Resident Schools are selected by using the Charter School students' home addresses to identify the District schools they otherwise would have attended. The District schools most represented at the charter school will be chosen as comparison "resident schools."

II. Primary Growth Measures

Growth in student achievement is the second measure used to determine whether the school has been an academic success. The growth of New LA will be measured annually against the growth of the comparison schools. The areas measured for growth include API score, the percentage of Charter School students scoring Advanced & Proficient in ELA on the CST, the percentage of Charter School students scoring Advanced & Proficient in Math on the CST, the percentage of Charter School EL reclassified to English proficiency through the CELDT, and if the School has met its AYP goals and is not in Program Improvement.

School-wide outcomes (*reflects current state law as reflected in education code 47607):

- New LA will meet or exceed State and federal targets as demonstrated on standardized tests and the state's academic performance index;
- Students who attend New LA for three years will meet or exceed grade-level standards each academic year, as evidenced by scores on the STAR assessments;
- Students will achieve 95% student attendance each year as demonstrated by attendance calculations performed at the end of the school year;
- New LA will meet API growth targets each year or 2 of 3 years as follows:

2014: 775
2015: 800
2016: 815
2017: 830
2018: 850

- New LA will receive an API state or comparison rank of 4 or above in each year or 2 of 3 years*;
- New LA will achieve 95% participation rate on state standardized testing as measured by the CDE and ETS.

III. Individual Student Growth

Taking into account the level at which each student enters New LA, the School will measure individual student growth over time to determine whether the school has been an academic success. Using benchmarking software, New LA will track students regularly during their entire time at the School, including an analysis of past CST scores to determine an exact picture of student growth over time.

Additional Student Outcomes

The goals of the New Los Angeles Charter School 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 help enable students to become self-motivated, competent, and lifelong learners.

At New LA, we are interested in measuring student outcomes based on the three pillars: Passion for Learning, Community Engagement, and Respect. The outcomes listed below are consistent with the school's proposed instructional program by addressing these three pillars.

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. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students demonstrate mastery of concepts and skills by working together on real-life projects rather than test-taking alone. New LA implements an effective model of rigorous standards-based instruction, through which all students will achieve mastery of California state content standards by the end of each grade level.

Engaged in the Community

New LA keyword: **Relevance**. At New LA, we believe, 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. 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, but through the use of active listening and conflict resolution techniques. The 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.

Outcome Area	Objective Outcome	Assessments	Frequency
PASSION FOR LEARNING (RIGOR)			
<u>ELA</u>			
<p>Students will understand and appreciate literature and the arts as expressions of and ways to interpret the human experience; obtain meaning from a variety of complex texts; be comfortable reading a variety of literary works representing different genres; make informed interpretations of the purpose and meaning of literary works; explain how literature from various cultural/ethnic groups expresses both distinctive and similar values, experiences, struggles, and contributions.</p>	<p>80% Proficiency</p>	<p>Standardized Tests, Portfolios, Self-Evaluation, Projects, Written Expression, Literary Analysis, CST</p>	<p>Continuous classroom assessment; Portfolios twice per year; CST for all grades. CST writing for grade 7.</p>
<u>Social Science</u>			
<p>Students will understand and apply civic, historical, and geographical knowledge in order to become a citizen in a diverse world; apply information, concepts, and perspectives from the history of our nation and the history and development of other nations; deliberate on public issues which arise in a representative democracy; use historical research to ask and answer questions about the past; recognize that regions can be defined in cultural, physical, or political terms; accurately interpret and summarize information from maps, charts, and graphs; understand the evolution of early civilizations and the development of new ideas, institutions, and systems of thought; and appreciate the rich and varied achievements of diverse peoples. Students demonstrate the ability to analyze information and provide accurate details in an organized manner, make fair comparisons, find distinguishing characteristics, and test hypotheses rationally.</p>	<p>80% Proficiency</p>	<p>Standardized Tests, Portfolios, Self-Evaluation, Projects, Written Expression, CST</p>	<p>Continuous classroom assessment; Portfolios twice per year; CST for grade 8.</p>
<u>Mathematics</u>			
<p>Students will construct mathematical models; use a variety of problem solving strategies; use advanced computing systems; understand and apply advanced properties of numbers; understand and apply advanced methods of measurement; understand and apply advanced concepts of geometry; understand and apply advanced concepts of functions and algebra; understand and apply advanced concepts of probability and statistics; and understand and apply advanced concepts of data analysis. Students demonstrate the ability to analyze information and provide accurate details in an organized manner, make fair comparisons, find distinguishing characteristics, and test hypotheses rationally.</p>	<p>80% Proficiency</p>	<p>Standardized Tests, Portfolios, Self-Evaluation, Projects, CST</p>	<p>Continuous classroom assessment; Portfolios twice per year; CST for all grades.</p>

Science			
Students will analyze real world phenomena using scientific concepts, principles, and processes (e.g. cause and effect, energy, systems, etc.); use the scientific method to ask and answer questions about the world; understand essential ideas about the compositions and structure of the universe and the motions of objects in it; know basic earth, biological, physical, and chemical concepts; and understand basic concepts of matter and energy, motion and forces. Students demonstrate the ability to see and convey findings using all their senses; students consider their audience and choose appropriate communication mediums. Students demonstrate the ability to analyze information and provide accurate details in an organized manner, make fair comparisons, find distinguishing characteristics, and test hypotheses rationally.	80% Proficiency	Standardized Tests, Lab Reports, Science Fair, Portfolios, Self-Evaluation, Projects, CST	Continuous classroom assessment; Portfolios twice per year; Science Fair at the end of each year; CST for grade 8.
Arts			
Students develop an appreciation for the arts, and self-expression in the various visual and performing arts. Students see connections between the arts and the humanities.	100% Proficiency	Portfolios, Exhibitions of Learning	Trimester
PE, Dance, Crossfit			
Students develop an understanding of the correlation between mental and physical conditioning. Students become well-rounded athletes who will be better at any and every sport that they play. Students will increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy. In dance, students conduct creative movement studies using Language of Dance and choreographic elements such as relationships, levels, speed, direction, and pathways.	100% Proficiency	State Physical Fitness Test, Fitness and Dance Assessments	Continuous classroom assessment, Fitness Testing

Outcome Area	Objective Outcome	Assessments	Frequency
ENGAGED IN THE COMMUNITY (RELEVANCE)			
Caring			
Students show they care by being kind, compassionate, expressing gratitude, and helping people in need.	100% Proficiency	Community Service, Advisor Feedback	Trimester
Responsibility			
Students do their best to demonstrate accountability for their choices; using self-control, being self-disciplined, thinking outside of their own lives, understanding the community and world around them.	100% Proficiency	Community Service, Advisor Feedback	Trimester

Citizenship			
Students do their part to make their school, community, and larger society better by engaging in social justice work, staying informed and preparing to vote, being a good neighbor, protecting the environment, and looking out for those in need.	100% Proficiency	Community Service, Advisor Feedback	Trimester

Outcome Area	Objective Outcome	Assessments	Frequency
RESPECT FOR SELF AND OTHERS (RESPECT & RELATIONSHIPS)			
Decision Making Skills			
Students demonstrate the ability to evaluate options through their ability to integrate learning. They will determine the significance to them personally, and will predict the impact of their choices on themselves and others.	100% Proficiency	Self Evaluation, Advisor Feedback, Teacher Observation	Trimester
Respect			
Students are tolerant of differences, are considerate of the feelings of others, dealing with angry feelings in a constructive way, handling disagreements through negotiation and compromise.	100% Proficiency	Self Evaluation, Advisor Feedback, Teacher Observation	Trimester
Trustworthiness & Fairness			
Students are honest in their dealings, loyal, and have the courage to do the right thing; students are open-minded, listen to others, do not blame others or take advantage of others, take turns, and share.	100% Proficiency	Self Evaluation, Advisor Feedback, Teacher Observation	Trimester
Independence, Interdependence, and Voice			
<i>Independence</i> enables students to make smart decisions. These are the skills that help students organize and manage their lives, complete their work, and plan for the future. <i>Interdependence</i> requires collaboration and the ability to negotiate and compromise while working with others. Such social skills are necessary for students to understand how their decisions affect not only their lives but a larger world. <i>Voice</i> is the keystone for both academic success and civic participation. Students will learn to communicate with others and express and defend their opinions, using evidence to back up points of view.	100% Proficiency	Self Evaluation, Advisor Feedback, Teacher Observation	Trimester

ELEMENT 3 - METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

*"The method by which pupil progress in meeting those pupil outcomes is to be measured."
Ed. Code § 47605 (b)(5)(C)*

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, New LA conducts testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation process. Multiple forms of assessment are used to measure student achievement and progress, help in the design of programs, validate and improve teaching methods, and provide the metrics for programmatic audits reported to the District and the California Department of Education. New LA uses percentage-grading system with a standards-based report card. New LA analyzes trends, significant changes, apparent conflicts, and anomalies to benchmark students against learning outcomes, evaluate specific groups of students and assess the whole school from year to year. The School Accountability Report Card (SARC) will be posted on the School's website each year.

METHODS OF ASSESSING ATTAINMENT OF STUDENT OUTCOMES

New LA uses an assessment process using multiple tools emphasizing conceptual thinking and problem-solving skills. The School will assess both individual and school wide progress with appropriate measures that address the needs of all pupils. The types of assessments may include:

- Norm-referenced achievement tests including but not limited to STAR;
- Performance-based assessments;
- Teacher evaluation based upon clearly specified criteria for scoring student work, including standards-aligned benchmark tests and quizzes, critical thinking and problem solving tasks, and in-class participation;
- Projects. Students are provided with clear rubrics and expectations in order to work on real-life projects;
- Student portfolios demonstrating mastery of locally developed, standards-aligned competencies;
- Culminating Exhibitions.

ACADEMIC PERFORMANCE INDEX (API)

The API will be used to compare the position of New LA with that of other schools in the State and to monitor progress. The API will also be used to identify underperforming sub-groups and develop remediation strategies and programs, as needed.

ADEQUATE YEARLY PROGRESS (AYP)

The AYP statement in Element 2 will be used to determine New LA's annual progress. The AYP also assists in identifying underperforming subgroups.

AVERAGE DAILY ATTENDANCE (ADA)

Attendance will be closely monitored, as attendance is a crucial factor in determining the engagement and commitment of students and families. The New LA accounting system will meet the requirements of the District, the Los Angeles County Office of Education, and the California Department of Education.

SUBJECT MATTER COMPETENCIES

Students will be regularly assessed in their mastery of core academic skills through observation of their activities and examination of their work, course examinations, and other assessment tools created by New LA teachers. Locally developed examinations will be administered according to timeframes determined by New LA to be in the best interest of student learning. Students receive percentage grades, as well as a report on specific standards covered. Progress reports are sent home three times per year. Parents also have access to each teacher's on line grade book through PowerSchool to view student progress any time.

MEASUREMENT SCHEDULE		
Ranking	API; CST, AYP	Annually
Special Needs	Special Needs Intake (a meeting offered to parents of a student with an IEP upon enrollment in order to plan for service implementation from the first day of school of school)	Annually
Student Achievement	Content Area Academic Achievement (tests, project proficiency)	Monthly
Student Achievement	Teacher Assessment of Student Progress	Weekly
Student Participation	Enrollment, Attendance	Daily

ONGOING “IN-HOUSE” BENCHMARK ASSESSMENTS

New LA aims to meet the needs of all students, whether high achievers or those below grade level. It all starts with making sure each teacher knows exactly where each student is, and having the ability to teach students in more personal and connected ways.

OARS and Benchmark Assessments

New LA implemented a benchmarking software called OARS to track student proficiency. OARS is a school wide system of benchmarking, analysis, and planning to best meet the needs of all students.

Students take a practice CST in September, which is used as a baseline to analyze data throughout the year. There are four additional benchmark tests during the school year (October, December, February, and April). Based on the initial practice CST, each teacher prepares a pacing plan, indicating which standards will have been covered by each of the four benchmark dates. The assistant principal and the principal use the pacing plans to prepare comprehensive benchmark tests for each grade level through OARS. Benchmark testing is administered school-wide and on the same day. CST testing protocols are used to facilitate testing sessions.

USING DATA TO INFORM INSTRUCTION

After testing, performance data is shared with students and parents, and teachers use the data to execute individual learning plans for each student. The board of directors will receive school wide data reports following each benchmark.

Individual Learning Plans (“ILP”)

An intervention block is integrated into the regular daily schedule. Each student is scheduled into one period per day. The section will be divided by ability. Students achieving below and far below basic receive daily small-group intervention taught by core academic teachers and resource specialists. ILPs are in addition to

ELPs. The goals of daily intervention for this group are to build academic skills; encourage academic gains; empower students with confidence and self-worth; proficiency by graduation.

Students achieving at basic, proficient & advanced receive daily intervention in the form of deeper critical thinking exploration of the standards. The goals of this group are to move basic students to proficient; transform their self-image and prepare them for future academic success. The goals for students who are proficient and advanced are to deepen the learning experience; opportunity for academic advancement and exploration of passions.

Meeting the Needs of All Students (Subgroups)

Using Individual Learning Plans, the School is able to target all subgroups for intensive instruction in any area needed. The data that is collected routinely allows the faculty and administration to view progress of all subgroups, whether they are English Learners, Special Education, Gifted, Socioeconomically Disadvantaged, Below Grade Level, and by Race. The School is committed to making sure no single subgroup fails to perform and achieve. Using data and personalizing learning now provides the School a way to address this.

Daily Intervention for Below Basic & Far Below Basic

Intensive instruction in small groups of no more than ten students occurs daily. Resource specialists in partnership with classroom teachers use individualized learning plans to address specific student deficiencies through a variety of teaching methods including but not limited to pre-teaching, response to intervention strategies, computer-based programs, and intervention work based on benchmark data.

Daily Intervention for Basic, Proficient, & Advanced

Based on individualized learning plans, students participate in reinforced and accelerated learning. Basic level students engage with specific teacher-guided skill building and reinforcement. Proficient and advanced students have academic opportunities designed to deepen skills, knowledge and critical thinking. These opportunities may include advanced math courses, advanced literature circles, creative writing, science exploration, historical research, and more.

Professional Development

Teachers receive a variety of supports during the summer professional development week and throughout the school year with a focus on using data to plan for intervention.

Benchmark Data Days

After each benchmark assessment, New LA has a pupil-free professional development day. Teachers spend time looking at data in department and grade-level groups and creating strategic lesson plans to assess gaps. Department teams discuss methods and strategies, while grade-level teams will work on intervention planning.

Data for each student is tracked through the OARS program. Teachers are responsible for extracting data from OARS and for documenting student progress in excel data books, which are turned in at the end of a data session. Teachers also track the teaching methods that were used to teach each standard so the school has a curricular history that connects to data.

TESTING

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

ELEMENT 4 - GOVERNANCE

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

New Los Angeles Charter School is an independent charter, operated by a nonprofit public benefit corporation. The nonprofit benefit corporation's articles of incorporation and by-laws are attached.

GOVERNANCE STRUCTURE

New LA is governed by a Board of Directors. The school's internal accountability structure and decision-making process will make the school self-sustainable throughout the years.

Board of Directors

The New LA 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 executive director.

The Board of Directors' primary responsibility is to ensure student achievement by holding the executive director 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 well being of the school, fiscal oversight, compliance, and upholding the mission of the school as outlined in the charter are essential responsibilities.

New Los Angeles Charter School Board of Directors will consist of up to 15 members. Members of the Board are expected to follow the school's Conflict of Interest Policy.

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 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 monthly.

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

Resource Development & Financial Accountability

- The Board raises money
- The Board enhances the organization's public image
- The Board ensures effective financial management
- The Board ensures sound risk management policies

Oversight & Assessment

- The Board selects and orients new board members
- The Board organizes itself so that it operates efficiently
- The Board approves school policies
- The Board assesses student achievement, operations and compliance
- The Board selects the executive director and reviews his/her performance
- A Board committee assists the executive director in selecting the principal

THE MANNER FOR POSTING MEETING NOTICES, DISTRIBUTING AGENDAS AND RECORDING GOVERNING BOARD ACTIONS

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.

Definition of “Meeting”

For purposes of the Brown Act, a “meeting” includes any gathering of a majority of the members of the board, at the same time and location, including teleconference locations, to “hear, discuss, deliberate or take action on any item.” Importantly, the Brown Act prohibits “serial meetings,” which include e-mails or telephone calls among a majority of the committee members for the purpose of developing consensus on a school issue.

Notice

The board must provide at least 72 hours notice of all regular meetings, 24-hour 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 chair should coordinate with School personnel to ensure that notice of committee meetings is posted in a timely manner and in a public location.

Location

To ensure that meetings are held in an ADA compliant location, all meetings should be held at the School.

Minutes

Minutes must be taken for each meeting and submitted to the Board secretary prior to the next Board meeting. The operations director or his/her designee shall record the minutes. The minutes need reflect the following: time and date of meeting, members attending, topics of discussion, 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.

PROCESS FOR SELECTING GOVERNING BOARD MEMBERS

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. We also must respect the feelings of potential Board members by considering their nomination in a timely manner.

Board Recruitment Norms:

1. New LA will recruit and select board members who are 100% committed to the mission and vision of New Los Angeles Charter School.
2. New LA will recruit and select board members who reflect the diverse community the school serves.
3. New LA will recruit and select board members without ever being influenced by the promise or the implication of a donation to the school of any size.

Board Recruitment Process:

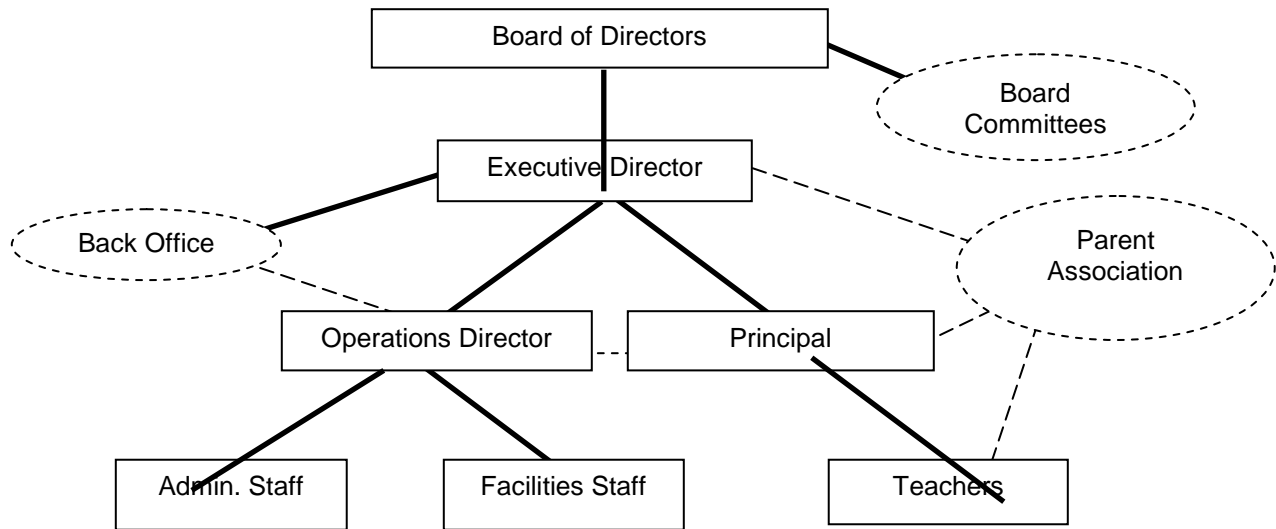
Step 1 – March-April: The Ad-Hoc Nominations Committee determines impending Board vacancies by identifying current members who wish to be nominated for a new term, and by identifying specific needs of the Board, and informs the Board of the areas of need.

Step 2 – April-May: Board Members identify potential new members of the New LA Board of Directors by notifying the chair of the Ad-Hoc Nominations Committee and providing him or her with information about the nominee (the potential nominee must fill out the Request for Information form).

Step 3 – May: 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 school and meet with the Committee and Executive Director.

Step 4 –June: The Ad-Hoc Nominations Committee will present the full slate of the coming year’s board at the board meeting. The Board of Directors will vote on the slate presented by the Committee. The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed.

Organizational Structure:



Dotted lines denote an advisory/support relationship.
Solid lines denote both an advisory relationship and an evaluative component.

The structure allows for and encourages input by students, parents and staff through open board meetings, monthly parent coffees, conferences, back to school night, and more.

STUDENT AND PARENT INVOLVEMENT

New LA aims to include all members of its community a voice in the educational program. The School welcomes parents on campus, and provides multiple volunteer opportunities each day.

Volunteerism is a basic component and necessary part of the New LA vision. The 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 school, but also helps to foster the spirit of volunteerism in our students by promoting community engagement projects.

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 school and of their children. In turn, the school has high expectations that parents will contribute to the team-effort needed to fulfill the school’s mission. Excellence cannot be accomplished nor maintained without the active respectful participation of the families. While family participation is an essential element to the success of the educational process, it is important to make the distinction that New LA is not a

parent run school. Operational, personnel, discipline, and educational decisions are the responsibility of the staff. Parents are encouraged and expected to participate as a support team and are expected to participate in self-improvement programs and events that can enhance their children's home learning environment.

New LA Booster (NewLAB)

New LA Booster (NewLAB) is an action-oriented parent organization benefitting the students and staff of New LA by fundraising, organizing innovative educational programs, fostering school spirit, and supporting parent and community engagement. Membership in NewLAB is free. NewLAB board elections take place in September each year. The group organizes community events and partners with teachers and administration to help support the mission of the school.

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 school's success by volunteering their skills, time, and resources to the extent that they are able.

Behavior Expectations of Parents/Guardians/Family Members

At New LA, we believe that a collaborative partnership means that the Director and teachers are responsive to the concerns of parents. In turn, parents have a responsibility to respect the professional experience and expertise of the educators. Your primary role as a parent is to assist and enhance the ability of the educational staff to conduct the school's educational activities. Parents and guardians are expected to treat each member of the New LA community (students, other parents/guardians, teachers, administrators, staff) with the greatest respect at all times, even in disagreement.

Family Education Program

In order to help provide families the tools they need to do the very difficult job of parenting middle 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 for the 2010-11 school year include:

- Bullying & Harassment Awareness
- Internet Safety
- Middle School—The Critical Years
- Building Positive Self- Image and Understanding Eating Disorders
- Promoting Literacy at Home
- Nutrition Education with Revolution Foods
- Sexual Education and the Road to Respect
- Choosing the Right High School
- College Planning
- Respect for Self and Others Program

New LA Student-Family Contract

In an attempt to engage families, each family receives a New LA Family Contract. The contract asks students and families to honor the following commitments as members of our community:

- Supporting students with the timely completion of homework and projects
- Appropriate and timely responses to teacher contacts
- Ten hours of school-based community service
- Attendance at two parent conferences
- Attendance at Back to School Night
- Attendance at two parent education workshops
- Attendance at one community event
- Sending their child/ren to school 95% of the time or more
- Supporting the rules and regulations set forth in our family handbook (attendance policies, uniform compliance, and discipline and code of conduct)

Families earn points for honoring their commitments to the school. They will receive pledge updates throughout the year. By the end of the school year, families are expected to earn a certain number of commitment points.

BROWN ACT AND GOVERNMENT CODE 1090

New Los Angeles Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

New Los Angeles Charter School will comply with the Brown Act.

Members of New Los Angeles Charter School's executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

New Los Angeles Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

New Los Angeles Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

New Los Angeles Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD CHARTER POLICY

New Los Angeles Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

RESPONDING TO INQUIRIES

New Los Angeles Charter School and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. New Los Angeles Charter School and/or its nonprofit corporation

acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

NOTIFICATIONS

Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by New Los Angeles Charter School.

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employed by the school." Ed. Code § 47605 (b)(5)(E)

New Los Angeles Charter School believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, gender expression, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

PROCESS FOR STAFF RECRUITMENT, SELECTION & EVALUATION

Recruitment

New LA implements a comprehensive recruitment plan to seek teachers with the above-mentioned qualifications. The 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. Specifically, the main sources for teacher recruitment will be though the UCLA and USC schools of education, the Facing History and Ourselves teacher network, EdJoin.org, and the California Charter Schools Association.

When the executive director has approved a position necessity, a job description with application instructions is drafted and posted on EdJoin, and sent to contacts at the UCLA and USC Schools of Education. It is also posted on the school's website.

Selection

Step 1. Screen Applicants for Minimum Qualifications/Selective Factors

The executive director or designee screens applicants for minimum qualifications and attention to detail. Screener labels applications and eliminates candidates in any of the following categories:

- *Does Not Meet Minimum Criteria*
- *Did Not Follow Application Instructions*
- *Typos or Other Mistakes*
- *No Mention of New LA*

Step 2. Rank Qualified Candidates

Members of a hiring panel selected by the executive director rank the qualified candidates. Members rank candidates on their own. At a minimum, the panel includes the executive director, principal, and assistant principal, and may include up to two additional members at the director's discretion. Candidates are ranked 1-3 (1 being best), based on the following criteria:

- What is the quality of university program attended?
- Is there evidence of stability, or numerous jobs/careers in a short amount of time?
- Is there indication of differentiated instruction and student-centered methodologies?
- Is there indication of commitment to social justice?
- Is there any indication that the candidate is not a team player, collaborates well with colleagues or appreciates different points of view?
- Does the candidate have middle school science experience in a diverse school?
- Is there something in the resume that calls attention to a unique talent or interest that may benefit the specific needs of New LA Charter School?

Step 3. Review Applications

The hiring panel meets and reviews the rankings. Based on the following method, candidates are placed into one of three categories:

1) Selected for Interview

- Rank of 1 from all panel members
- Rank of 1 from a majority of panel members and is endorsed by any other member
- Has no rank of 3 from any panel member

2) Eliminated

- Rank of 3 from two or more panel members
- Rank of 3 from any panel member, without a rank of 1 from any panel member

3) Not Selected For Interview At This Time

- Rank of 1 from a majority of panel members and not endorsed by any other member
- Rank of 3 from any panel member
- Majority of panel members vote not to eliminate

Step 4. Schedule and Conduct Interviews & Observations

The panel schedules and conducts interviews with the identified candidates. The first step is a short informal phone call. From there, and in person interview and model lesson is scheduled.

Step 5. Make Selection(s)

The panel meets to make a final decision on extending job offers based on interviews and model lessons.

Step 6. Check References

The executive director or designee confirms the interviewed candidates' references using the school-approved reference check template.

Step 7. Extend Job Offer(s)

The executive director or designee extends a job offer to selected candidates. If the candidate accepts, all other candidates are notified and receive the label "Interviewed and Not Selected."

Step 8. Background Check(s)

The Director of Operations conducts a DOJ background check on site, where the candidate is fingerprinted on campus and the results are sent to the School.

Evaluation

The goal of the reflection and Evaluation Process at New Los Angeles Charter School is to work collaboratively with faculty and staff for professional growth. The process is as important as the outcomes. There are several steps throughout the school year, which include on-going dialogue between employees and supervisors.

Step 1: Goal Setting Meetings (October)

Employee will:

- Complete written goals for the school year;
- Meet with the supervisor to review goals and discuss administrative support.

Step 2: Practice and Reflection for Teachers (October-March)

Principal will:

- Complete two formal observations (one drop-in and one arranged) for all returning teachers who met expectations in the previous year performance review;
- Complete one drop-in observation and two formal observations for all returning teachers who did not meet expectation in one or more areas of the prior year's performance review;
- Complete one drop-in observation and two formal observations for all new teachers.

Observations will:

- Be discussed during meetings with the principal as necessary;
- Be objective and use observable evidence;
- Pose critical questions;
- Be used to complete the Teacher Performance Review;
- Address performance concerns before the Teacher Performance Review.

Practice and Reflection for Staff (October-March)

Supervisor will:

- Regularly monitor progress and provide one written and one in-person progress report.

Step 3: Performance Review Meetings for Teachers (April –May)

Teachers will:

- Self-evaluate using the Teacher Performance Review document.

The principal will:

- Complete the performance review document for each teacher using observations and other documentation from the school year;
- Hold review meetings;
- Collaborate with teachers on goal setting for the next school year.

Performance Review Meetings for Staff (April –May)

Employee will:

- Self-evaluate using the Performance Review document.

Supervisor will:

- Complete the performance review document using observations and other documentation from the school year;
- Hold review meetings;
- Collaborate on goal setting for the next school year.

The Operations Director conducts a yearly audit of all teacher credentials and TB tests to ensure accuracy and compliance.

JOB DESCRIPTIONS

TEACHERS

- Provide a supportive learning environment for students;
- Guide students to mastery of the California Content Standards and Common Core 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.

EXECUTIVE DIRECTOR

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;
- Develop and maintain a donor database.
- 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 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 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 WASC accreditation;
- Work with Board on future facilities options and progress;
- Handle inquiries and press calls;
- Create and implement student recruitment plan and procedures;
- Conduct student outreach and orientations in target communities;
- Serve as organization representative at community meetings;
- Supervise 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 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

- Keep informed of current educational philosophy and practices by advanced study, visiting other charters, attending educational conferences and workshops, and reading current professional literature.
- 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 Executive Director will provide rationale for the recommendation.

PRINCIPAL

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 ED 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

- Higher level discipline;
- Suspensions;
- Recommendations for expulsion with the executive director.
- Detailed record-keeping

ASSISTANT PRINCIPAL

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.

OPERATIONS DIRECTOR

Financial Operations

- Work with back office provider to: Process Invoice Payment and Expense Requests; Invoice Payment Reconciliation; Payroll Review and Submission;
- Maintain department, grade-level, and teacher budgets and provide monthly reports;
- Order Processing (Supplies & Textbooks);
- Transportation & fee coordination (including field trips and outdoor education);
- Ensure maintenance of inventories of all school-owned and leased materials;
- Lunch program reimbursement processing and compliance;
- Maintain teacher and staff personnel files with all required documentation;
- Coordinate payroll time sheets, sick and leave documents, reimbursements, purchasing, and employment documents for faculty and staff.

Human Resources

- Collect, analyze and confirm credential paperwork relating to credentialing.
- Ensure proper retirement arrangements are made.

Facilities Management

- Troubleshoot minor technology problems as they arise.
- Facilities management, maintenance and coordination;
- Emergency planning & communication;

- School safety oversight;
- Parking systems management (teachers, staff, parents and visitors);
- Liaison with community and City on facility-related issues (including parking and security);
- Protocol development for facility operations (includes form template production);
- Supervise and direct usage policies for classroom technology and shared school technology, including inventory and maintenance;
- Oversee school Internet usage and filtering software;

National School Lunch Program

- Coordinate and supervise school lunch program (meal orders, monthly menu preparation, daily lunch procedures);
- Lunch program reimbursement processing and compliance.

Student Information

- Student Information System (SIS) management (PowerSchool):
 - Scheduling
 - Enrollment
 - Attendance
 - Staffing
 - Progress reports
 - Transcripts
- CALPADS database management;
- Train staff on all SIS / data software used by the School (PowerSchool);

Reporting

- Any additional required State or Local reporting.
- Process student records & maintain secure file system. 20 Day Attendance Reports;
- Suspension/Expulsion reports to LAUSD;
- CBEDS Reports;
- Norm Day Report;
- CALPADS;

Enrollment

- Attend open houses and participate in selected recruiting events.
- Monitor student enrollment numbers and add students to school as necessary to maintain enrollment;
- Coordinate all enrollment mailings and communication;

OFFICE STAFF

- 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

QUALIFICATIONS

The staff of New LA consists of professionals who are committed to providing all children an excellent educational program. All staff members are committed to the mission and vision of New LA and work diligently to assure they are accomplished. All staff members are actively involved in the planning, performance, administration, and evaluation of the instructional program and the operation of the school.

The following is a list of key personnel to be employed by the School along with corresponding qualifications:

Teacher Qualifications

Pursuant to Education Code section 47605 (l) all teachers at New LA will be required to hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers shall be "highly qualified." Flexibility will be granted only in accordance with Education Code Section 47605(l) for teachers in non-core courses.

A teacher of core academic subjects must have:

- A bachelor's degree;
- A State teaching credential or have an Intern Certificate/Credential for no more than three years while actively working toward completion of their State credential, and demonstrated expertise;
- Demonstrated classroom and subject matter competence;
- Background Clearance from FBI/DOJ;
- TB Clearance.

Administrator Qualifications

Administrators at New LA include the executive director, principal, and assistant principal. Administrators should possess leadership abilities, a comprehensive educational vision that is consistent with the mission of the school, skill in hiring and supervising excellent teachers, a familiarity with charter schools and the target population, technological facility, and management experience.

The minimum criteria for administration candidates include:

- A bachelor's degree (M.A. or Doctorate preferred);
- Minimum of five years in a position of educational leadership;
- Positive references and good reputation;
- Administrative credentials preferred, but not required (extensive leadership experience in schools is required).

Staff Qualifications

The New LA staff will ideally have a wide range of skills and leadership qualities, teaching and administrative experience, cultural and ethnic backgrounds, and be as reflective of the Los Angeles community and the student body as possible. It is equally important that staff members are committed to the mission of the school and will contribute positively. General qualifications will include:

- The ability to work with others in a team;
- Flexibility;
- Experience with technology;
- Strong written and verbal communication skills;
- Administrative skills;
- Interest in seeking out productive collegial interaction and professional growth.

Compensation

New Los Angeles Charter School compensates employees commensurate with experience in an attempt to match the LAUSD salary table. All full time employees will be eligible to select benefits packages including health, dental, and vision insurance.

COMPLIANCE

New LA agrees to comply with the provisions of No Child Left Behind (NCLB) as they apply to certificated and paraprofessional employees of charter schools. It will conform to the legal requirement that all New LA teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold.

New LA shall comply with Education Code Section 44237 and 45125.1 regarding the requirement to fingerprint and obtain background clearance before employment of staff. Prior to employment, each employee must furnish and up-to-date Mantoux Tuberculosis (TB) test result, and documents establishing legal employment status.

RECORDKEEPING

New LA will maintain current copies of all teacher credentials and that they are readily available for inspection. The operations director is responsible for maintaining current credentials and making them readily available for inspection.

ELEMENT 6 - HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237." Ed. Code § 47605 (b)(5)(F)

New LA's school site is located at 1919 S. Burnside Ave., Los Angeles, CA 90016. New LA assures that the school's facility and any modifications made to its facility comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

New LA assures that its site is secured with an appropriate Certificate of Occupancy. New LA assures that a school safety plan is kept on file for review, and that school staff are trained annually on the safety procedures outlines in the plan. If LAUSD facilities are used during the term of this charter, New LA shall abide by all LAUSD policies relating to Maintenance and Operations Services.

HEALTH, SAFETY AND EMERGENCY PLAN

New LA will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. New LA will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff. A comprehensive set of health, safety, and risk management policies, created in consultation with our insurance providers and public safety agencies, and in compliance with local, state, and federal laws address the following areas:

- Charter school will require each employee of the school to submit a criminal background check and furnish a criminal record summary as described in Education Code 44237;
- Charter school will provide vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school;
- Use and upkeep of safe school facilities;
- Furnishing and maintenance of facilities in a secure and clean manner;
- Safe use and storage of custodial products and other hazardous materials;
- Safe food preparation and storage according to federal guidelines;
- Bus and car transportation of students only with insured, licensed drivers;
- Safe storage of all custodial and maintenance materials;
- Safe storage of any hazardous materials required to be kept on campus;
- Child abuse reporting procedures;
- Charter school will require the examination of faculty and staff for tuberculosis as described in Education Code section 49406;
- Charter school will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school;
- Procedures for authorization, correct administration, and locked storage of students' prescription medication;
- Procedures in the event of natural disasters such as fires and earthquakes;
- Procedures in the event of bomb threats or disasters caused by humans;
- Regular execution of fire and earthquake drills;
- Completion of a thorough evacuation plan, including procedures for parents;
- Appropriate training of instructional and administrative staff in emergency response;
- Provision to staff of an emergency kit that includes critical emergency phone numbers, the school's emergency plans and procedures, emergency response guide, and an emergency medical kit;
- Prevention of contact with blood-borne pathogens;
- The school as a drug, alcohol, and tobacco-free workplace; and
- Instruction in health education at the seventh grade level.

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

INSURANCE REQUIREMENTS

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The 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] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the 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 \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and

\$3,000,000 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.

7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella 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. *The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

EVIDENCE OF INSURANCE

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows: *"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."* Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the Charter School.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, the 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. The 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

ELEMENT 7 - RACIAL AND ETHNIC BALANCE

"The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted." Ed. Code § 47605 (b)(5)(G)

New LA targets students in the Mid-City area of Los Angeles. This area was in need of a good public middle school option. The local public middle school (Pasteur) closed in 1979 and reopened as a citywide magnet serving grades 6-12 (LACES). Gaining admission is very competitive. A large number of families that fell into the old Pasteur attendance boundaries now find themselves reassigned to the "Area II" attendance boundaries of either Emerson Middle School or Webster Middle School. Emerson has a statewide rank of 3 and a similar schools rank of 1. Webster has a statewide rank of 1 and a similar schools rank of 3. Both schools are up to seven miles away from their "Area II" attendance boundaries. Families want an alternative. We target the families in these attendance areas.

New Los Angeles Charter School aims to achieve a racial and ethnic balance among its students that is reflective of the general population of the District and of the population residing in the local geographic area. The current demographics of the School are as follows:

Race/Ethnicity	Percent
Hispanic/Latino	55%
African American	27%
White	6%
Two or More Races	6%
Unspecified	3%
Asian	2%

In order to continue to strive to achieve a racial and ethnic balance amount the student body that is reflective of the general population of the District and of the population in the local geographic area, the School is publicized in an ongoing basis with a particular emphasis on the Mid-City area and its surroundings. Outreach efforts in order to achieve this ethnic and racial balance take place in English and in Spanish and include the following:

- Community presentations and open houses including informational flyers in English and Spanish;
- Working with the Principals, PTAs, Teachers at the four local elementary schools (Marvin Elementary, Carthay Center Elementary, Crescent Heights Elementary, and Saturn Elementary) to make sure the families at those schools are informed;
- Handing out flyers publicizing open houses to all people in the neighborhood with school-aged children;
- Contacting the Neighborhood Associations and Councils in the target area and distributing information through their members;
- Posting flyers in local businesses;
- Advertisements in the local media.
- Holding open houses starting in November and running all the way through March. The open houses will be offered multiple days and times including weekends in order to allow working parents to attend.

At New LA, we are committed to serving all students. Admissions outreach is designed to inform all students in the target area about the Charter School. New LA is nonsectarian in its programs, admission policies, employment practices, and all other operations will not discriminate on the basis of race, ethnicity, national origin, religion, gender, disability, or socioeconomic status.

Transparency and Fairness

There are no secrets at New LA. There is no hidden agenda. The best example of this transparency and fairness comes in the recruitment and enrollment. New LA has committed to making the enrollment process as simple and accessible as possible. There are no unspoken enrollment goals and preferences. Board members, faculty, staff, parents, and students all participate in recruitment, spending countless mornings handing out flyers on the streets and near the local elementary schools and explaining New LA, charter schools, and parent choice. It is a genuine and honest process that casts as wide a net as possible, reaching the communities who are chronically underserved.

The result has been racial and ethnic balance among the School's pupils that reflects the general population residing within the District.

COURT-ORDERED INTEGRATION

The 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 Student Integration Services (collectively the "Court-Ordered Integration Program"). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD's ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District's Racial and Ethnic Balance goal.

The plan includes all of the activities and events and meetings described above. The recruitment efforts begin in November, and run consistently through March of the following year.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS

The District and New LA are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice ("NCLB-PSC") placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 ("NCLB"). New LA agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending [New LA shall have the right to continue attending New LA until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Charter School shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

New LA will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. New LA will make reasonable efforts to invite and encourage the participation of the parents of NCLBPSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at New LA under the NCLB-PSC program increases

in subsequent years, New LA agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

FEDERAL COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, New LA has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. New LA understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. New LA agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I school wide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Charter School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

ELEMENT 8 - ADMISSION REQUIREMENTS

"Admission Requirements, if applicable." Ed. Code § 47605 (b)(5)(H)

New Los Angeles Charter School admits all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A). The School admits all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school.

New LA actively recruits a socio-economically and ethnically diverse student population from the Mid-City area and its surroundings who are committed to the school's educational philosophy and instructional practices, as described in Element 7. The School abides by all state and federal laws regarding admissions. 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.

APPLICATION PROCESS

The application process is simple, and is comprised of the following:

- Parent attendance at a school orientation meeting (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);
- Completion of a one-page simple student interest form.

Student interest forms are accepted during a publicly advertised open enrollment period each spring for enrollment in the following school year. The open enrollment period runs from January to early March. 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 to determine enrollment for the impacted grade levels, with the exception of existing students who are exempt from the lottery.

All individuals who have contacted New LA regarding enrollment will be notified of the time and place of the lottery and will be encouraged to attend. Notification of time and location is printed on each application receipt, on outreach materials, and on the School's website. Typically, the lottery takes place on an evening in early March at the school site. All prospective students who have completed the enrollment 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 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. Siblings of students currently enrolled in the School, or who moved from 8th grade to 9th grade the year prior;
 - b. Children of New LA staff, Board of Directors, and Founding Families (no more than 10% of total enrollment). Founding Families consist of a limited number of families who volunteered for 50 or more hours before the school opened. New LA's Founding Family policy is and has always been consistent with LAUSD's Founding Parents/Parents Preference as Adopted on 2.07.12.
 - c. Students who reside in the boundaries of the District;
 - d. All other students.

Preference will be given by exempting these students from the lottery.

3. Applications of interest for each grade are separated into piles according to their preference stage and are counted and numbered. If the number of applications exceeds the grade's capacity, the matching numbers assigned to the applications of interest are put into a box and drawn until capacity is reached.
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. Enrollment or wait-list confirmations are mailed and emailed by the operations director. Registration packets are also mailed at this time and will consist of state-required information and forms.
6. Forms must be returned by a specified date to the main office in order to confirm a student's place in the School. If not, the slot will be forfeited.

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 enrollment forms received after the open application deadline shall be either a) placed on the end of the waiting list for the applicable grade in the order they are received; or b) if applying for enrollment in a grade that is not yet at capacity the student will be automatically enrolled; 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 list until one of the following occurs:

- The student is accepted into the School as a space becomes available and enrolls in the 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 School will contact the parent/guardian of the first student on the wait-list. The notification will be by phone and email, sent by the operations director. Once notified of an available slot, the parent/guardian will have three (3) days to either accept the spot by filling out and returning an enrollment form.. If the School does not receive a response form within three (3) days, the School will deem the parent/guardian to have declined the available slot and remove the student from the wait list.

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

The Charter School will adhere to the provisions of the 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

ELEMENT 9 - FINANCIAL AUDITS

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

An annual independent fiscal audit of the books and records of the New Los Angeles Charter School will be conducted as required under Ed. Code § 47605 (b)(5)(I). The books and records of the charter school will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting.

An audit committee selects an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and 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 back office provider, currently ExED, works with the independent auditor to provide requested information. They have 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 15th of December of each year. The Executive Director, 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 charges the Finance Committee to provide a recommendation for curing audit findings. The Finance Committee 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 fiscal audit of the Charter School is public record to be provided to the public upon request.

DISTRICT OVERSIGHT COSTS

The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

BALANCE RESERVES

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such

costs, the 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.

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 their 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 it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 the Charter School's financial information,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

New LA will develop and maintain internal fiscal control policies governing all financial activities.

ELEMENT 10 - STUDENT EXPULSIONS

"The procedures by which pupils can be suspended or expelled." Ed. Code § 47605 (b)(5)(J)

DISCIPLINE POLICIES: RESPECT FOR SELF AND OTHERS

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 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 school's mission.

Respect for Self and Others Agreement

All families receive a *Respect for Self and Others Agreement*. This agreement is signed by the student, teachers, administrators and a parent or guardian. The document states that students at New Los Angeles Charter School are expected to conduct themselves in a manner that demonstrates the school's mission of respect for self and others. The school commits to providing students and families with training and support on the behavior expectations.

Expectations for Students

Students at New Los Angeles Charter School will:

- Have a positive attitude
- Demonstrate ownership and self-responsibility through community engagement
- Respect themselves and others
- Commit to taking advantage of the opportunities presented at New LA and explore their passions for learning
- Be safe on campus and promote a safe learning environment for others

Support for Students

The purpose of the New LA Respect for Self and Others Agreement is to support students to make meaningful and positive contributions to their school and community through their personal choices. Students receive the following support to help them make good choices and understand the expectations at New LA Charter:

- Advisory Program
 - Respect for Self and Others Agreement is discussed in-depth during advisory
 - Students participate in discussions and activities to clarify expectations throughout the year
- Sexual Harassment Education by the UCLA Rape Crisis Center
- Bullying and Harassment Education
- Drug and Alcohol Education

The school will also provide parent education evenings with specialists on adolescent health and development.

Behavior Contracts

In the event that a student is having continued difficulty with meeting the behavioral expectations of New LA the teacher or assistant principal will recommend the student to be on a Behavior Contract. The contract will be implemented using the following process:

Initial Meeting

Assistant principal, student, parent and teachers meet to discuss strengths and areas of need for the student. Goals for the contract are decided based on the areas of need. The team will establish the term of the contract.

Execution of the Contract

Student will receive the contract from the assistant principal on Monday mornings. The student will have all teachers, sign the contract using the EMAD system for each of the goals daily. Parents will review and sign the contract each night. Parents are expected to enforce the contract by rewarding positive feedback and having consequences for negative feedback including if the contract is not being signed or is lost. It is the responsibility of the student to ask the teacher to sign the contract. All students on contracts must turn in completed contracts on Monday to the assistant principal at which time they will receive the new contract for the week.

Classroom Observation

During the term of the contract the assistant principal conducts at least one classroom observation of the student.

Teacher Feedback

As the term of the contract nears an end, teachers submit feedback about the student's general behavior and the use of the contract. The assistant principal gathers the data and completes the Behavior Contract Check-In form.

Behavior Contract Check-In

The assistant principal meets with the student and shares feedback from teachers regarding behavior and the contract. They determine if the contract is to be continued or if the student is ready to exit from the contract program. If the contract is to be continued they will discuss any revisions as suggested by teachers, administrators, parents or the student and a new term will be established.

CONDUCT AND BEHAVIOR POLICIES

Attendance

The goal of the New Los Angeles Charter School Attendance Policy is to ensure that students are present and prepared to take advantage of the opportunities presented to them through the school's program.

Students who are late to school must stop in the main office and receive a pass to be permitted to class. If the student continues to arrive to school tardy, each tardy will be recorded as part of the student's permanent cumulative file. Families will also lose points for not meeting the expectations outlined in our school's Family Contract.

Class Attendance

Students who are late for an academic class will have consequences as determined by the classroom teacher. Consequences may include, but are not limited to, loss of privileges or referral to meet with the teacher after school in detention.

Any student(s) who chooses to skip a class, including advisory, will face the following consequences:

- First poor choice: The student will participate in a conference with the assistant principal and his or her parents to discuss the situation.
- Second poor choice: The student will serve one day of in-school suspension.
- A pattern of poor choices: The student will face out-of-school suspension and possibly additional consequences.

Hall Passes

The goal of the New Los Angeles Charter School Hall Pass Policy is to minimize interruptions to instructional time. The expectation is that students will ask to use the restroom during independent work time. In the event that a student is to leave class, the student will:

- Ask permission from his or her teacher;
- Ask teacher to sign student planner;
- Sign out using the classroom log;
- Take the New LA approved hall pass;
- Return promptly to class and sign back in using the classroom log.

Electronic Devices

The goal of the New Los Angeles Charter School Electronic Devices Policy is to ensure that students are present and focused while at school and are safe on-line. New LA Students will:

- Turn off all electronic devices before school starts;
- Use electronic devices for instructional purposes with teacher approval;
- Refrain from photographing or videotaping someone without his or her consent.

Students who choose to use electronic devices at inappropriate times or in inappropriate ways will be required to turn them in to New LA staff. Parents must arrange an appointment with the assistant principal to discuss the situation and retrieve the electronic devices.

No Tobacco and No Controlled Substances

The goal of the New Los Angeles Charter School Tobacco/Controlled Substances Policy is to ensure that our school is drug and alcohol free. New Los Angeles Charter School is a tobacco, alcohol, and drug free campus. Possession, use, purchase or sale of tobacco or any controlled substance on campus or at a school-sponsored activity is not allowed.

- Students with prescribed medication must turn in all prescriptions and medications to the front office for proper administration.
- Student backpacks and belongings are subject to search by school officials under the LAUSD Random Search Policy. New LA will follow LAUSD's Random Search Policy.
- Students in violation of the No Tobacco and No Controlled Substances Policy will be subject to consequences including suspension and expulsion, and will be advised to participate in counseling.
- Students under the influence of any controlled substance while on campus or at a school-sponsored event will be subject to consequences including suspension and expulsion.

Safe Campus

The goal of the New Los Angeles Charter School Safe Campus Policy is to ensure that our campus stays safe. There will be no tolerance for students who willfully endanger the safety of our community by:

- Possession, distribution or sale of controlled substances
- Assault (sexual or physical)
- Theft
- Acts of hate violence

Students who violate the Safe Schools Policy will be automatically suspended for five days and may be recommended for expulsion. Possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object immediate recommendation for expulsion

After School Detention

New LA teachers may hold students after school for detention at their discretion. A detention may be up to 30 minutes. Parents will be notified by the teacher by phone if a student is to be held for detention.

Academic Integrity

The goal of the New Los Angeles Charter School Academic Integrity Policy is to ensure that all students have the opportunity to discover their passion for learning and uphold ethical academic standards. The Policy is as follows:

New Los Angeles Charter School expects all students to abide by ethical academic standards. The Policy covers all school-related tests, quizzes, reports, class assignments, and projects, both in and out of class.

- Plagiarism is presenting somebody else's ideas, words or work as one's own.
- Cheating includes copying or giving an assignment to a student to be copied (unless explicitly permitted by the teacher). Cheating also includes using, supplying, or communicating in any way unauthorized materials, including textbooks, notes, calculators, computers or other unauthorized technology, during an exam or project.

The following are possible consequences for students whose actions are not in compliance with the school's Academic Integrity Policy:

- Zero credit for an assignment
- Parent notification
- Removal from student-council office
- Loss of privileges
- Possible suspension

Dress & Appearance Standards

The goal of the New Los Angeles Charter School Dress and Appearance Standards is to ensure that students carry themselves in a way that is appropriate for a learning environment, appropriate to volunteer in the community or meet community leaders, and shows respect for themselves and others. In committing to the mission of our school community, parents and students are expected to comply with the following Dress Standards:

The New LA Uniform Includes:

- Navy, light blue, royal blue or gray New LA Charter Polo Shirt;
- Solid-colored, long-sleeved undershirts may be worn beneath the polo (white, black, gray, or navy only);
- Solid blue or black jeans (colored jeans are not permitted);
- Blue, black, gray, or khaki brown slacks that fit appropriately, are free of rips and tears, and are in good condition;
- Knee-Length blue, black, or khaki brown shorts;
- Knee-Length blue, black, or khaki brown skirts or skorts;
- Safe, sturdy footwear that are appropriate for school and physical education activities;
- New LA cardigan;
- New LA Sweatshirt;
- New LA Fleece Jacket;
- Students may accessorize with scarves, socks, or colored leggings.

The New LA Uniform Does Not Include:

- Hats;
- Sunglasses;
- Other accessories that are inappropriate for a learning environment;
- Hooded shirts (including undershirts);
- Sweat pants, workout pants, sports shorts;

- Colored jeans;
- Leggings not worn under a skirt or shorts, or jeggings;
- Non-New LA jackets, sweaters or sweatshirts inside the building, including during Nutrition or Lunch.

Free Dress Days:

- Monthly early release Tuesdays (12:35 pm);
- Other days as designated by the school.

Students who do not come to school dressed appropriately will be sent to the front office immediately. Reception will call home and his or her parent must come to the school to bring appropriate attire for their child. If no parent is available, the student will be able to borrow a used uniform from the main office for the day. Inappropriate accessories (hats, sun glasses, etc.) will be confiscated and held in the front office. Parents must arrange an appointment with the assistant principal to discuss the issue and retrieve their child's items.

Bullying and Harassment

The goal at New LA is to create an environment that is safe and promotes a tone of decency and respect for self and others. Under no circumstances will any sort of bullying be permitted in our community. The consequences for bullying and/or harassment will be severe, and can lead to suspension or expulsion (as outlined in the New LA Suspension/Expulsion policy). The definitions below will provide guidance for students and parents.

Definition of Bullying

Unfortunately, many students at some point in their school careers are involved with teasing or aggressive behavior as either a perpetrator or a target. Bullying is when hurtful or aggressive behavior toward an individual or a group appears to be unprovoked, intentional, and (usually) repeated. Bullying among students may take place in a variety of hostile acts that are carried out repeatedly over time. The acts involve a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or psychological (spreading rumors, manipulating social relationships, or promoting social exclusion, extortion, or intimidation).

Cyber Bullying

Bullying is not isolated to face-to-face interactions alone. Cyber Bullying is the use of electronic information and communication devices to willfully and repeatedly harm either a person or persons through the medium of electronic text, photos, or videos. Examples of this behavior include but are not limited to:

- Sending/posting false, cruel, hurtful or vicious messages/comments.
- Creating websites that have stories, cartoons, pictures, and jokes ridiculing others (or posting any of these on an existing website or social networking website).
- Breaking into an email account and sending vicious or embarrassing materials to others.
- Engaging someone in electronic communication, tricking that person into revealing sensitive personal information and forwarding that information to others.
- Posting of a student picture without their permission.

Bullying of this nature creates a hostile, disruptive environment on a school campus and is a violation of each student's and staff member's right to be safe and secure.

Sexual Harassment

Sexual harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature that has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment.

Consequences

New LA teachers and staff make every effort to help students understand and accept the responsibility for making choices that are not aligned with the expectations for student behavior. When a student chooses to engage in behaviors that are not in line with the mission of the school, some or all of the following consequences may be applied.

Level	Student Choices	Consequences
Level 1: Choices that disrupt the classroom and are handled by the classroom teacher, assistant principal and guided by classroom norms	<ul style="list-style-type: none"> • Forgetting school supplies • Classroom disruptions • Missing or incomplete work (homework and class work) • Breaking class norms and agreements • Offensive language • Dress code • Chewing gum • Tardiness (to class and school) • Hall pass • Electronic devices 	Teachers may choose to implement the following consequences: <ul style="list-style-type: none"> • Phone call home/email home • Loss of privileges • Written reflection • Other consequences as decided by grade-level teams • Parent/teacher conference • Referral to the assistant principal for a family meeting with referring teacher for repeated issues (3x or more)
Level 2: Level 1 choices that continuously break school policy and are referred to the assistant principal after three consecutive violations (listed above as Level 2 Choices)	<ul style="list-style-type: none"> • Repeated Level 1 Choices • Truancy from class 	The assistant principal may choose to implement the following consequences: <ul style="list-style-type: none"> • Phone call home • Parent meeting • In-school suspension and parent conference • Referral to the principal for suspension
Level 3: Choices that violate education code and are referred to the principal	<ul style="list-style-type: none"> • Physical fighting • Willful defiance • Destruction of school property • Sexual harassment • Bullying • Acts of racism • Truancy from school or class 	Pattern of Community Leave <ul style="list-style-type: none"> • 1st poor choice: phone call home and up to 2 days of in-school or out of school suspension with a re-entry meeting (preferred, however student will be readmitted if parent cannot attend) • 2nd poor choice: phone call home and up to 3 days of suspension with re-entry meeting • 3rd poor choice: phone call home and up to 5 days of suspension with re-entry meeting • 4th poor choice: phone call home, 5 days of suspension, meeting with the Principal, Executive Director, and possible referral for expulsion*
Level 4: Choices that violate education code and are destructive choices for the entire school community, and are referred to the Principal	<ul style="list-style-type: none"> • Possession, distribution or sale of controlled substances • Assault (sexual or physical) • Theft • Acts of hate violence 	Phone call home; 5 days of suspension; meeting with the principal, executive director, and possible referral for expulsion <i>(Note: Possession, sale, or otherwise furnishing any firearm, knife, explosive, or other dangerous object, possession, distribution, or sale of controlled substances, and assault requires mandatory recommendation for expulsion)</i>

SUSPENSION AND EXPULSION PROCEDURES

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at New Los Angeles Charter School. When the policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School administrators have reviewed the suspension and expulsion policies of Los Angeles Unified School District and the California Education Code prior to preparing the procedures and the list of enumerated offenses for which a pupil may/must be suspended or expelled. This policy and procedures has been prepared to provide due process to all students. The list of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serves the best interests of the school's pupils and their parents/guardians.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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

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 ("IDEIA") 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 regular education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or 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.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event, 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.

B. Suspension Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.

- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) 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 pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code , directed specifically toward a pupil or school personnel.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. Non- Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- b) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- c) 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.
- d) Willfully used force of violence upon the person of another, except self-defense.
- e) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- f) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the executive director or the executive director's designee with the student and his or her parent and, whenever practical, the teacher, or school employee who referred the student. The conference may be omitted if the Director 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 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 through written communication sent by the principal.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days of the suspension, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of suspension, the Director or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Education Code 48903 specifies students may be suspended a maximum of 20 schooldays per year (10 schooldays for students with disabilities). Students must contact their teachers by phone or email to arrange for any homework or materials they will miss.

Upon a recommendation of Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

D. Expellable Offenses

1. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) 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.
- n) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) 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.
- p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his

- or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
 - w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

2. 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 pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee's concurrence.
- b) 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.
- c) Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- d) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

E. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a

Board member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

F. 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 Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days 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 School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School, Panel Chair or the hearing officer in the expulsion. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person 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 person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The person

presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence 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 Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Board (or an Administrative Panel if the Board empowers such) shall be in the form of written findings of fact based on substantial evidence. The final decision shall be made within ten (10) school days following the conclusion of the hearing. The Decision is final.

If the Board (or an empowered Panel) decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

J. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel within ten (10) school days, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. 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 School.
3. The reinstatement eligibility review date;
4. A copy of the student's rehabilitation plan;
5. The type of educational placement during the period of expulsion;
6. Notice of appeal rights/procedures, if any.

The Director or designee shall send a copy of the written notice of the decision to expel to the County. This notice shall include the following:

- a) The student's name
- b) The specific expellable offense committed by the student

The School will not provide students with any expulsion appeal rights.

K. 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 County and LAUSD upon request.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The School will facilitate post expulsion placements and enrollment to ensure that expelled students do not get lost in the system and/or drop out of school.

DUE PROCESS

Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal. Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center. Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School's policies and procedures were followed

- student's current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion 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; and if the Student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions:
 - a. Was the misconduct caused by, or directly and substantially related to the students disability:
 - b. Was the misconduct a direct result of the Charter School's failure to implement 504 Plan?

OUTCOME DATA

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.

READMISSION

The 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, the Charter School's governing board shall readmit the pupil, unless the 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

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

SPECIAL EDUCATION STUDENTS

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- a. Was the misconduct caused by, or directly and substantially related to the student's disability?
- b. Was the misconduct a direct result of the Charter School's failure to implement 504?

GUN FREE SCHOOLS ACT

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

ELEMENT 11 - RETIREMENT PROGRAMS

"The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security." Ed. Code § 47605 (b)(5)(K)

Employee salaries, benefits, working conditions, and other items will be determined in each employee's individual employment agreement with New LA. Full-time employees will have the option to select health, dental, and vision benefit programs. Calendars, holidays, and vacations will be set by New LA, with input from the principal, teachers and board of directors or their designee at least two months prior to the start of the following school year.

LABOR PROCEDURES WHICH WILL BE APPLIED TO EMPLOYEES

Job applicants for positions at New LA will be considered through an open process, and, if hired, will enter into an agreement with the Charter School. Any District union employee who is offered employment to work at New LA will not be covered by his or her respective collective bargaining unit agreement, although New LA may extend the same protections and benefits in individual employee contracts. Teachers at New LA will be choosing to commit to a school where they will be expected to go above and beyond the normal call of duty in order to "do whatever it takes for students to learn."

Procedures for Resolving Complaints/Grievances

Step One

If an employee has a complaint or grievance, the employee shall first address the issue with the immediate supervisor by identifying the concern in an informal meeting. The supervisor shall make a good faith effort to resolve the issue, including problem identification, possible solutions, selection of resolution and a timeline for implementation and follow-up.

Step Two

If the good faith effort is unsuccessful, the employee may notify the Executive Director in writing that a grievance has been denied or unresolved by the immediate supervisor. The employee shall specifically state any portions of the response disputed by the employee. The Executive Director will convene a meeting with the employee at a mutually agreed upon time, but no longer than thirty (30) days after the written request. Following the meeting the Executive Director will provide a written response/resolution within seven (7) workdays. The decision of the Executive Director on the grievance resolution shall be final.

Process for Ensuring Due Process

All staff members will have due process rights that include the right to appeal directly to the Operations Committee of the Board of Directors regarding any termination decision made by the Executive Director. Upon receiving written notice of such a termination decision, an employee must appeal in writing to the Committee within ten (10) calendar days. The Committee will schedule a hearing within thirty (30) days of the receipt of such an appeal notice.

At an appeals hearing, the employee may present any evidence or witnesses relevant to supporting an appeal of termination, and may make statements to the Committee on his/her behalf. The Committee will be permitted to ask questions, and will require the Executive Director to provide backup documentation supporting the termination decision.

Upon conclusion of the hearing, the Committee will make a decision and notify the appellant immediately. The decision of the Committee will be final.

STAFF RECRUITMENT, SELECTION, EVALUATION, AND TERMINATION

See Element 5: Employee Qualifications

MANNER BY WHICH STAFF MEMBERS WILL BE COVERED BY STRS, PERS, SOCIAL SECURITY, OR MEDICARE

New Los Angeles Charter School makes participation in State Teachers' Retirement System (STRS) available to certificated teachers. New LA will make any contribution that is legally required of the employer, including STRS, social security, and/or unemployment insurance. If STRS is offered, all withholdings from employees and the School will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS. The School currently pays into CALSTRS - Administered by LACOE, Division of School Finance. We currently work with Hess and Associates for reporting the payroll transactions for our CALSTRS employees to LACOE.

The School is presently in the processes of working on a retirement plan for non-certificated employees. Non teaching staff are covered by federal social security. The operations director along with the back office provider will be responsible for ensuring that appropriate arrangements for retirement coverage has been made.

PROCEDURE FOR PROCESSING AND MONITORING CREDENTIALS

The operations director will work directly with the California Commission on Teacher Credentialing to process and monitor credentials. As part of the employment process, credential paperwork relating to credentialing will be collected, analyzed and confirmed by the operations director. A system of reviewing expirations of credentials will be established. Teachers are responsible for monitoring and updating the status of their own credentials. All credentials and NCLB highly qualified paperwork will be filed in the personnel files of teachers. Employees will be responsible for their own fees related to their credentials.

ELEMENT 12 - ATTENDANCE ALTERNATIVES

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." Ed. Code § 47605 (b)(5)(L)

Pupils enrolled at New Los Angeles Charter School have no right to admission in a non-charter District school as a consequence of charter school enrollment. This information will be posted on enrollment forms.

New Los Angeles Charter School is a school of choice. No student is required to attend and no employee is required to work at New LA.

Pupils who choose not to attend New Los Angeles Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13 - EMPLOYEE RIGHTS

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. -- Ed. Code § 47605 (b)(5)(M)

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 - EMPLOYER STATUS AND COLLECTIVE BARGAINING

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of division 4 of Title 1 of the Government Code). -- Ed. Code § 47605 (b)(5)(O)

New Los Angeles Charter School is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

ELEMENT 16 – PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSSES

A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. -- Ed. Code § 47605 (b)(5)(P)

Revocation

The District may revoke the Charter if New LA commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- New LA committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- New LA failed to meet or pursue any of the pupil outcomes identified in the charter.
- New LA failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- New LA violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify New LA in writing of the specific violation, and give New LA 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 clause set forth in this Charter.

Closure Action

The decision to close New LA either by the New LA governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California *Education Code* sections 47604.32, 47605, 47605.6, and 47607 as well as *California Code of Regulations*, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include 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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active

students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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 the 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 the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of New LA will be paid for by New LA . 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 the Charter School and not LAUSD. New LA understands and acknowledges that New LA will cover the outstanding debts or liabilities of New LA . Any unused monies at the time of the audit will be returned to the appropriate funding source. New LA 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 New LA participates, and other categorical funds will be returned to the source of funds.

New LA shall ensure the completion and filing of any annual reports required. This includes:

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. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. 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 determine the disposition of all liabilities of the charter school. Charter school

closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to.

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the New LA Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The New LA Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code. New LA shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- 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. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File the final withholding tax return (Treasury Form 165).
- e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end New LA's] right to operate as a Charter School or cause Charter School to cease operation. New LA and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16.

The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 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.

Facilities

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- Furnishings and Equipment. LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (iii) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (iv) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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.

Facility Status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

APPENDIX

SURROUNDING SCHOOLS DATA

BY-LAWS

ARTICLES OF INCORPORATION

CONFLICT OF INTEREST POLICY

BUDGET

LOTTERY AND ENROLLMENT FORM

DUE DILIGENCE QUESTIONNAIRES AND RESUMES

BOARD MEMBER QUESTIONNAIRES AND RESUMES

BOARD OF DIRECTORS RESOLUTION