



Petition for Charter Renewal

For

New West Charter School

Charter Number 431

July 1, 2017 - June 30, 2022

Submitted on

October 19, 2016



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Assurances and Affirmations

New West Charter School (also referred to herein as “New West” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations above. The DRL should be highlighted in gray within each Charter element

or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

Throughout the charter petition, New West has included Los Angeles Unified School District (“LAUSD”) “District Required Language,” which is required for all charter petitions submitted to LAUSD, as a pre-condition for the charter being accepted for submission. DRL is highlighted in gray and includes a header for each section or Element which has a black background. In the event the New West is not renewed by LAUSD, all DRL will be removed from the charter petition and will not have any effect on the charter document or New West’s operations. To avoid confusion, the Element headers will remain in the charter.

ASSURANCES, AFFIRMATIONS, AND DECLARATION

New West Charter School (“New West” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of New West Charter School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 and the Individuals with Disabilities Education Improvement Act of 2004.

- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- If a pupil is expelled or leaves the Charter School without graduating 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. [Ref. Education Code Section 47605(d)(3)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

1. How English Learners' needs will be identified
2. What services will be offered
3. How, where, and by whom the services will be provided
4. How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

Modified Consent Decree Requirements

All charter schools approved by the 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 the 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 measurable 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 MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

ELEMENT 1: THE EDUCATIONAL PROGRAM

“New West taught me how to be smart.”
– Graduating Senior 2016

Governing Law: The educational program of the charter 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. Education Code Section 47605(b)(5)(A)(i).

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

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

GENERAL INFORMATION

1. THE GENERAL INFORMATION TABLE

GENERAL INFORMATION	
The contact person for the Charter school is:	Sharon Weir, Ed.D
The contact address for the Charter school is:	1905 Armacost Avenue, LA 90026 11625 Pico Blvd, LA 90064
The contact phone number for the Charter school is:	310-943-5444
The address of the target community to be served by the Charter school:	West LA 90025, 90064
This is in the LAUSD Board District:	4
This is in the LAUSD Local District	ESC-W
The grade configuration of the Charter School is:	6-12th
The number of students served:	1125
The grade level of the students served:	6-12 th grade
Charter School’s scheduled first day of instruction in 2017-18 is:	23 rd August 2017
The enrollment capacity:	825 at the 1905 Armacost Ave, Los Angeles 90025

	400 at 11625 Pico Blvd, Los Angeles 90064
The type of instructional calendar	Traditional
The bell schedule for the Charter School will be:	7:30am – 2:30pm High School 8:30am – 3:30pm Middle School
The term of this Charter shall be from:	July 1 st 2017 – June 30 th 2022

2. LOCATION AND CONTACT INFORMATION

New West’s school campus is currently located at 1905 Armacost Avenue, and the Charter School also holds a lease at 11625 Pico Blvd, which is centrally located on the Westside within the City of Los Angeles and within the geographic boundaries of Los Angeles Unified School District. The school site is in a mixed commercial area of smaller retail and service businesses that is zoned for industrial use. New West is easily accessible given its location on or near major thoroughfares close to the intersection of the I-10 and I-405 freeways.

New West submitted a Proposition 39 request for facilities from the District to accommodate student growth due to extensive student demand – however the local district was unable to provide facilities within the requested location. The current Armacost Avenue facility is approximately 50,000 square feet, has 36 classrooms, one resource room, a library and state of the art science lab. The Pico site facilities are approximately 15,000 square feet with 12 classrooms, a library and media centre.

3. TERM OF THE CHARTER

The term of the Charter begins July 1, 2017, and ends June 30, 2022.

4. SCHOOL ADMINISTRATION AND BOARD OF DIRECTORS

The New West Board of Directors comprises of individuals with expertise in accounting and finance; grant writing; law; small business; communications; and community activism. The Administration for New West consists of an Executive Director/Principal who holds a British administrative credential; an Assistant Director for the middle school who holds a California Administrative Credential; and the Vice Principal holds and California Administrative credential

Tab 6 and 7 contain the biographical information regarding the Board of Directors and Administration of New West.

COMMUNITY NEED FOR CHARTER SCHOOL

1. SCHOOL HISTORY

After thirteen years in operation, New West is a well-established charter school that identifies its key strengths as:

- A clear and progressive education mission
- Strong leadership with the discretion to make local decisions
- A dedicated team of teachers and support staff with significant opportunities for collaboration and professional development
- Data driven academic instruction, planning and assessment

- Opportunities and structures designed to extend academic learning time
- A culture of high expectations for every student
- Strong and consistent Parent/Guardian and community involvement
- A supportive environment with a proven track record that fosters high achievement for students on all California accountability measures

New West began as a parent-led, grass roots effort to start a small, high quality, public middle school on the Westside of Los Angeles. Planning started in 1999 by an ad hoc group of parents who had learned about the benefits of charter schools through their experiences at the five neighborhood elementary schools of what was then known as the Palisades Charter Complex (a group of District schools, including a middle and a high school, first chartered in 1995). New West was incorporated as a public nonprofit educational benefit corporation in 2000. An Organizing Committee with an Executive Board guided the efforts to establish the new school. This committee oversaw a variety of subcommittees staffed by numerous parent volunteers who comprised New West's Development Group. Volunteers who contributed at least 100 hours of service to opening of the school were designated Founders of New West. A \$35,000 Charter School Planning Grant from the California Department of Education in March of 2000 and a \$10,000 Walton Family Foundation Charter School Planning Grant in July of 2000 were instrumental in supporting the initial costs of school development.

Los Angeles Unified School District denied the initial petition in August 2000 to establish New West as a charter middle school. The Los Angeles County Board of Education subsequently denied the appeal in January 2001. New West then submitted its charter petition to the State Board of Education through the California Department of Education pursuant to Education Code Section 47605(j)(1). In December 2001, the State Board of Education unanimously approved the New West charter petition and assigned the school charter number 431, with the final state-approved charter dated January 15, 2002.

Due to difficulties in securing a site for its campus as well as extended SELPA negotiations, New West moved its initial opening date from fall 2002 to fall 2003. In May 2003, with approval from the CDE, New West signed a long-term lease on its original site on Pico Boulevard in West Los Angeles. Architect Jennifer Wen donated pro bono architectural services and her husband Jeff Guh donated structural engineering services. Jennifer Wen and the board chairman volunteered their time and effort as project managers during an expedited construction schedule that completely renovated the building over the summer of 2003. Much of the funding for construction and opening of the school came from a \$400,000 Implementation Grant, and a \$250,000 loan from the Charter School Revolving Loan Fund. The New West campus on Pico was dedicated on September 7, 2003. The next day about 275 students in grades 6-8 attended the first day of classes. The New West Charter was subsequently renewed in 2007 (6-8th grade) and again in 2012 (6-12th grade) by the State Board of Education.

In February 2005, Sharon Weir joined New West as the fourth Principal and Executive Director and has served in this capacity for the past 11 years. In 2009, Dr. Weir was named "Charter School Principal of the Year" by the California Charter Schools Association. From the Charter School's inception in 2003 to the present day, New West has, over time, built a robust and high successful program in both middle school and high school that was twice honored as a California Distinguished School.

In October 12th 2012, New West moved from its 11625 Pico Blvd location to larger premises on 1905 Armacost Ave, Los Angeles, CA 90025. New West has subsequently retained the lease on the Pico Blvd site.

New West had searched for a new facility for its high school expansion over a seven year period. Fortunately, a local real estate family called the McRoskeys, agreed to work directly with New West staff and offered a long-term (collective 30 year) lease of a 50,000 square foot warehouse building to be converted into a school site. When New West expanded to include a high school in 2012, its name changed from New West Charter Middle School to New West Charter.

Between the fall of 2012 and the spring of 2016, New West successfully added one high school grade level to per year and new faculty and staff were added one careful step at a time. Thanks to generous donations from families, philanthropic support and careful financial planning, a media center for large presentations was added in 2013-14, a library was constructed in 2014-15, and a high-tech science lab opened in 2016. Overall, New West has invested \$4MM in renovations in the Armacost Avenue site. As the Charter School grew to reach full capacity, all of the high school's courses were approved for A-G credit by the University of California, initial WASC accreditation was earned, and most importantly, the first graduating class of 75 seniors earned over 500 college admissions and scholarships.

In conjunction with the physical move in 2012, New West also made a philosophical move to add more diversity to its student body and better serve the neighborhood in which it is located. To do this, New West provided first admissions preferences for students from Brockton Avenue Elementary, an LAUSD school, which largely serves students from first and second-generation immigrant Latino families earning middle to lower income. The impact of this admission change, along with the context in which the school operates, can be seen in the tables, graphs, and maps on the pages that follow.

After more than a dozen years of distinguished work, expansion, and outreach, New West continues to search for ways to better serve the community in which it is located. New West is located within a largely residential neighborhood in West Los Angeles at 1905 Armacost Ave. West Los Angeles is a district in the Westside region of the city of Los Angeles, LAUSD Board District 4. The central location of West Los Angeles has made it a locus of commercial development, with several high-rise office buildings along Olympic, Santa Monica, and Wilshire Blvd. It also contains a large number of Japanese-owned businesses. A satellite congregation of the Wilshire Boulevard Temple, one of the most prominent Reform Jewish congregations in Southern California, occupies the northeast corner of West LA. Housing in West Los Angeles is a mixture of low-rise apartment buildings, mostly inhabited by young professionals and working-class families, and single-story tract house developments built between late 1920s and 1960s.

West Los Angeles is part of the Los Angeles Unified School District. Neighborhood elementary schools include Brockton Avenue, Nora Sterry Elementary School, and Warner Avenue. The middle schools include Webster and Emerson, and the local neighborhood high school is University High School. The Stoner Recreation Center is located within a few blocks of New West and is one of the primary parks within West Los Angeles.

The Charter School's location near the intersection of Interstate 405 and Interstate 10, its proximity to major busy streets and bus lines, and the light rail Metro stop on Bundy make it accessible and attractive to families all over Los Angeles. Its location as a transportation nexus also makes it an appealing place to work for people all over the LA area. In addition, New West offers a highly unique Traffic Monitoring and Mitigation Program ("TMMP") for all students attending the Charter School. Students can choose to participate in a school sponsored shuttle bus program, walk/bike, carpool or use the abundance of public transportation options to allow them to travel to school. New West does not permit high school students to drive to and from campus.

The result of all this history and geography is a diverse learning community in students and adults from a wide variety of racial/ethnic groups, religious backgrounds, socioeconomic classes, and neighborhoods across the region converge for one primary purpose: a great education.

2. ACADEMIC ACHIEVEMENT – SCHOOL PERFORMANCE OVER THE LAST FOUR YEARS MEETING THE RENEWAL REQUIREMENTS

The Charter Schools Act expressly encourages the renewal of a charter petition as long as the school meets the minimum academic achievement standard for renewal. (Education Code, Section 47607(a)(2); 47605(b).) Increases in academic achievement shall be the **most important factor** when a district evaluates a renewal petition. (Ed. Code, Section 47607(a)(1).) The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b) and 52052(e)(4)(C):

(A) New West Has Unquestionably Met the Legal Standard in Education Code Section 47067(b) For Renewal

“[A] charter school shall meet at least one of the following criteria before receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

(1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.

New West has met or exceeded its Academic Performance Index (“API”) growth target in the prior year and in two of the last three years both schoolwide and for all groups of pupils served by the Charter School. (Education Code Sections 47607(b)(1) and 52052(e)(4).)

Year	API Growth Score	API Growth Target	Met Growth Target Schoolwide*
2013	911	A	Yes
2012	942	A	Yes
2011	930	A	Yes
<p>“A” means the school or Student Groups scored at or above the statewide performance target of 800. “B” means the school did not have a valid 2010 base API and will not have any growth or target information.</p>			

* Source: CDE DataQuest, accessed September 8, 2016.

New West has five numerically significant pupil subgroups – Asian, Hispanic or Latino, White, African American, and Socioeconomically Disadvantaged.

2012-2013 API Growth Scores: Significant Pupil Subgroups*				
Subgroup	Numerically Significant in Both Years?	2013 API Growth Score	API Growth Target	Met Student Group's Growth Target?
Asian	Yes	918	A	Yes
Hispanic or Latino	Yes	881	A	Yes
White	Yes	931	A	Yes
Socioeconomically Disadvantaged	Yes	878	A	Yes
* Includes only numerically significant subgroups in both the base year and growth year in the reporting cycle. "A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2012.				

* Source: CDE DataQuest, accessed September 8, 2016.

(2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.

New West has ranked in deciles 4 to 10, inclusive, on the API in the prior year and in two of the last three years. (Education Code Sections 47607(b)(2) and 52052(e)(4).)

Year	Statewide Ranking*
2013	10
2012	10
2011	10

* Source: CDE DataQuest, accessed September 8, 2016.

(3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.

New West has ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year and in two of the last three years. (Education Code Sections 47607(b)(3) and 52052(e)(4).)

Year	Similar Schools Ranking*
2013	8
2012	9
2011	10

* Source: CDE DataQuest, accessed September 8, 2016.

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in

the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

*New West's academic achievement is **at least equal to** the academic performance of the public schools that our pupils would otherwise have to attend, as well as the academic performance of the schools in LAUSD, taking into account the composition of the pupil population that is served at the school. (Education Code Sections 47607(b)(4) and 52052(e)(4).)*

The chart below shows the API 3-year averages of New West and the LAUSD public schools that the charter school pupils would otherwise have been required to attend.

Academic Performance Index 3 – Year Average API Comparison New West and Los Angeles Unified School District	
New West & LAUSD Schools and Charter Schools	3-Year API Average
New West	925
Palms Middle School	870
Paul Revere Middle School	892
Emerson Middle School	742
Daniel Webster Middle School	702
Orville Wright Middle School	749
Marina Del Rey Middle School	736
Mark Twain Middle School	711
New Los Angeles Charter School	769
View Park Preparatory Accelerated Charter School	782
Magnolia Science Academy 6	829
University Senior High School	737
Venice Senior High School	721
Alexander Hamilton Senior High School	731
Animo Venice Charter High School	775
Fairfax Senior High School	744
Palisades Charter High School	845
WESM Health and Sports Magnet	689

* Source: CDE DataQuest, accessed September 8, 2016.

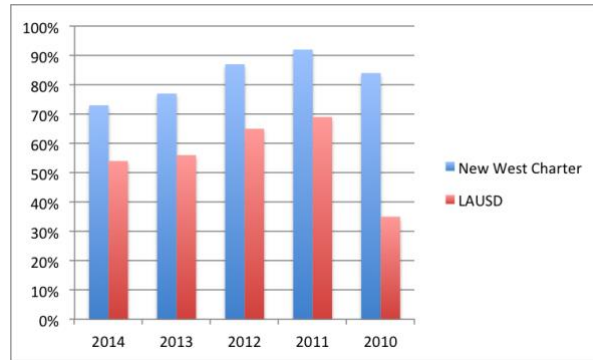
The chart below shows the API 3-year averages of New West’s significant pupil subgroups and those of the LAUSD traditional public schools that the Charter School’s students would otherwise have been required to attend.

Academic Performance Index Results New West and LAUSD API 3-Year Average Significant Subgroups					
New West & LAUSD Schools	School-wide 3-Year Average	Asian	Hispanic or Latino	White	Socio- Economically Disadvantaged
New West	925	934	891	948	897
Palms Middle School	870	960	824	939	833
Paul Revere Middle School	892	971	816	949	792
Ralph Waldo Emerson Middle School	742	910	677	888	686
Daniel Webster Middle School	702	--	700	839	690
Orville Wright Middle School	749	877	758	881	722
Marina Del Rey Middle School	736	--	718	863	732
Mark Twain Middle School	711	--	707	780	708
New Los Angeles Charter School	769	--	729	889	737
View Park Preparatory Accelerated Charter School	782	--	--	--	770
Magnolia Science Academy 6	829	--	804	851	781
University Senior High School	737	855	715	827	723
Venice Senior High School	721	890	684	847	690
Alexander Hamilton Senior High School	731	840	700	857	704
Animo Venice Charter High School	775	--	770	--	769
Fairfax Senior High School	744	845	716	781	740
Palisades Charter High School	845	922	788	890	785
WESM Health and Sports Magnet	689	817	734	820	674

* Source: CDE DataQuest, accessed September 8, 2016.

The charts below show the eighth grade Science California Standards Test (“CST”) scores for both New West and Los Angeles Unified School District from 2010-2015 (percentages reflect students who scored Proficient or Advanced on the exam).

**Five-Year CST Science Results
EIGHTH GRADE**

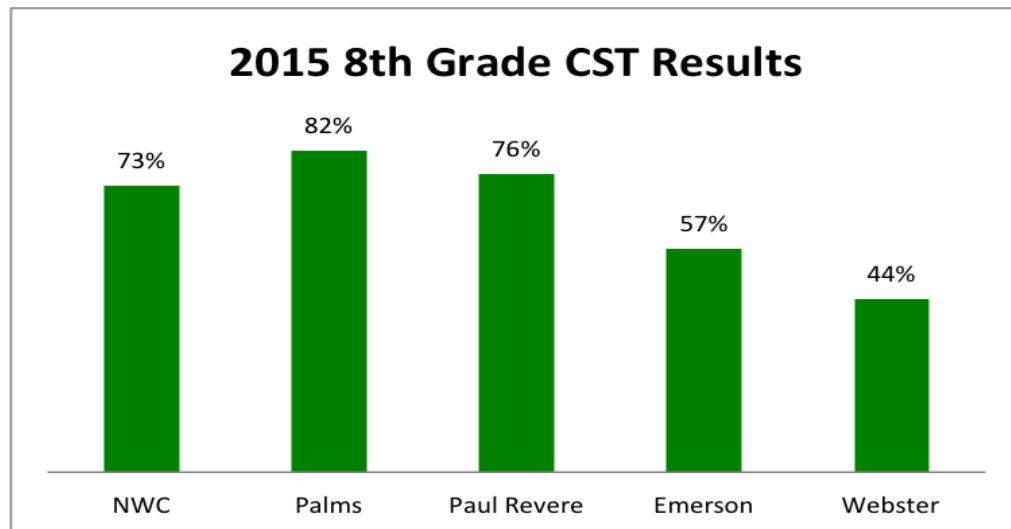


Year	New West	LAUSD	New West Percentage + or -
2014-2015	73%	54%	+19
2013-2014	77%	56%	+20
2012-2013	87%	65%	+30
2011-2012	92%	69%	+37
2010-2011	84%	35%	+33
New West eighth grade students, scoring Advanced or Proficient on the Science CST exam, consistently <i>outperformed</i> LAUSD on average as a grade level by +27% since 2010 and increased overall performance.			

* Source: CDE DataQuest, accessed September 8, 2016

As shown in the graphs below, New West has a very high percentage of eighth grade students scoring Proficient and Advanced on the 2015 CST Science assessment.

2015 CST Science Results Comparison Schools' Results EIGHTH GRADE
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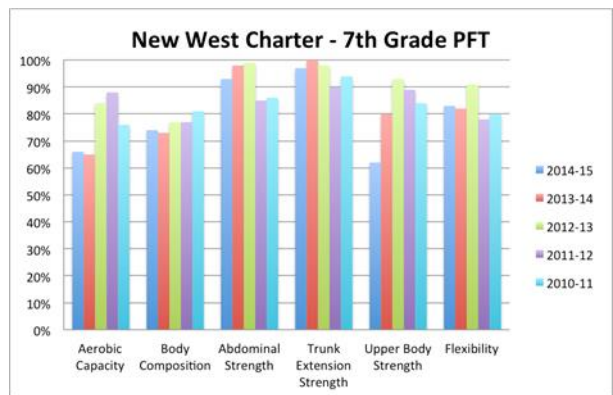
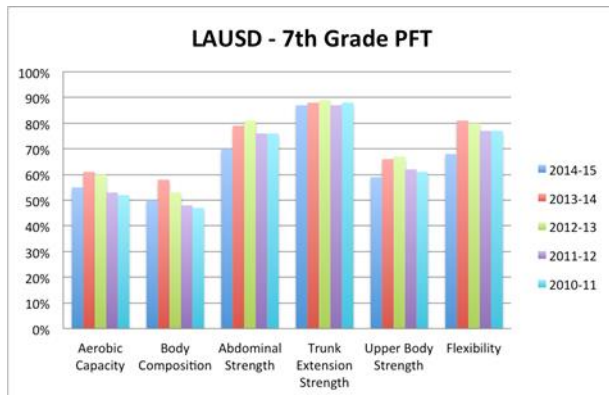


School	Advanced/Proficient	Advanced
New West	73%	44%
Palms Middle School	82%	63%
Paul Revere Middle School	76%	53%
Emerson Middle School	57%	29%
Daniel Webster Middle School	44%	18%
New West eighth grade students, scoring Advanced or Proficient on the 2015 Science CST exam compared to LAUSD middle schools in close proximity.		

* Source: CDE DataQuest, accessed September 8, 2016.

The charts below show the seventh and ninth grade California Physical Fitness Test scores for both New West and LAUSD from 2010-2015.

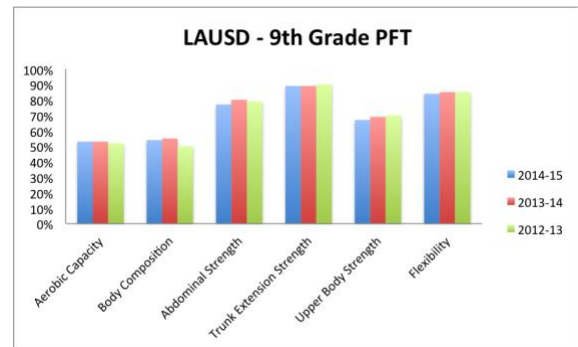
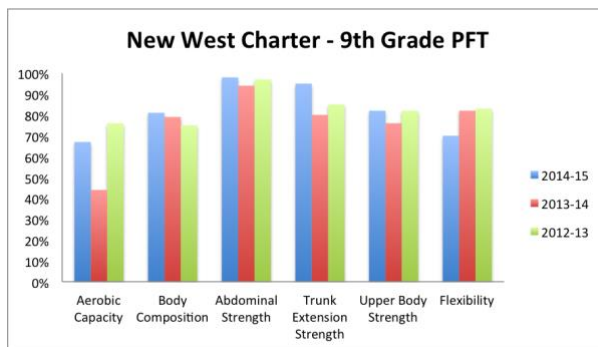
**Five Year California Physical Fitness Report
Overall - Meeting Six of Six Healthy Fitness Zone Standards
SEVENTH GRADE**



* Source: CDE DataQuest, accessed September 8, 2016

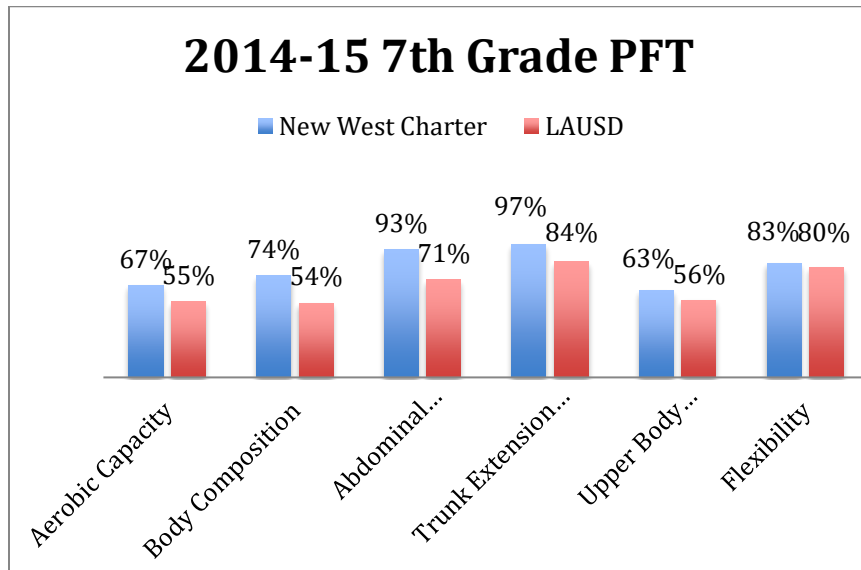
New West continues to have the highest percentage of seventh grade students within its comparison group of schools meeting 6 of 6 fitness standards for the Healthy Fitness Zone for physical fitness.

**Five Year California Physical Fitness Report
Overall - Meeting Six of Six Healthy Fitness Zone Standards
NINTH GRADE**



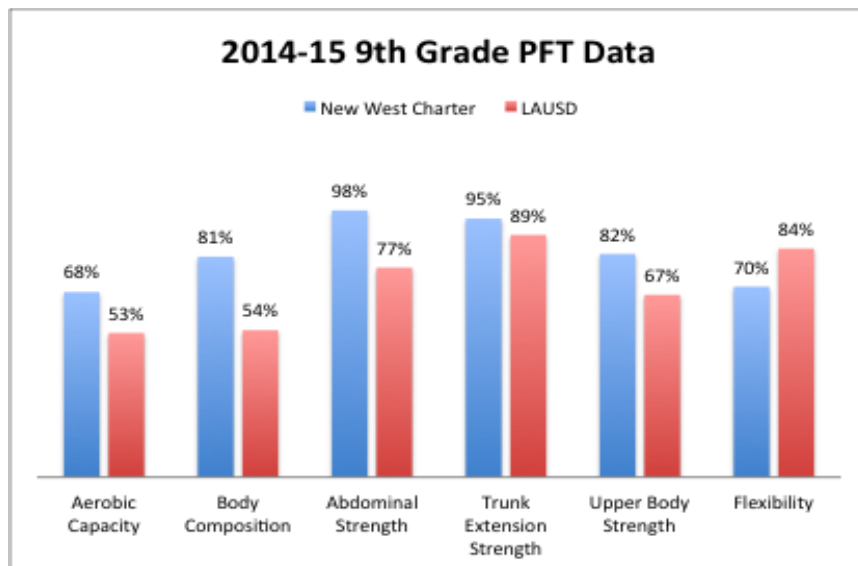
* Source: CDE DataQuest, accessed September 8, 2016.

**2014-2015 California Physical Fitness Report
Overall - Meeting Six of Six Healthy Fitness Zone Standards
Comparison Schools' Results: SEVENTH GRADE**



* Source: CDE DataQuest, accessed September 8, 2016

**2014-2015 California Physical Fitness Report
Overall - Meeting Six of Six Healthy Fitness Zone Standards
Comparison Schools' Results: NINTH GRADE**



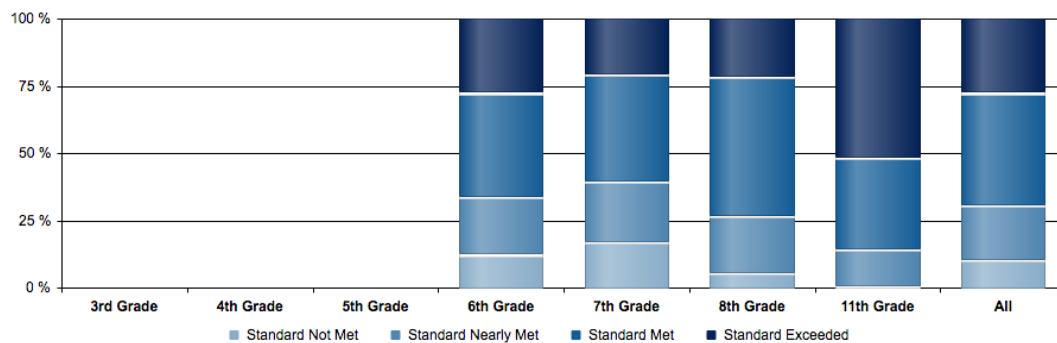
CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS

The 2014-2015 California Assessment of Student Performance and Progress (“CAASPP”) results demonstrate New West’s successful transition to the new statewide accountability system. The charts below show the 2014-2015 CAASPP results.

2014 - 2015 CAASPP Overall Achievement Results Percentage of Students Meeting or Exceeding Standards ENGLISH LANGUAGE ARTS (ELA)

New West Charter School

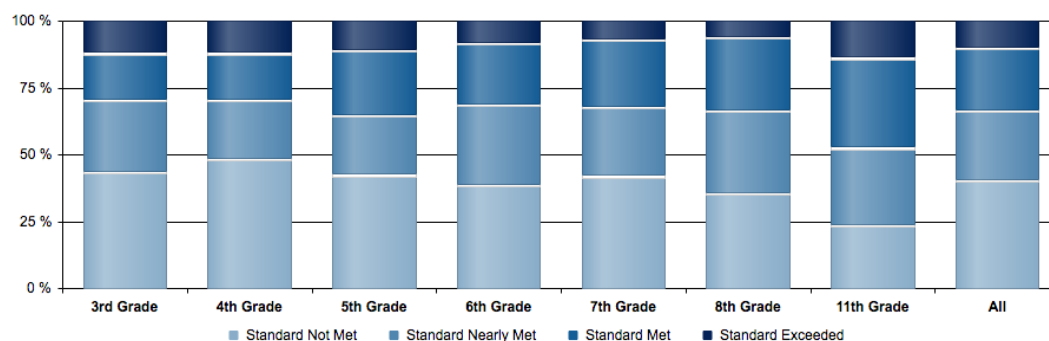
Achievement Level Distribution



[English Language Arts/Literacy Achievement Level Descriptors](#)

LAUSD

Achievement Level Distribution



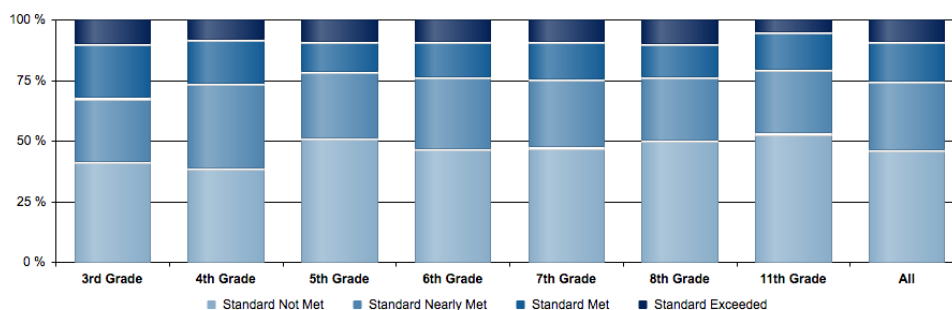
[English Language Arts/Literacy Achievement Level Descriptors](#)

* Source: CDE DataQuest, accessed September 8 2016.

**2014 - 2015 CAASPP Overall Achievement Results
Percentage of Students Meeting or Exceeding Standards
MATHEMATICS**

LAUSD

Achievement Level Distribution



[Mathematics Achievement Level Descriptors](#)

* Source: CDE DataQuest, accessed September 8, 2016.

New West Has Also Unquestionably Met the Legal Standard Regarding Increases in Subgroup Achievement in Education Code Section 52052(e)(4)(C).

Since the California Legislature's suspension of standardized testing in 2013, the Legislature has provided an additional charter renewal standard as it relates to academic achievement, in Education Code Section 52052(e)(4):

"Schools that do not have an API calculated . . . shall use one of the following: (A) the most recent API calculation; (B) an average of the 3 most recent annual API calculations; or (C) **alternative measures that show increases in pupil academic achievement for all groups of pupils school-wide and among significant subgroups.**"

As shown previously, New West has four numerically significant pupil subgroups – Asian, Hispanic or Latino, White, and Socioeconomically Disadvantaged.

2012-2013 API Growth Scores: Significant Pupil Subgroups*				
Subgroup	Numerically Significant in Both Years?	2013 API Growth Score	API Growth Target	Met Student Group's Growth Target?
Asian	Yes	918	A	Yes
Hispanic or Latino	Yes	881	A	Yes
White	Yes	931	A	Yes
Socioeconomically Disadvantaged	Yes	878	A	Yes
* Includes only numerically significant subgroups in both the base year and growth year in the reporting cycle. "A" means the school or Student Groups scored at or above the statewide performance target of 800 in 2013.				

* Source: CDE DataQuest, accessed January 20, 2016.

Students identified as English Learners (“EL”) at New West have increased steadily each academic year.

New West English Learner Students California English Language Development Test Results			
School Year	# EL Students Tested	% Advanced Level	% Early Advanced Level
2014-2015	10	70%	10%
2013-2014	37	54%	30%

CALIFORNIA HIGH SCHOOL EXIT EXAM COMBINED RESULTS – GRADE 10 – SPRING 2015

Tenth grade students throughout the state took the California High School Exit Exam (“CAHSEE”) until it was discontinued after 2015. Performance on the CAHSEE’s English and Mathematics portions were used to assess whether or not a student had obtained the state determined and state required minimum level of knowledge and skills to obtain a high school diploma. Though the CAHSEE is no longer administered, the test results provide another indication of how New West students perform in comparison to their peers in LAUSD and across California. The results in the tables below were earned by the graduating classes of 2016 (results from 2013-14) and 2017 (results from 2014-15):

CAHSEE Results for Grade Ten Students – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced								
	New West			LAUSD			State		
	2012- 2013	2013- 2014	2014- 2015	2012- 2013	2013- 2014	2014- 2015	2012- 2013	2013- 2014	2014- 2015
English Language Arts	0*	89	87	49	47	49	57	56	58
Mathematics	0*	86	83	54	56	53	60	62	59

CAHSEE Results for Grade Ten by Student Group – 2014-2015

Student Group	English Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	13	20	67	17	49	34
All Students at the School	13	20	67	17	49	34
Male	15	28	57	15	46	39
Female	11	15	74	18	52	31
Black or African American	0	0	0	0	0	0
American Indian or Alaska Native	0	0	0	0	0	0
Asian	0	0	0	0	0	0
Filipino	0	0	0	0	0	0
Hispanic or Latino	18	35	47	24	53	24
Native Hawaiian or Pacific Islander	0	0	0	0	0	0
White	4	20	76	6	50	44
Two or More Races	5	5	90	10	60	30
Socioeconomically Disadvantaged	32	16	53	21	53	26
English Learners	0	0	0	0	0	0
Students with Disabilities	0	0	0	0	0	0
Students Receiving Migrant Education Services	0	0	0	0	0	0
Foster Youth	0	0	0	0	0	0

New West has achieved the following:

- Met its API growth target for two years;
- Met or exceeded its API growth target in the prior year for all four significant subgroups;
- Exceeded the requirement with a Statewide and Similar School Rankings of 10 for all three years;
- Exceeded the 3-Year API academic schoolwide averages of the middle and high schools in LAUSD;
- Exceeded the 3-Year API academic significant subgroup averages of the middle and high schools in LAUSD;
- Exceeded the 5-Year academic performance on the Science CST of the and middle schools in LAUSD;
- Exceeded the 5-Year achievement on the California Physical Fitness Test of the middle schools in LAUSD;
- Increased the percentage of students scoring Early Advanced or Advanced on the California English Language Development Test (CELDT);

In summary, the above documentation serves as confirmation that New West not only meets but rather exceeds all of the statutory criteria required for renewal set forth in Education Code Section 47607(b) and 52052(e)(4)(C).

3. DEVELOPMENT OF THE INITIAL EDUCATION PLAN

In order to develop its educational program, New West Founders worked with educational researchers, using California Department of Education statistics, to identify the six highest performing middle schools in the state that serve similar populations of students as anticipated would enroll at New West. New West formed an Educational Study Panel¹ that visited each of these six schools and gathered detailed information about curriculum, assessments, budgetary options, school organization, and other aspects of those schools' educational programs. Additionally, the Study Panel sought the advice of educational consultants and middle school principals of high-performing schools. The information gathered by the Study Panel was used to formulate the operational details of New West's educational program. Thus, New West bases its educational program on "best practices" synthesized from the different programs, methods, and strategies of those middle schools that the Educational Study Panel found to be most successful as a model to fulfill New West's educational mission. The work of the Educational Study Panel, the schools visited, and the resultant educational program are detailed in the document "*New West Charter Middle School Educational Program*," which was approved by the California Department of Education and the California Board of Education in May 2002 as a condition for opening New West in September 2003. This document has been updated at each renewal and its contents are reflected within this charter.

Naturally, it is to be expected, even encouraged, that New West's education program evolves over time as the Charter School's educators determine that it would be best to add, delete, or revise various policies, procedures, or practices in the best interests of the Charter School's students. Accordingly, the role of the Educational Study Panel is now filled by the Charter School's Executive Director/Principal, Assistant Director and teaching staff as part of their regular duties and ongoing professional development activities. New West intends to continue learning from other successful schools as well as from its own experiences in order to maintain and further improve a high level of student learning and to enable pupils to become self-motivated, competent, lifelong learners.

STUDENT POPULATION TO BE SERVED

New West provides for the free, nonsectarian, public education of students in grades 6-12th who desire a broad and comprehensive foundation in reading and language arts, mathematics, science, and history and social science, supplemented by a variety of enrichment programs in the visual and performing arts, world languages, health and physical education, and extracurricular and enrichment activities designed to enhance the core curriculum. The Charter School, which is open to any student who wishes to attend, enrolls a multi-cultural, multi-ethnic, socioeconomically diverse student body without respect to actual or perceived 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 or association with an individual who has any of the aforementioned characteristics, or any other characteristic described in Education Code Section 220. New West seeks to attract families who have a belief in a strong home/school/community partnership and who share in the mission, vision, and guiding principles of the Charter School.

As a charter school, New West has no formal boundaries in which students must reside to attend. As a result, a study of the students' registered addresses in 2016 indicates that New West students come from 73 different zip codes. However, that same report also shows that over three fourths (78%) of the students live in one of twelve, and over half (55.1%) live in one of four zip codes. The top twelve zip codes are shown below:

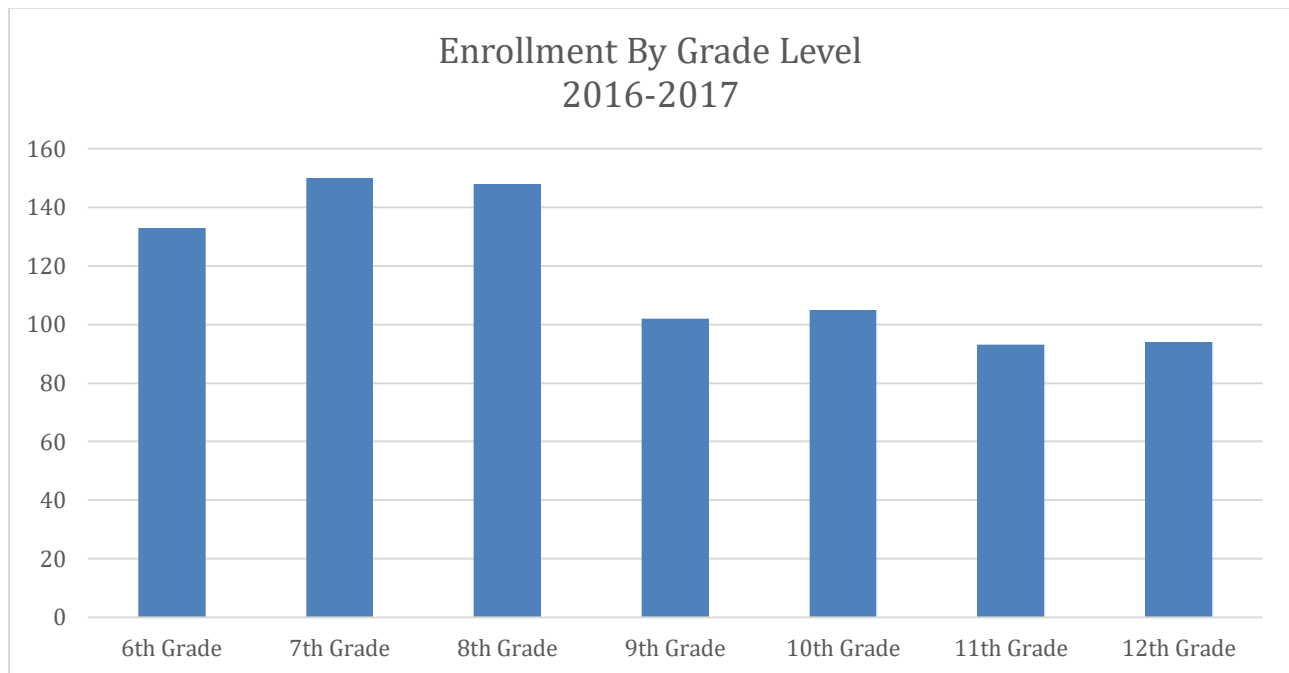
ZIP CODE DISTRIBUTION CHART

Zip Codes	90025	90034	90035	90045	90024	90049	90064	90066	90272	90291	90230	90292
Number of 6-8 Grade Students	113	30	12	10	19	20	49	46	10	15	7	9
Percentage of 6-8 Grade Students	25.0%	6.7%	2.6%	2.2%	4.2%	4.4%	10.8%	10.1%	2.2%	3.3%	1.5%	1.9%
Number of 9-12 Grade Students	85	21	12	17	8	6	52	50	5	18	12	13
Percentage of 9-12 Grade Students	22.9%	5.6%	3.2%	4.5%	2.1%	1.6%	14.1%	13.5%	1.3%	4.8%	3.2%	3.5%
Total Number of 6-12 Grade Students	198	51	24	27	27	26	101	96	15	33	19	22
Total Percentage of 6-12 Grade Students	24.9%	6.2%	2.9%	3.2%	3.2%	3.1%	12.2%	11.6%	1.8%	4.0%	2.3%	2.7%

The four most common zip codes our students live in are 90025 (24.9%) in which the new Armacost campus is located, 90064 (12.2%) in which the old Pico campus is located a mile to the south, 90066 (11.6%) which extends south along the west side of the I-405 freeway, and 90034 (6.2%) on the south east side of I-405. All four of those zip codes are located within five miles of the campus and are shown on the maps on the following page:

Grade	African American	Asian	Hispanic/Latino	Native American or Alaskan	Native Hawaiian or Pacific Islander	Mixed Race	Undefined	White	Total
06	10 6.5%	8 5.2%	45 29.6%	1 0.6%	1 .06%	15 9.8%	0 0.0%	72 47.3%	151
07	12 7.8%	15 9.9%	44 29.1%	1 0.6%	1 0.6%	5 3.3%	0 0.0%	73 48.3%	151
08	13 8.7%	17 11.4%	34 22.8%	2 1.3%	0 0.0%	8 5.3%	1 0.7%	74 49.6%	149
09	11 11.2%	10 10.2%	29 29.6%	1 1.0%	0 0.0%	5 5.1%	0 0.0%	42 42.8%	98
10	3 3.0%	4 4.0%	29 29.2%	0 0.0%	0 0.0%	5 5.1%	0 0.0%	58 58.6%	99
11	7 7.1%	14 14.2%	14 14.2%	1 1.0%	0 0.0%	4 4.0%	0 0.0%	58 59.1%	98
12	13 17.3%	7 9.3%	21 28.0%	1 1.3%	0 0.0%	3 4.0%	0 0.0%	30 40.0%	75
Totals	69 8.3%	75 9.0%	216 26.3%	7 0.8%	2 0.2%	45 5.4%	1 0.1%	407 49.5%	825

*Data extracted April 2016



The table above shows that 452 (54.9%) of New West's 825 total students are in middle school grades six, seven, and eight. It also shows that 370 (45.1%) of New West's 825 total students are in high school grades nine, ten, eleven and twelve.

1. ENROLLMENT ROLL OUT PLAN

New West is currently authorized to serve 875 students in grades 6th – 12th in a site-based program, and plans to add 400 students, over the course of the charter term, to the Pico site and the Independent Study program. The following projects enrollment with the assumption that the Independent Study program will be approved.

Enrollment Summary	2016-17						
	2015-16	Budget Approved	2016-17 Trend	2017-18	2018-19	2019-20	2020-21
Year of Operation	14	15	15	16	17	18	19
Enrollment	825	825	825	825	1,225	1,225	1,225
6	109	125	125	125	190	181	140
7	150	150	150	150	190	190	181
8	153	150	150	150	215	190	190
9	120	100	100	100	200	209	190
10	105	100	100	100	165	175	209
11	111	100	100	100	165	140	175
12	77	100	100	100	100	140	140
% Enrollment Growth		0.0%	0.0%	0.0%	48.5%	0.0%	0.0%
Grade Level Expansion?		N	N	N	N	N	N

GOALS AND PHILOSOPHY

1. MISSION AND VISION

“To allow students to discover and maximize their full potential through academic rigor, strong character, self-reliance, and become lifelong learners.”

The mission of New West Charter School is to provide an academically rigorous, highly individualized education for 21st Century students in grades 6-12. In the decades to come, personal success will require increasingly high levels of competency, independence, and self-reliance in an ever changing, ever more complex society, whether individuals choose to manage their own businesses, work within public or private organizations, or raise families whose children will face the same challenges. New West will produce competent, independent, self-reliant students by creating a learning environment that promotes academic excellence and strong character development as the antecedents for success in college preparatory high school programs.

New West Charter School is founded on the following precepts:

- A rigorous core curriculum that provides a strong foundation in reading and language arts, mathematics, science, and history and social science, supplemented with diverse enrichment opportunities in world languages, visual and performing arts, physical education and health, and information technology;
- A robust program of community service and extracurricular activities designed to have maximum synergy with the academic program;

- Clearly defined and closely monitored performance standards that assure progress toward the school's educational goals in full compliance with all applicable state standards;
- A cooperative community of parents and educators that shares responsibility for the school's governance, operation, and educational program in the best interests of the school's students;
- A goal of a small student body, taught in classes as small as resources permit (we aim for 30 students or less per class); and
- A personal learning environment that both encourages and challenges each student according to his or her ability through differentiated instruction within an integrated curriculum.

New West Charter School will serve students of diverse cultural, ethnic, and socioeconomic backgrounds from throughout greater Los Angeles whose families share the common goal of creating a strong, unified educational milieu for their children. New West's educational culture will foster academic achievement through high expectations, genuine accountability, and individualized attention both at home and in school. This home/school collaboration will enable students to become competent, creative, self-motivated, lifelong learners who have a clear sense of their individual worth and their responsibilities to society.

Graduates from New West will have the following qualities:

- Students will be self-motivated, taking a proactive approach to their own academic pursuits, as well as their social behavior and personal goals. They will be able to act ethically and take personal responsibility for their actions.
- Students will be technologically competent in exchanging and accessing information, identifying what constitutes accurate information as they search the Internet, and communicating fluently through a variety of technologies to suit the ever-changing demands of a dynamic globally interconnected, multicultural, and multiethnic world.
- Students will be life-long learners dedicated to exploring the richness of shared knowledge and inspired by the diversity of learning opportunities available in the environment around them. They will be well equipped to live and continue to learn in an increasingly complex and information-rich modern world.
- Students will be critical thinkers, able to analyze and understand complex systems requiring problem-solving skills while questioning and inquiring using an “outside-the-box,” holistic, and creative approach.
- Students will be global contributors, conscious of the far-reaching impact they can have by actively participating in meaningful service to their communities in a collaborative manner and using their individual voice as part of the collective to address the issues and needs they observe.

2. AN “EDUCATED PERSON” IN THE 21ST CENTURY

New West truly believes an “educated person in the 21st century” would comprehend and experience the process of education as it is set for today. Society in the 21st century is an informational society requiring high levels of literacy, clarity of thinking skills, and increased abilities to process information. The process

of education in this society demands the development of cognitive and proficiency abilities, interpersonal skills, emotional and attitudinal predispositions, fitting character formation and strong work habits.

New West recognizes this society and the fact that the domain of education is broader than just formal schooling. Accordingly, New West integrates the formal schooling that takes place within its walls with a broader perspective in order to equip students to live and continue to learn in an increasingly complex and information-rich modern world.

Thus, New West's main objective is to enable students to become self-motivated, competent, and life-long learners.

At New West we define "21st Century Skills", as including but not limited to the following:

QUALITY PRODUCERS

- Organize materials and manage time effectively to produce excellent work
- Gather and analyze information to make effective arguments supported by evidence
- Demonstrate critical thinking and complex problem solving skills
- Express their creativity in written, verbal and artistic formats
- Set ambitious and realistic goals
- Participate in self-evaluation and reflection

TECHNOLOGICALLY LITERATE STUDENTS

- Analyze and interpret the reliability of information found on the Internet
- Evaluate academic and personal growth by creating digital portfolios
- Successfully complete New West technology benchmarks
- Utilize current technology in effective and meaningful ways
- Display information through multimedia presentations

COMMUNITY CONTRIBUTORS

- Successfully complete New West community service requirements
- Participate in student organizations and school sponsored community service projects
- Are open-minded and seek to understand other perspectives and cultures
- Demonstrate civic participation and responsibility
- Apply the skills and concepts learned in the classroom to the real world

EFFECTIVE COLLABORATORS AND COMMUNICATORS

- Work as a team to solve problems and accomplish mutual goals
- Demonstrate strong, positive leadership
- Listen attentively and respectfully to others and articulate their own ideas with clarity
- Adapt their communication style in response to their audience
- Read, comprehend, evaluate and discuss complex literary and informational texts
- Write clear and coherent arguments, narratives and explanatory texts using the writing process
- Students will have the ability to contemplate and discuss ideas and issues critically while questioning and inquiring about the world around them
- Students will be actively involved in their own learning, both in determining the nature of their educational endeavors and in being active participants in their learning experiences
- Students will analyze and understand complex systems

- Students will learn to think holistically, abstractly, and creatively
- Students will understand how to set and achieve goals in a variety of situations
- Students will learn to reason critically and creatively
- Students will communicate with clarity, focus, and understanding of the audience they are addressing.

LIFE SKILLS

- Students at New West will develop academic and social skills appropriate for an ever changing, globally interconnected, multicultural, and multiethnic world.
- Students at New West learn to be proactive in their social behavior, choices and responsibilities.
- Students are able to act ethically and to take responsibility for their own actions.
- Students develop an appreciation for the richness of shared knowledge and identity that flows from the culturally diverse environment of California.

3. HOW LEARNING BEST OCCURS – INSTRUCTIONAL DESIGN AND METHODOLOGIES

Within the four core academic English/Language Arts, Mathematics, History/Social Sciences, and Science and elective subjects, learning experiences are integrated where possible, limited only by the nature of some standards within the subject areas that preclude integration. Listening, speaking, reading and writing application experiences, wherever applicable, are tied to the concepts and knowledge to be mastered in the core and elective curriculum.

- **BACKWARD DESIGN** “Backward Design” or “Understanding by Design” offers a powerful framework for designing courses through what is called “Backward Design.”¹ It seems “backward” in that it starts from the opposite end of the planning process we typically go through to design courses—we usually start by thinking about how to teach our content. Backward Design, in contrast, leaves teaching activities until the end and starts with the desired results of that teaching. In other words, our teachers believe we cannot start planning how you’re going to teach until you know exactly what we want your students to learn.
- **DIFFERENTIATED INSTRUCTION** is key to providing for the needs of children across the educational spectrum. By altering the complexity, depth, or novelty of the subject, the teacher can convey material in a way that is appropriate for the individual child. Each student receives a rigorous, standards-based lesson without an artificial ceiling placed on learning. Teachers are also prepared to present material in a variety of ways to take into account different learning styles. Frequent assessment and review of this assessment is essential for this strategy. New West begins the year with school-wide assessments and works towards a personalized approach to education for each student.
- **SCAFFOLDING** academic literacy and life-long learning skills are fostered through the use of scaffolding teaching methods. Scaffolding employs, among other tools, modeling and demonstration, bridging from known concepts and experiences to new concepts, contextualizing, and schema building to identify connections among concepts. For example, using charts, diagrams and other tools, students see the connections between topics and ideas.
- **ADDITIONAL INSTRUCTIONAL STRATEGIES** include an emphasis on Character Development, establishing Life-long Learning objectives and Community Service. New West integrates these instructional strategies into the core academic curriculum. For example, the effective use of technology, a life-long learning objective, is integrated through students’ use of the Internet for research projects. The application of time management skills will be required of students for in-class and homework projects.
- **PROJECT-BASED LEARNING** provides a key opportunity for integration of all subjects. Core and Elective develop project themes throughout the year. Students will work in small groups to research, write, find results and identify the medium for presentation. The student team will work with the teacher to develop the different phases of the project.

New West has created a paradigm for an excellent Los Angeles public school. New West concludes that:

- School must be student-based, not subject based, and must create a strong sense of ownership and community for the students if the Charter School is to hold onto the adolescent students during these difficult, emotional and at-risk years.

¹ Understanding by Design - Authors Jay McTighe and Grant Wiggins

- New West must present a welcoming environment for all: for students, teachers, parents, families, community members and professionals.
- New West strives be small school, with small class size, and must do everything possible to create a culture and climate of respect and safety.
- New West must be a supportive place where it is safe to be who you are, regardless of race, religion, ethnicity, culture, sexual orientation and/or ability/disability
- New West must be academically excellent, developmentally responsive and socially equitable.

New West must encourage cooperation, collaboration and responsibility.

- New West must be staffed by teachers who will ensure success for all students. Teachers must love to work with this age group and must be flexible academically and psychologically. Teachers must have a mastery of techniques to actively engage students and to differentiate instruction.
- New West must encourage a multi-materials approach to instruction.
- Inspiration, not information, must drive teaching techniques and teaching materials to cover the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), and remaining state content standards (collectively referred to herein as “Standards”), so that students actively feel curiosity, creativity and the thirst for information.
- Parental involvement, from the home-school agreement, through excellent communication between home and school, to parental volunteerism, contributes to the success of, and pride in, the Charter School.

New West has addressed these conclusions by employing the following guidelines:

- **SCHOOL ACCOUNTABILITY** at New West, each and every member of the school community, from administrator to student, to teacher, family member and employee, is fully accountable for his or her role in the educational, financial and emotional success of the Charter School.
- **STANDARDS-BASED CURRICULUM** New West developed an educational program that is fully aligned with the State standards. New West delivers this curriculum to over 825 students in 6 - 12th grade students through 38 full-time credentialed teachers, at least 3 full-time special education teachers and a support staff.
- **ACADEMIC EXCELLENCE** New West provides multiple opportunities for students to explore a rich variety of topics and interests, using instructional strategies, which actively engage students and foster curiosity and creativity. All students are expected to meet high standards.
- **STUDENTS AS ASSETS** New West has a strong formalized advisor/advisee program for building assets. Students meet together regularly throughout the year with the same teacher. This program has a strong team-building on concepts outlined in various sources, such as Middle and High School Issues, and Scholastic Teen Issues. The advisor/teacher, and Grade Level Advisor teacher, works with the advisees/students to build a trusting, nurturing relationship that will allow them to deal with sensitive issues and concerns. Students gain emotional strength, self-knowledge and social skills through their participation in a well-defined advisory program. Students are guided to understand all the assets of their personalities and have the confidence to develop those assets.
- **SMALL CLASS SIZE** New West believes that size counts. Teachers can address many different levels of ability and learning styles and give exemplary differentiated instruction in a classroom of approximately 30 or less.

- **HETEROGENEOUS CLASSES** New West concludes that in order to preserve a dynamic and challenging classroom, students must be grouped heterogeneously. This prevents a smart versus dumb classroom mentality, and better reflects real-life experience in the workplace. Classes will be inclusive, respectful and tolerant, and challenges each student according to his or her abilities. (Compacting instruction, then differentiating instruction through depth, complexity and/or novelty, is employed to address gifted students. The exception is mathematics, where students have the opportunity to be grouped in classes to enable them to accelerate beyond grade level).
- **INDIVIDUALIZED INSTRUCTION** New West works towards creating an individualized learning approach for each student. New West evaluates and test students extensively to adequately address the needs of each student. Early in the school year, a personalized approach is adopted towards supporting each student. Each student works collaboratively with his or her teacher in an effort to specify student's goals for meeting or moving beyond the Standards, incorporating data from testing and assessments. This personalized approach will also identify elements of asset development, study skills and team-skills on which the student can focus.
- **DIGITAL PORFOLIOS** All New West high school students are required to prepare and present a digital portfolio on a yearly basis. The digital portfolio focuses on a student's pathway to high school graduation and onto college. The portfolio is researched and created in the regular advisory classes.
- **WELCOMING ENVIRONMENT** New West has created a school environment that is accessible, inclusive and welcoming for students, parents, families, teachers, administrators, and community members. Excellent and frequent communication between home, school and the community continues to keep all parties informed and involved. This creates ownership and school pride.
- **TEAM IDENTITY** (on average 150 students per team in middle school and 100 students per team in high school) New West finds the heterogeneous team (or family) model to be an attractive way to create school community and friendly competitive challenge. Grade level families are designed to prevent any student from falling through the cracks. The grade level family consists of the four core subject and elective teachers who remain responsible for the same group of students all year. These teachers review issues around each student, perceive trends or changes in behavior, and intervene in a timely fashion.
- **SCHEDULING IN MIDDLE SCHOOL** New West has a longer school day (8:30am to 3:30pm) to allow time to implement a partial 90-minute block-scheduling model two days a week, with a seven period rotation. One day a week, on early dismissal day, there is an abbreviated core class schedule.
- **SCHEDULING IN HIGH SCHOOL** New West has a longer school day (7:30am to 2:30pm) to allow time to implement six, one hour periods every day.
- **MENTORING** by advisory teachers. New West has developed a strong mentoring component between students and their advisory teacher by allowing for regular meetings each week for support and advice. During this time, teachers/mentors work with students on asset building and have an opportunity to talk to their students. Touching base with the advisory group on a regular basis creates a much stronger bond between teacher and students. Advisory teachers also teach their advisory students a core subject during the day.

- **CHARACTER DEVELOPMENT** It is critical to a positive school environment and to the individual success of each student that students develop strong character and become responsible, ethical members of society. Faculty role-modeling, home school agreement, discipline policy, an emphasis on personal responsibility, and the community service component all focus on this practice.
- **SOCIAL EQUITY** New West values knowledge from the diverse cultures represented in the Charter School, in our nation, and in the world. New West continually adapts to meet its students' diverse and changing needs. Social events, such as mixers, dances and picnics for students and for families, help the Charter School feel a true sense of community.
- **STUDY SKILLS** New West offers study skills education. Study skills education is reinforced in the core classes, in study specific classes and in an after-school program. Students need to learn time management, research skills and a personal understanding of doing one's best work.
- **PARENTAL INVOLVEMENT** Key to the success of New West is strong parental involvement. New West is a parent-driven charter school model, with strong parental representation on the Governing Board, a strong home-school agreement, and a desire to address the needs of parents as well as students.

New West believes that all the above elements and more contribute to the success of middle and high school students and their school.

4. ADDRESSING THE REQUIREMENTS OF EDUCATION CODE SECTION 47605(B)(5)(A)(II)

New West will pursue school wide and subgroup annual goals and annual actions, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal priorities and reflect proficiency measures required by the new California Assessment of Student Performance and Progress, as well as state priorities detailed in Education Code Section 52060(d).

Please refer to Element 2 for the Charter School's goals for all pupils pursuant to Education Code Section 52052, for each of the (8) state priorities in Education Code Section 52060, including specific annual actions the Charter School will take to achieve each of the identified goals. New West's stakeholders engage in a collaborative process to update and prepare and annual Local Control and Accountability Plan ("LCAP") as a basis for prioritizing the allocation of funds.

INSTRUCTIONAL DESIGN

1. CORE CURRICULUM, INSTRUCTIONAL MATERIALS, AND DESIGN

New West has adopted a Standards-based, college preparatory curriculum closely following the current CCSS and NGSS standards. New West uses the Standards as a floor, not a ceiling. New West ensures that students develop critical thinking skills, including but not limited to observation and analytical reasoning as well as decision- making skills to help them access, process, organize, and interpret the information that the Standards present. Students are able to communicate the concepts they have learned through connections between subjects and application of the information to the real world and their own experience. Most importantly, New West students draw inspiration from the curriculum to seek further information from other sources.

New West analyzes the Standards and has developed clear, useful and assessable guidelines for the Content Standards to be presented to students and their families, so that they may understand the grade-level expectations of New West and the State.

New West outlines all applicable Standards taught in each grade level and subject areas by aligning these in a scope and sequence format.

New West high school courses are all College prep or Honors courses.

INSTRUCTIONAL MATERIALS

New West evaluates the instructional materials used in the Charter School's educational program on a yearly basis. New West relies on the professional judgment of its educators to select educational materials that best meet the needs of students at the different grade levels. Educational materials are selected from state-adopted lists to ensure that they reflect state Standards for the core subjects of reading and language arts, mathematics, science, history/social science and elective subjects.

New West includes professional development time for teachers to learn how best to use the selected instructional materials in the curriculum. New West plans ahead and budgets sufficient resources to ensure that all students have the needed textbooks, workbooks, technology resources, computer software, and other instructional materials. New West prints its own report cards and purchases assessment tools such as testing texts and state and national standardized testing materials as needed.

CORE COURSE BY GRADE LEVEL

Set forth by reference the state Standards that correspond to each course title and grade level: All high school courses are A-G approved and are either college prep or honors courses:

ENGLISH LANGUAGE ARTS

The New West English Language Arts program is completely aligned with the Common Core standards. Courses are designed to develop critical thinking skills through literary analysis, rhetorical analysis, and research and to cultivate student literacy and increase reading comprehension through the study of a variety of texts from numerous genres and cultures. At every grade level, students engage in class discussions, group discussions, and seminars to ensure they are proficient in the speaking and listening skills outlined by the Common Core Standards. Likewise, at every grade level, students compose writings within a variety of genres—prose, poetry, analysis, narrative, expository, persuasion, speeches, and multimedia presentations--and for a variety of audiences.

Unlike in other disciplines in which students must master one skill before moving on to another, in language arts classes, the skills remain largely the same from grade to grade as the texts to which students are exposed become more and more complex and their vocabulary more challenging. This is reflected in the scope and sequence of the Common Core Standards themselves. The Common Core Standards for reading, writing, listening, speaking, and language are addressed at all levels with the nuances outlined by the standards. For instance, the first reading standard for literature for grade six is as follows: "Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text." The same standard for grades 11-12 is the following: "Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain." The skill is the same while the expectations are much higher in the upper grades. The scope and sequence of skills taught in the Language Arts program of New West Charter School reflect this concept of grade-appropriate growth and challenge.

The New West Charter School Language Arts program ascribes to the Common Core philosophy that all students need to tackle complex texts and be taught how to determine the meaning of words from context, to discern levels of meaning, to identify the central ideas, to draw inferences, support those inferences through textual evidence, and evaluate methods authors use to convey meaning—ethos, logos, pathos, use of literary devices and textual elements. One can enter a sixth grade ELA class at New West Charter School and witness activities, instruction and class discussions that are very similar to those occurring in an eleventh grade course but on a level and using language appropriate for younger students. For instance, while eleventh grade students may be analyzing the use of ethos in one of the *Federalist Papers*, in the sixth grade classroom, students are discussing whether the narrator of a *Red Scarf Girl* can be trusted to be credible. These are the same concepts addressed at grade-appropriate levels and addressed within discussions of texts that are challenging for students of the different grades. Likewise, the College and Career Readiness Anchor Standards are addressed in every classroom with particular emphasis on developing a command of the conventions of Standard English grammar, usage, capitalization, and punctuation as well as use of college- and career-level vocabulary and an understanding that words carry with them distinct connotations.

The Common Core Standards that involve evaluating claims and arguments within a text and determining whether the evidence used to support those claims is valid are addressed particularly thoroughly in American Literature. This course is the most appropriate venue for acquiring these skills because, in this course, students are reading foundational texts—those by Madison, Franklin, Washington, Jefferson, Henry, Paine, etc.—as well as the works of the Transcendentalists and of the Harlem Renaissance, all texts that assert points of view and make arguments that helped shape American culture, policy and identity and that challenge conventional ideas.

ENGLISH LANGUAGE ARTS MIDDLE SCHOOL

ENGLISH 6

The focus of reading instruction in English 6 is on becoming more engaged readers through annotation and discussion of important themes in each text. Throughout the year, students annotate using the acronym CATCH – circling unknown words, asking questions, talking to the text, capturing the main idea, and highlighting important details. Each week students receive reading questions for their assigned chapters, which they bring to class for small group discussions. During these discussions students, focus on summarizing, questioning, clarifying, and predicting.

At the end of each unit, students participate in a writer’s workshop wherein they compose various styles of writing, including narrative, literary analysis, persuasion, and exposition. These workshops walk them through the composition of a 5-paragraph essay, with focus on citing and explaining textual evidence to support their arguments.

ENGLISH 7

In this course students explore many writing genres such as expository, persuasive, collaborative writing and analytical essays in order to strengthen and enhance their reading and writing skills. They analyze the connections between the texts they read and the real world. Throughout this course, students read a variety of short stories, novels, essays, and poems. The literature in this course is used to sharpen reading skills, develop vocabulary, and improve comprehension and identification of literary elements such as theme, plot, characterization, and figurative language.

MIDDLE SCHOOL CREATIVE WRITING

In this course, students explore a variety of fiction and nonfiction writing genres, and create authentic publications. Students write poetry, short stories, and personal narratives. In addition, students enhance their writing skills while gaining a deeper understanding of the writing process.

ENGLISH 8

Students develop their analytical minds as they read a variety of texts that span several genres and come in many forms. They learn about extrapolating a text through annotation and understanding each author's purpose within varying genres. With the texts students read and discussions, they begin to foster the skills they need to tackle the level of reading they encounter in high school and beyond.

ENGLISH LANGUAGE ARTS HIGH SCHOOL

ENGLISH 9 (College Prep)

Four years of ELA courses in the New West Charter High School are required for graduation.

The course involves reading selections from the classical canon, but also selections that celebrate diversity ultimately challenging its Euro-centricity. In this course, students analyze short stories, novels, plays, speeches, poetry, and nonfiction to discover how authors utilize literary devices to enhance the power of the written word. Evaluating a text's grammar, imagery, syntax, word choice, and literary devices fosters an understanding of how authors create literature that exemplifies their personal cultural experience, while simultaneously sparking a cross-cultural dialogue regarding the human experience.

Students will be assessed on writing, speaking, reading, and listening. To develop writing mastery, students complete formal writing assignments reflecting selected literature. Critical components of the class involve generating a strong thesis, collecting supporting evidence, and advocating for an original position. Graded writing assignments include formal essays, timed pieces, reading quizzes, and journal writings. In addition, students practice confident, articulate public speaking. Reading and listening skills be assessed using a variety of in-class methods, including but not limited to class notes, vocabulary quizzes, reading quizzes, individual and group projects, pictorial renditions of text, Socratic Seminars, writing portfolios, and professional presentations.

Freshman English students explore the tensions and contradictions espoused in great literature. Practicing civic discourse, students develop their own claims about the text and learn to identify supporting evidence and counterclaims. All the while, learning the values of respect, tolerance, and self-expression. Freshman English aims to create an academic space where students are free to explore academic connections and their pragmatic implications.

HONORS ENGLISH 9

Honors English is a yearlong course in which students evaluate the deeper implications of literature. In this course, students analyze short stories, novels, plays, speeches, poetry, and nonfiction to discover how authors utilize literary devices to enhance the power of the written word. Evaluating a text's grammar, imagery, syntax, word choice, and literary devices foster an understanding of how authors create literature that exemplifies their personal cultural experience, while simultaneously sparking a cross-cultural dialogue regarding the human experience.

Students writing, speaking, reading, and listening assessments include conceptual and grammatical rigor. Reading classic works independently, students enhance their reading ability. To develop writing mastery, students complete formal writing assignments reflecting selected literature. Critical components of the class involve generating a strong thesis, collecting supporting evidence, and advocating for an original position. Graded writing assignments include formal essays, timed pieces, reading quizzes, and journal writings. In addition, students practice confident, articulate public speaking. Reading and listening skills be assessed using a variety of in-class methods, including but not limited to class notes, vocabulary quizzes, reading quizzes, individual and group projects, pictorial renditions of text, Socratic Seminars, writing portfolios, and professional presentations.

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ENGLISH 10: WORLD LITERATURE (College Prep)

World Literature is designed to expose students to perspectives that differ from their own, ultimately leading them to a deeper understanding of other cultures and the works that represent them. The course is a study of representative works of world literature from Antiquity, the Middle Ages, and the Renaissance. The course emphasizes the study and consideration of the literary, cultural, and human significance of selected great works of the Western and non-Western literary traditions. An emphasis be placed on writing, speaking, and research elements corresponding to California Standards. Therefore, students thematically study, analyze, interpret, & critique various genres of literature and other media based on the historical and cultural context of the author and his/her culture.

An important goal of the class is to promote an understanding of the works in their cultural/historical contexts and of the enduring human values, which unite the different literary traditions. The course's pedagogy gives special attention to critical thinking and writing within a framework of cultural diversity as well as comparative and interdisciplinary analysis.

Throughout the semester, the focus be on developing one skill in particular: asking questions. In this course, an expectation be for all students to be actively engaged in the reading and writing process by formulating and sharpening key questions about literary texts. Learning how to become a discriminating reader by posing interesting questions be a central task per semester. Students are to think of each text as an "open" text. An "open" text is one that presents the reader with a multiplicity of contradictory meanings, and the pleasure of reading and rereading such a text is precisely to explore those contradictions. Indeed, as students discover, each person brings different ideas to a literary text and draws different conclusions from it. While valuing these differences, it also be their work not to fall into a flattening of meaning: not all interpretations and ideas are equally valid or productive. It be their work to each have an opinion, an idea that matters, and to figure out where we stand in relation to the thoughts and opinions of others.

Such texts that may be read within the course are *Antigone* by Sophocles, *All Quiet on the Western Front* by Erich Marie Remarque, *Don Quixote of La Mancha* by Miguel de Cervantes, *Lord of the Flies* by William Golding and others.

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ENGLISH 11 (College Prep)

English 11 is a language arts course that focuses on reading, interpreting, and analyzing literature of the various periods and genres of the American literary tradition through thematic units. Students examine the significant connections between American literature and American culture, with emphasis on the American experience. Students also examine how the use of literary and/or rhetorical devices and literary elements illuminate the meaning of a text. Students compose a number of writings for a variety of audiences, occasions and purposes and in doing so, come to understand the roles each of these play in the shaping of a piece of writing. Through the completion of a research essay, students evaluate sources, examine and employ use of ethos and logos, and learn to structure an argument that takes its place in an ongoing conversation about an important topic of the day.

In English 11, emphasis remains on the development of reading strategies, on vocabulary acquisition, and on grammar and writing skills. While literary and rhetorical analysis play central roles in American literature and honors American literature, it is the development of skills of reading and writing across the disciplines that takes center stage in English 11.

ENGLISH 11: AMERICAN LITERATURE (College Prep)

American Literature is a chronological study of the American literary tradition and its role in the emerging, developing and changing American experience and ethos. Students read works of national founders such as Jefferson and Franklin, the seminal works of masters of American literature such as Whitman, Emerson, Thoreau, Twain, Poe, and Dickinson, as well as modern and contemporary works by authors such as Miller, Hemingway, Salinger and Morrison. The course focuses on historical as well as literary themes and on the use of literary devices and techniques. Students also continue to develop writing skills, most specifically skills of literary analysis and research.

HONORS ENGLISH 11: AMERICAN LITERATURE

Honors American Literature differs from college preparatory American Literature primarily in level of expectation. Honors students read more texts, read more challenging texts, and are expected to support their analyses of those texts thoroughly. In their analyses, honors students are expected to utilize more fluid and effective explanations and transitions and to make clear links between the details and quotes being used and the points the details are illustrating or supporting. Other writings completed by honors students require more in-depth research and more convincing arguments.

In short, work completed by honors students must be more polished, more in-depth, and more thorough than work submitted by American Literature students. It should also exhibit a willingness to take risks and think independently.

The expectation of students in the honors courses is that they come to the course possessing strong comprehension skills and wide vocabularies (the hallmarks of avid readers) and that they come to class having understood the assigned reading and already having thought about it analytically before class discussion begins. In American literature, we develop and foster skills of analysis; in honors American literature classes, we hone them.

ENGLISH 12: BRITISH LITERATURE (College Prep)

Students read a wide variety of British literature from the Anglo-Saxon invasion through the first half of 20th century. In addition to the assigned text, students also be responsible for outside independent reading. Emphasis is placed on historical background, cultural context, and literary analysis of selected prose, poetry, and drama. Readings in the first semester of the course range from *Beowulf* and *The Canterbury Tales* through works by Sir Thomas Malory, Edmund Spenser, Christopher Marlowe, Sir Walter Scott, John Donne and Andrew Marvell to discuss works from the Anglo-Saxon invasion to the Middle Ages and the 18th Century. Readings in the second semester of the course consist of major works of British Literature from 1789 to the present, including such texts by Blake, Byron, Wordsworth, Keats, Shelly, Tennyson, Browning, Arnold, Carlyle, Hardy, Conrad, Yeats, Woolfe, Joyce and Eliot. Upon completion, students should be able to interpret, analyze, and respond to literary works in their historical and cultural contexts.

Students be responsible for learning through tests, quizzes, group and individual presentations, and a variety of writing assignments. The writing stem directly from the reading and provide students the opportunity to improve expository and persuasive skills. Class writing activities also include some informal, personal narrative, and creative writing to help clarify ideas and stimulate discussion about the readings. The course focuses on the specific history and development of British literature. Therefore, one main objective is for students to learn information about writers, their works, and literary movements.

Throughout the semester, the focus is on developing one skill in particular: asking questions. In this course, an expectation is for all students to be actively engaged in the reading and writing process by formulating and sharpening key questions about literary texts. Learning how to become a discriminating reader by posing interesting questions is a central task per semester. Students are to think of each text as an “open” text. It is their work to each have an opinion, an idea that matters, and to figure out where we stand in relation to the thoughts and opinions of others.

HONORS ENGLISH 12: BRITISH LITERATURE

The purpose of this course is to introduce students to a wide range of British literature. It is a survey course and cover all major literary time periods from the Early Middle Ages to Postmodern and Contemporary British voices. Students read poetry, novels, plays, speeches, satires, and essays throughout the year, and be expected to respond thoroughly to the texts using a breadth of both written and oral assessments. Students are encouraged to read closely and to value textual evidence at all times. Thorough annotations of novels and texts are expected.

CREATIVE WRITING

Creative Writing is an extensive introduction to the writing of poetry and prose. Through close reading of the works of published authors and poets, students examine the elements of writing, and through a variety of writing exercises and prompts, students create writings of their own. Students complete prose writings—

essays, short stories, narratives, etc.—and a number of poems in a variety of formats and styles. Specifically, students examine and practice elements and techniques such as setting, tone, style, structure, plot, theme, diction, figurative language, symbolism and poetic forms. Students share their work with other students in a workshop format and often with the class as a whole. A command of grammar and mechanics as well as literary terms and devices is essential for success in this class.

MYTHOLOGY AND RELIGIOUS TEXT

This class is a thematic introduction to ancient mythology. The subject of the course is life and death in the ancient world. The course follows heroes as they struggle with the deaths of their companions and their own inevitable demise. We shall move from Gilgamesh through the Roman, Greek and Indian myths.

Students show their comprehension of the stories by answering questions, acting out skits and discussing plot points in groups. Students interpret the stories by relating the text to art pieces, adapting stories to modern day circumstances and comparing and contrasting them.

In addition, we will read religious text from the Jewish, Christian and Islamic traditions. Although religious text does not fall into the category of mythology, student will use similar strategies to examine the text and broaden their understanding of history, culture, allusions in literary text and more.

Grade Level	Instructional Materials
6 TH GRADE	<p>Novels and Plays: <i>City of Ember</i> by Jeanne DuPrau <i>The Little Prince</i> by Antoine de Saint Exupery <i>The Giver</i> by Lois Lowry <i>Percy Jackson and the Olympians: The Lightning Thief</i> by Rick Riordan</p> <p>Essays/Nonfiction: <i>Red Scarf Girl</i> by Ji-li Jiang PBS Documentary <i>China</i> Primary Source Documents from Chinese Cultural Revolution</p> <p>Poetry: “Nothing Gold Can Stay” by Robert Frost “Abandoned Farmhouse” by Ted Kooser “Ode to the Onion” by Pablo Neruda “The Wreck of the Hesperus” by Henry Wadsworth Longfellow “A Poison Tree” by William Blake “The Road Not Taken” by Robert Frost</p> <p>Short Stories: “All Summer in a Day” by Ray Bradbury Selected Greek myths from <i>National Geographic’s Treasury of Greek Mythology</i></p>
7 TH GRADE	<p>Novels and Plays: <i>Among the Hidden</i> by Margaret Haddix <i>Iqbal</i> A Novel by Francesco D’Adamo <i>The Lightning Dreamer: Cuba’s Greatest Abolitionist</i> by Margarita Engle <i>A Long Walk to Water</i> by Linda Sue Park</p>

	<p><i>Endangered</i> by Eliot Schrefer <i>The Outsiders</i> by S.E Hinton <i>A Long Way Gone</i> by Ishmael Beah <i>The Monsters are Due on Maple Street</i> Short Stories: “The Lottery” by Shirley Jackson “Harrison Bergeron” by Kurt Vonnegut</p>
8 TH GRADE	<p>Novels and Plays: <i>The Pearl</i> by John Steinbeck <i>Of Mice and Men</i> by John Steinbeck <i>A Midsummer Night’s Dream</i> by William Shakespeare (any edition?) <i>A Raisin in the Sun</i> by Lorraine Hansberry <i>Flowers for Algernon</i> by Daniel Keyes <i>Night</i> by Elie Wiesel <i>Tuesdays with Morrie</i> by Mitch Albom <i>The Human Comedy</i> by William Saroyan ...and others</p> <p>Essays/Nonfiction: News Articles Personal Experience Essays 30 Human Rights by The United Nations <i>God Grew Tired of Us</i> directed by Christopher Quinn <i>Dark Girls</i> directed by Bill Duke and D. Channsin Berry ...and others</p> <p>Poetry: “O Captain! My Captain!” by Walt Whitman (elegy) “Ode to Stephen Dowling Bots” by Mark Twain (ode) “Sonnet 18” by William Shakespeare (sonnet - “Shall I compare thee to a summer’s day?”) “Sonnet 130” by William Shakespeare (sonnet - “My mistress’ eyes are nothing like the sun”) Various Songs/Lyrics “Everything is Everything” by Lauryn Hill “Express Yourself” by O’Shea Jackson (Ice Cube)</p> <p>Short Stories: “The Landlady” by Roald Dahl “Lamb to the Slaughter” by Roald Dahl “The Monsters Are Due on Maple Street” by Rod Serling (teleplay) “The Monkey’s Paw” by W. W. Jacobs ...and others</p>
9 TH GRADE	<p>Novels and Plays: <i>Oedipus Rex</i>--Sophocles <i>Antigone</i>--Sophocles <i>Republic</i> by Plato <i>Animal Farm</i> by George Orwell</p>

	<p><i>Romeo and Juliet</i> by William Shakespeare <i>To Kill a Mockingbird</i> by Harper Lee <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie <i>House on Mango Street</i> by Sandra Ciseros <i>Frankenstein</i> by Mary Shelley</p> <p>Essays/Nonfiction: <i>Chief Joseph Surrender</i> <i>Last Stand at Little Big Horn</i> by James Welch (documentary) “Superman and Me” by Sherman Alexie (L.A. Times, April 19, 1998) “Shooting an Elephant” by George Orwell Selections from <i>Vindication of Women’s Rights</i> by Mary Wollstonecraft “Once More to the Lake” by E.B. White “Notes of a Native Son” by James Baldwin “Driving While Black” by Gary Webb (Esquire, January 2007)</p> <p>Poetry: “Ozymandias” Selections from Edgar Allen Poe Selections from Joy Harjo “The Shepherd” by William Blake “Rime of the Ancient Mariner” by Samuel Coleridge “Ulysses” by Alfred Lord Tennyson “O Distinct” by EE Cummings “To You” by Walt Whitman “On My First Sonne” by Ben Jonson “Sonnet 2” by William Shakespeare</p> <p>Short Stories: <i>The Cask of Amontillado</i> by Edgar Allen Poe <i>A Tell-Tale Heart</i> by Edgar Allen Poe <i>The Colomber</i> by Dino Buzzatti <i>Men on the Moon</i> by Simon J Ortiz</p>
10 TH GRADE	<p>Novels and Plays: <i>The Odyssey</i>--Fitzgerald translation <i>A Thousand Splendid Suns</i> 1984 <i>Macbeth</i></p> <p>Short Stories: Selections from <i>The Bible</i> <i>Rashomon</i> by Ryunosuke Akutagawa <i>West African Folktales</i> W.H. Barker</p>
11 TH GRADE	<p>Novels and Plays: <i>The Crucible</i> (Penguin edition) <i>The Scarlet Letter</i> (honors) <i>The Great Gatsby</i> <i>The Adventures of Huckleberry Finn</i> <i>The Things They Carried</i></p>

	<p><i>Fahrenheit 451</i> <i>The Catcher in the Rye</i> Prologue and first chapter of <i>Invisible Man</i>--Ralph Ellison <i>The Red Badge of Courage</i>, chapter one</p> <p>Essays/Nonfiction: <i>The Federalist Papers</i>--No. 10--James Madison Selection from <i>Autobiography</i>--Benjamin Franklin Selections from <i>Poor Richard's Almanac</i>--Benjamin Franklin Selection from <i>Autobiography</i>--Thomas Jefferson Selection from <i>The Crisis</i>, No. 1--Thomas Paine <i>Common Sense</i>--Thomas Paine "Speech to the Virginia Convention"--Patrick Henry Selection from <i>Walden</i> by Thoreau Selection from <i>Resistance to Civil Government</i>--Thoreau Selection from <i>Nature</i> by Emerson Selection from <i>Self-Reliance</i> by Emerson Selection from <i>The Narrative of the Life of Frederick Douglass</i> Selection from <i>Incidents in the Life of a Slave Girl</i> Selection from <i>Interesting Narrative of the Life of Olaudah Equiano</i> "Indian Education"--Sherman Alexie "Mother Tongue"--Amy Tan "Sinners in the Hands of an Angry God"--Jonathan Edwards Preface to <i>Leaves of Grass</i> "How It Feels to be Colored Me"--Hurston</p> <p>Poetry: Puritan Era "Huswifery"--Edward Taylor "Sinners in the Hands of an Angry God"--Anne Bradstreet "Ain't I a Woman"--Sojourner Truth "War is Kind"--Stephen Crane "The Garden"--Pound "Nothing Gold Can Stay"--Frost "The Death of the Ball Turret Gunner"--jarrell Selection from "The Waste Land"--Eliot "The Lovesong of J. Alfred Prufrock"--Eliot "Richard Cory"--Robinson "In a Station of the Metro"--Pound "The Red Wheelbarrow"--Williams "The Great Figure"--Williams "In Just--"--cummings "Fog"--Sandburg "Thirteen Ways of Looking at a Blackbird"--Stevens "Poetry"--Moore "The Death of the Hired Man"--Frost "Mending Wall"--Frost The works of the Fireside Poets "The First Snowfall" "Snow-Bound: A Winter Idyl"--John Greenleaf Whittier</p>
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	<p> “Old Ironsides”--Oliver Wendell Holmens “The Tide Rises, The Tide Falls”--Longfellow “A Psalm of Life”--Longfellow “Thanatopsis”—T.S. Eliot Works by Dickinson “Success is counted sweetest” “I heard a Fly buzz--when I died” “Because I could not stop for Death” Works by Whitman “I Hear America Singing” “Song of Myself,” 10, 33, 52 “A Noiseless Patient Spider” “O Captain, My Captain!” Works of the Harlem Renaissance “The Negro Speaks of Rivers”--Hughes “Harlem”--Hughes “I, Too”--Hughes “Theme for English B”--Hughes “Any Human to Another”--Cullen “Incident”--Cullen “If We Must Die”—McKay </p> <p> Short Stories/Short Fiction: “The Fall of the House of Usher”--Poe “The Minister’s Black Veil”--Nathaniel Hawthorne “The Devil and Tom Walker”--Washington Irving “The World on Turtle’s Back”-- “When Grizzlies Walked Upright” “The Way to Rainy Mountain”--N. Scott Momaday “The Luck of Roaring Camp”--Bret Harte “An Occurrence at Owl Creek Bridge”--Ambrose Bierce “A Mystery of Heroism”--Stephen Crane “The Yellow Wallpaper”--Charlotte Perkins Gilman “A Wagner Matinee”--Willa Cather “The Story of an Hour”--Kate Chopin “To Build a Fire”--Jack London </p>
12 TH GRADE	<p> Novels and Plays: College Preparatory Sections: <i>The Canterbury Tales</i> <i>Hamlet (Folger edition)</i> <i>Brave New World</i> Contemporary Text (possibly <i>The Passion</i>) </p> <p> Honors Sections: <i>Beowulf (Seamus Heaney translation)</i> <i>The Canterbury Tales</i> <i>King Lear (Folger edition)</i> <i>Pride and Prejudice (Penguin edition only?)</i> <i>The Importance of Being Earnest</i> </p>

	<p><i>Brave New World</i> Postcolonial Text <i>(Things Fall Apart, Oranges Are Not the Only Fruit, Wide Sargasso Sea, Grendel)</i> Personal selection of British text.</p> <p>Essays/Nonfiction: <i>The Writer's Journey</i> <i>The Power of Myth</i> "A Modest Proposal" "On Speaking Well" "The Fallacy of Success" Several news articles concerning unit Essential Questions</p> <p>Poetry: Selections from T.S. Eliot Selections from W.B. Yeats Alexander Pope's "The Rape of the Lock" (satire)</p> <p>Short Stories: Selections from <i>Dubliners</i> (particularly "The Sisters," "An Encounter," and "The Dead") Excerpts from <i>Gulliver's Travels</i> Charles Dickens satirical short story (to be selected later) "The Very Old Man With the Enormous Wings"</p>
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Assessment	Purpose	Grade	Timeline
English			
Formative Assessments-- Teacher-created tests and quizzes	Measure standards mastery and modify instruction as needed	6 th , 7 th , 8 th , 11 th , 12 th	Daily and/or weekly
Summative Assessments	Measure standards mastery	6 th , 7 th , 8 th , 11 th , 12 th	Beginning of year, ends of units, end of semesters
Reading Assessments	Assess development of decoding skills, reading strategies, vocabulary acquisition, and reading comprehension	6 th , 7 th , 8 th	Beginning of the year, ends of units, at regular intervals to assess reading levels
Writing	Timed, in-class writings and formal writings (including narratives, literary analyses, and research essays) to assess writing skills. Scored with rubrics	6 th , 7 th , 8 th	Upon application for honors placement, on unit exams, and throughout the year
California Assessment of Student Performance and Progress (CAASP)	State Standardized Test	6 th , 7 th , 8 th , 11 th	Once a Year

In each grade level, fiction, nonfiction, poetry and prose are used to build literacy skills, reading comprehension and skills of literary and rhetorical analysis. They are also used to teach vocabulary skills. Web sites, web images and videos are used to provide historical context and to provide visual representations of the events that occur in the texts. Turnitin.com is used to reduce plagiarism. The OWL at Purdue website is a resource for students that provides grammar and usage support and instructions for documenting sources. The scope and sequence documents and the list of writing vocabulary and essential skills are department-created documents made available to parents and students that teachers use to guide their instruction and to ensure all skills are covered by the time a student graduates from New West. The guides to MLA and APA documentation are documents created by the department chair and made available to students. Teachers use these to instruct students in citing sources and creating bibliographies or lists of works cited. Students in grades 6-8 are taught to understand dictionary entries and these skills and are reinforced in grades 9-12.

MATHEMATICS

The mathematics program at New West is fully aligned with the California Common Core Standards. Mathematics at 6th- 12th grade are organized into the conceptual categories defined by the Common Core Standards:

- Number and Quantity
- Algebra and Functions^[1]_{SEP}
- Modeling
- Geometry
- Statistics and Probability

These conceptual categories offer a starting and connecting point for all mathematics courses at New West. In addition, the Common Core “Standards for Mathematical Practice” provide the mathematics department a broad set of goals for what students across grade levels should be able to do in each math class. These Practices describe what it means to really “do” mathematics and are extensively reflected in teacher assessment and curriculum material.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

California Department of Education. (2010a). California’s common core state standards. <http://www.cde.ca.gov/ci/cc/>

An emphasis is placed on using mathematics to grasp and solve unfamiliar problems that may not match examples the student has seen before. Students should find patterns of reasoning, make and test conjectures, try multiple representations (e.g., symbolic, geometric, graphical) and approaches (e.g., deduction, mathematical induction, linking to known results), analyze simple examples, make abstractions and generalizations, and verify that solutions are correct, approximate or reasonable, as appropriate. Students should also be encouraged to see the *purpose* behind each concept and skill. Confidence and fluency in handling formulas and computational algorithms; understanding their motivation and design, predicting approximate outcomes and computing them – mentally, on paper or with technology, as appropriate. Among its many functions, mathematics is also a language; fluency in it is a basic skill, and fluency in computation is one key component. The mathematics department strives to ensure access to high-quality instruction for all students so they may develop as competent mathematical learners.

The New West Mathematics goal is to highlight mathematics as an integral part of the world around us. At New West we strive for our students to see mathematics as an artistic, logical, and problem-solving endeavor. This approach encourages students to use, interpret, and analyze the mathematical phenomenon present in everyday life and in more specialized career fields such as computer programming, engineering, architecture, actuarial sciences, Graphic Design, and more. A view that mathematics is not just a collection of definitions, algorithms and/or theorems to memorize and apply, but rather is a coherent and tightly

organized body of knowledge that provides a way to think about and understand a broad array of phenomena.

MATH 6

Math 6 (taught exclusively in 6th grade) has five main areas of focus: operations with rational numbers; ratios and rates; writing, interpreting, simplifying, and solving expressions and equations; probability and statistics; and foundations of geometry.

Building on previous understandings, students will explore the meaning of each category of the full system of rational numbers including fractions, decimals, and integers. Students will demonstrate understanding, mastery, and fluency when performing operations with rational numbers. Building on this foundational knowledge of rational numbers, students will use reasoning to solve ratio and rate problems about quantities. Connecting equivalent fractions to ratios and rates allows students to derive and extend understandings of relative sizes of quantities. These connections allow students to solve problems using a variety of representations and techniques including pattern recognition, linear graphing, and algebra. While rates and ratios provided an insight into a window of algebraic thinking, students will further develop their understanding and use of variables and algebra.

The focus will then shift to developing student's ability to write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. Students find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. Students also prepare for work on scale drawings and constructions in grade 7 by drawing polygons in the coordinate plane.

PRE-ALGEBRA

Pre-Algebra has four main areas of focus: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing inferences about populations based on samples.

Building on Math 6 foundations in ratios and rates students will expand their knowledge and understanding of these concepts by using proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. In addition, proportional reasoning is connected Geometry concepts such as solving problems about scale drawings and similar objects. Students will graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope.

Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent's as different representations of rational numbers. Students once again must demonstrate mastery and fluency of addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between the operations. These relationships and properties must be applied in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for working with negative numbers. Developing algebraic reasoning and problem solving skills continues to be a focus as students use arithmetic of rational numbers to formulate expressions and equations in one variable and use these equations to solve problems.

Students continue their work with area from grade 6, solving problems involving the area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Algebra and Geometry students reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and gain familiarity with the relationships between angles formed by intersecting lines. Students solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.

Probability and statistics is once again incorporated to build on student's previous work with single data distributions to compare two data distributions and address questions about differences between populations. Students begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

ALGEBRA I

The Algebra course is composed of four major units of study: Solving equations and inequalities, linear functions, quadratic functions, and rational expressions. In each of the major units of study, concepts will be explored using multiple representations so that students develop essential procedural and conceptual understandings in Algebra.

The basic foundations of the algebra curriculum are developed in the first unit of study. The central theme of this unit involves solving multistep equations and inequalities. Students will become adept at identifying and defining the algebraic properties and principles used to simplify and solve multistep equations and inequalities. These skills will then be applied to writing and solving multistep equations and inequalities for word problems. Each of the concepts in the first unit will be continuously revisited and reinforced throughout the remainder of the course.

During the second unit, students use algebra to generalize, interpret, and analyze key patterns observed when working with linear functions. Particular attention is paid to patterns that relate to the concept of slope and how this concept manifests in graphs, tables, and equations. Students will also explore multiple methods of graphing linear functions including: creating a table; finding the x- and y- intercepts; using the slope-intercept form; and point slope form. With a strong linear functions foundation, students will transition

into applying procedural graphing knowledge and skills to more conceptual tasks as they solve systems of equations and inequalities both graphically and algebraically.

During the quadratic functions unit, students begin to master the basic factoring techniques used extensively in the remainder to the Algebra curriculum. The concept of factoring will then be applied to graphing, analyzing, and interpreting the relationship between quadratic equations and their graphs. Students will also need to master multiple factoring techniques including completing the square and using the quadratic formula. Students will then begin to apply their procedural knowledge to more conceptual tasks as they solve physical problems including motion, force, gravity, and acceleration.

The final unit of study emphasizes computational mastery in a more complex algebraic manner. Students apply basic techniques of adding, subtracting, multiplying, and dividing as they simplify rational expressions. Students also expand their skills and knowledge of operations with fractions as they apply these skills to solving rational equations.

GEOMETRY

The course will allow students to strengthen their inductive and deductive reasoning as they examine and develop arguments, contradictions, and proofs. A significant amount of definitions, postulates, and theorems will need to be mastered by students as they perform basic proofs and then apply these proofs to real world problem solving situations. The course includes several major units of study beginning with the basic components of geometry and then proceeding to concepts involving two and three-dimensional geometric figures. The basic components unit includes a review of key notations and visual representations that will be used throughout the course. Central to this unit are the angles relationships and properties that emanate from parallel lines cut by transversals.

Building on the basic components of geometry, the next unit relates to an extensive examination of triangles. Students will work extensively with two column proofs of triangle congruence and similarity. The triangle unit continues with a closer examination of right triangles. Students will know and apply the Pythagorean theorem, Distance Formula, special right triangle relationships, and trigonometric functions to find unknown lengths and angles in right triangles.

The focus of the course then transitions to a more general investigation of the properties of two-dimensional figures including the relationships between angles and sides, area, and perimeter. Students then investigate the relationships and properties of three-dimensional figures involving computations and problem solving related to volume and surface area.

Finally, the course concludes with the circle unit. Students will develop theorems related to chords, secants, tangents, inscribed angles and polygons. These theorems will then be applied to problem solving situations that involve missing angle and arc measures, as well as finding the length of arcs, chords, tangents, and secants.

HONORS GEOMETRY

Honors Geometry will provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. The honors level course content and student experience will be demonstrably more challenging than what is offered through the regular college preparatory courses in the same field. Assignments and evaluations will include more challenging problem solving and writing requirements. Specific to the Geometry Honors Course student will be responsible for mastery of college level logic proofs in all sections and units of the course. Students will be required to demonstrate mastery using multiple perspectives that include but are not limited to: written analysis of concepts and connections:

visual representation and manipulation; symbolic notation and justification; and relevant connections to real world situations.

ALGEBRA II

Algebra II provides a review and extension of the concepts taught in Algebra I and Geometry. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses in high school and college.

The Algebra II course focuses on four critical areas: relate arithmetic of rational expressions to arithmetic of rational numbers; expand understandings of functions and graphing to include trigonometric functions; synthesize and generalize functions and extend understanding of exponential functions to logarithmic functions; and relate data display and summary statistics to probability and explore a variety of data collection methods. ^[L]_[SEP]

The course begins with an extensive review of Algebra I concepts including equation and inequalities, linear equations and functions, systems of equations, radical expressions, quadratic equations and functions, polynomials, and rational expressions. Students explore the structural similarities between the system of polynomials and the system of integers. They draw on analogies between polynomial arithmetic and base-ten computation, focusing on properties of operations, particularly the distributive property. Connections are made between multiplication of polynomials with multiplication of multi-digit integers, and division of polynomials with long division of integers. Students identify zeros of polynomials, including complex zeros of quadratic polynomials, and make connections between zeros of polynomials and solutions of polynomial equations. The Fundamental Theorem of Algebra is examined. ^[L]_[SEP]

New concepts such as complex and imaginary numbers and solving systems of equations in two and three variables, are introduced in order to build on students basic Algebra knowledge and skills. Students also expand their problem solving strategies through the study of matrices and determinants. Students will be required to master the addition, subtraction, and multiplication of matrices. In addition to using determinants and Cramer's Rule, students will use inverse matrices to solve systems of two or three equations.

By identify appropriate types of functions to model a situation, students adjust parameters to improve the model, and they compare models by analyzing appropriateness of fit and making judgments about the domain over which a model is a good fit. The description of modeling as *"the process of choosing and using mathematics and statistics to analyze empirical situations, to understand them better, and to make decisions"* is at the heart of this Algebra II course. The narrative discussion and diagram of the modeling cycle should be considered when knowledge of functions, statistics, and geometry is applied in a modeling context. ^[L]_[SEP]

The Algebra II course then explores the algebraic and geometric concept of conic sections. This includes the equations and graphing for several functions that define the conic section units including the circle, ellipse, parabola, and hyperbola functions. Students will develop an understanding of inverse functions and relations including an introduction to exponential and logarithmic functions, and in particular, natural logarithms. These functions will also be used in problem solving situations.

Students will then transition to the study of sequences, series, and mathematical induction unit. Students learn to find a particular term in an arithmetic or geometric sequence. They will also compute sums of finite arithmetic and geometric series as well as of infinite geometric series.

HONORS ALGEBRA II

Algebra II will provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. The honors level course content and student experience will be demonstrably more challenging than what is offered through the regular college preparatory courses in the same field. Assignments and evaluations will include more challenging problem solving and writing requirements. Honors level Algebra II classes require students to discover and build the formulas we use instead of being directly given them. Honors classes often move at a faster pace and students work more independently during practice exercises instead of being led by the teacher. Honors Algebra II assessments require students to demonstrate a deep understanding of the content and apply their knowledge to unique cases of each problem type. The writing assignments at the Honors level are held to a more rigorous standard in terms of vocabulary, evidence and precise language to describe their reasoning.

TRIGONOMETRY/PRE-CALCULUS

The course is designed to strengthen student conceptual understanding and mathematical reasoning of techniques used in trigonometry, geometry, and algebra. Mathematical Analysis standards require students to know and apply to problem solving situations: polar coordinates and vectors; complex numbers; the fundamental theorem of algebra; conic sections; roots and poles of rational functions; functions and equations defined parametrically; and the limit of a sequences and functions. Trigonometry standards build on those concepts previously learner in the Geometry course. Students develop an understanding of angle measurements in degrees and radians and use this concept to graph in a variety of forms the sine, cosine, tangent, cotangent, secant, and cosecant functions.

Several more trigonometry identities are introduced. Students will prove these identities and use them to simplify other similar identities. The trigonometric functions will be revisited and used in problem solving situations and word problems in order to find the missing angle, side, or area of right triangles. Students must be familiar with polar coordinates and complex numbers and be able to multiply complex numbers in their polar form. Finally, students will apply these skills as they work with complex numbers in polar form using the DeMoivre's theorem.

In the Linear Algebra portion of the course the standards indicate an extensive examination and application of the algebraic and geometric interpretations of matrices and vectors. The goal of Linear Algebra is for students to learn the techniques of matrix manipulation so that they can solve systems of linear equations in any number of variables. Students must understand and know how to apply the Gauss-Jordan method and the Cramer's rule of solving matrices.

HONORS TRIGONOMETRY/PRE-CALCULUS

Topics in Mathematical Analysis, Trigonometry, and Linear Algebra are often combined to create a pre-calculus course needed to prepare students for the study of Calculus. The course is designed to strengthen student conceptual understanding and mathematical reasoning of techniques used in trigonometry, geometry, and algebra. Mathematical Analysis standards require students to know and apply to problem solving situations: polar coordinates and vectors; complex numbers; the fundamental theorem of algebra; conic sections; roots and poles of rational functions; functions and equations defined parametrically; and the limit of a sequences and functions. Trigonometry standards build on those concepts previously learner in the Geometry course. Students develop an understanding of angle measurements in degrees and radians and use this concept to graph in a variety of forms the sine, cosine, tangent, cotangent, secant, and cosecant functions.

HONORS CALCULUS AB

The prerequisites to learning and using calculus are the algebra, trigonometry, and analytical geometry skills students have developed in the preceding Algebra II and Pre-calculus classes. In addition to the rigor and depth that will permeate all aspects of this course students will hopefully also develop an appreciation for the versatility and usefulness that the study of Calculus provides to professional fields related to mathematics, science, design, technology, and engineering. The course begins with an examination of limits and continuity. Students will be required to calculate limits of function values and to test functions for continuity. Once students are able to calculate limits, they can then proceed to finding derivatives. The derivatives unit illustrates the role calculus plays in measuring the rates at which things change. Students will explore the circumstances in which derivatives exist, the basic derivative techniques, rates of change, trigonometric derivatives, major rules and laws, common differentiation tasks, and an extensive application of derivatives in real world situations.

The focus of the course then shifts from derivatives to finite sums and integrals. Students will examine the close connections between derivatives and integrals through the examination of the contributions of Leibniz and Newton to the study of Calculus. During the integral unit students will be required to work extensively with integration and derivatives as these concepts relate to the graphs of exponential, inverse, logarithmic, inverse trigonometric, and hyperbolic functions. Students will know and apply several major integration rules and theorems including the Fundamental Theorem of Calculus, L'Hopital's rule, Mean Value theorem, and Rolle's theorem. In addition, students will apply all the above techniques and theorems of integration to finding the volumes of rotational solids and arc lengths. Calculus students then transition to the study of differential equations, sequences, and series. The section pertaining to differential equations requires students to have knowledge of the separation of variables, the types of solutions, and exponential growth and decay. Students must also be able to visualize differential equations in terms of linear approximations, slope fields, and Euler's method. The sequence and series section allows student the opportunity to examine basic examples of infinite series such as geometric series, P-series, and the telescoping series. Students will also be able to perform a variety of infinite series convergence test. Finally, an exploration of special series such as the power series, the Maclaurin series, and the Taylor series will conclude the unit.

HONORS CALCULUS BC

Honors Calculus BC is a second course in a single-variable calculus that is equivalent to a second semester calculus course at most colleges and universities. This course will provide a deeper understanding of the concepts of limit, continuity, derivatives, and integrals, which were covered in Honors Calculus AB. The major topics covered in Honors Calculus BC are Parametric, polar, and vector functions; slope fields; Euler's method; L'Hopital's Rule; Improper Integrals; Logistic differentiable equations; Polynomial approximations and Series; and Taylor Series.

PROBABILITY AND STATISTICS

This course covers the study of probability, interpretation of data, and fundamental statistical problem solving. Foundational concepts for the course relate to the study of collecting, organizing, analyzing, and interpreting numerical information from populations or samples. Building on these techniques for gathering data students will begin to explore ways of organizing and presenting data as part of a branch of statistics called descriptive statistics. Graphs provide an important way for student to show how data is distributed. Several graphic displays will be examined and student will be required to construct these displays by hand and using technology (graphing calculators and Excel or Google Sheets). Students master the commonly used measures of the center known as mean, median, and mode. In addition, commonly used measure of spread such as variance, standard deviation, and range are examined as they relate to the mean of a data set.

The box and whisker plot is introduced as an alternative method of examining spread and distribution about the median for data sets that are skewed or bimodal. With the introduction of linear regression models and inferences related to these models, students will analyze scatter diagrams in terms of the linear relationships between x and y data points. The correlation coefficient will further highlight the mathematical features of the linear relationship and allow students to further analyze the strength of the relationship. Students will connect the linear algebra concepts of slope and y -intercept while finding the least square line, the linear regression model, and the variation in the explanatory variable.

In the intermediary stages of the course the concept of chance and likelihood is examined using theoretical and empirical experiment and calculations related to probability. Students will explore how the law of large numbers relates to relative frequencies and distributions. Students will have opportunities throughout the unit to apply basic rules of probabilities in everyday life spanning across multiple fields of interest (competition, games, medical, engineering, insurance, finance etc.). Multiple connections between statistical concepts previously studied and probability concepts allow students to solve for probabilities and events under a diversity of statistical circumstances.

The final stages of the course shift the focus to critical analysis of statistical and probability processes and results. Using point estimates and confidence intervals student are able to make effective estimations about a population using data that is gathered from a sample of the population. Hypothesis testing is a major component of this type of inferential statistics. Students will be required to define and use all the terms associated with hypothesis testing and be able to explain the logic behind hypothesis testing. The concept of Null Hypothesis will be examined in depth as well as the relationship between the outcomes of the hypothesis testing and Type I and Type II errors. Students will be able to apply the critical value and P -value approach to hypothesis testing. Tests of significance will be performed in order to determine the probability of rejecting the Null Hypothesis, when it is in fact true. Paired data samples will be introduced and applied problems in social science, natural science, and business administration will be examined frequently in the study of matching pairs as students look at inferences involving paired differences, differences of mean, and differences of proportions. Statistical inferences will conclude with the applications of the chi-square probability distribution and inferences for correlations and linear regression. Students will perform multiple tasks and experiments to develop and understanding and apply the uses of a *chi*-square distribution and the *chi*-square test.

HONORS PROBABILITY AND STATISTICS

Honors Probability and Statistics will provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. The honors level course content and student experience will be demonstrably more challenging than what is offered through the regular college preparatory courses in the same field. Assignments and evaluations will include more challenging problem solving and writing requirements. Honors Probability and Statistics is a unique mathematical course combining lessons and activities that incorporate elements from a wide range of subjects including psychology, English, science, technology, and history. The course will include extensive topics in statistics defined as the study of collecting, organizing, analyzing, and interpreting numerical information from data. The statistical elements will also be applied to the study of probability as the likelihood that an event will occur. Together probability and statistics are tools that allow us to analyze data within a specific context in order to make informed decisions or predictions. Students will be required to demonstrate mastery using multiple perspectives that include but are not limited to: written analysis of concepts and connections; visual representation and manipulation; symbolic notation and justification; and relevant connections to real world situations. Students will be required to take detailed and reflective notes, analyze studies and experiments, gather and organize data, problem solve, write detailed constructed responses/reflections; and create and design their own year long statistical study.

Grade Level	Instructional Materials
Math 6	Teacher Created Common Core Aligned Curriculum. Teacher Created Common Core Aligned Curriculum. Mathematics Concepts & Skills Course 1 (Textbook) Littell Pearson Prentice Hall Mathematics <i>California Pre-Algebra</i> (Textbook) Khan Academy Curriculum Commoncoreworksheets.com
Pre-Algebra	Teacher Created Common Core Aligned Curriculum. Engage NY 7th and 8th grade mathematics (modified by teacher) Kuta software Commoncoreworksheets.com Pizzazz Puzzles
Algebra I	Teacher Created Common Core Aligned Curriculum. Holt California Algebra 1 Review for Mastery & Practice Math-drills.com Pizzazz Puzzles Desmos.com <i>All Things Algebra</i> Teaching Resources (2012-2015) Gina Wilson Dan Meyer's 3-Act Lessons
Geometry	Teacher Created Common Core Aligned Curriculum. Geometry Curriculum by <i>All Things Algebra</i> Teaching Resources (2012-2015) Gina Wilson Geogebra Graphing Software Glencoe Student Skills Practice
Algebra II	Teacher Created Common Core Aligned Curriculum. Algebra II Curriculum by <i>All Things Algebra</i> Teaching Resources (2012-2015) Gina Wilson Algebra II Curriculum by <i>Flamingo Math</i> Teaching Resources (2014) Jean Adams
Pre-Calculus/ Trigonometry	Teacher Created Common Core Aligned Curriculum. Trigonometry (2008), 6th Edition, McKeague, Brooks-Cole
Calculus AB	Teacher Created Common Core Aligned Curriculum. <i>Calculus</i> (2012), 7th Edition, Stewart, Cengage Learning
Calculus BC	Teacher Created Common Core Aligned Curriculum. <i>Calculus</i> (2012), 7th Edition, Stewart, Cengage Learning
Probability and Statistics	Teacher Created Common Core Aligned Curriculum. <i>Understanding Basic Statistics</i> (2016), 7 th Edition, Brase & Brase, Cengage Learning. <i>Introductory Statistics</i> (2012), 9 th Edition, Weiss, Addison-Wesley. <i>Activity-Based Statistics</i> (1996), Scheaffer, Gnanadesikan, Watkins, and Witmer.

Teachers in the New West Mathematics department mostly rely on uniquely teacher created standards aligned curriculum. Teachers supplement all textbooks with additional materials and strategies to support all levels of learners. Using a variety of instructional resources provide the teacher a wide range of instructional strategies and supports to promote instruction for students with diverse learning needs-including those without prior knowledge.

Teachers have several focus areas when selecting instructional materials. The first is to ensure that materials offer the learner the opportunity to practice concepts and skills related to the standard. This promotes fluency of basic skills and provides a gateway for students to access high level thinking. Resources are also selected to provide opportunities for extension and discovery. This is a central component of a Common Core aligned curriculum and provides activities and practice problems that enrich and extend current grade-level mathematics content. Teachers use both these levels to monitor and evaluate learner's levels of understanding and as a tool to guide further instructions where necessary. The last area of focus is to provide instructional materials that allow the instructor to engage learners by supporting concepts through the use of multimedia, including sound clips, video, images, hands-on experience and interactive games.

When considering all resources teachers have paid careful attention to implementing a balance between student-centered and teacher-centered resources. Student centered instructional resources are used for tutorials, problem solving, scaffolding, discovery, and review. Teacher-centered instructional resources are used for presentation of primary or supplementary materials in the classroom such as and guided notes and guided practice. Materials selected are based on rigor, alignment with the common core standards, and opportunities to meet the needs of all learners.

Assessment	Purpose	Grade	Timeline
Mathematics			
Department Created Diagnostic Placement Test	Mathematics Placement	6 th Grade	Beginning of the Year
Teacher Created Summative Unit Assessments	Measure Unit Standards Mastery	6 th – 12 th	End of the Unit
Teacher Created Formative Assessments	Measures Progress of Mastery of Objective and Influences Adjustments in Pacing and Reteaching of Curriculum.	6 th – 12 th	Every 2 weeks
Semester Final Exams	Measure Semester Standards Mastery	9 th – 12 th	Each Semester
California Assessment of Student Performance and Progress (CAASP)	State Standardized Test	6 th , 7 th , 8 th , 11 th	Once a Year

SCIENCES

The New West science program is aligned with the California State Science Standards and the Next Generation Science Standards. Science courses have been designed to develop students' abilities to design and conduct meaningful experiments and to draw conclusions that are supported by evidence. Students will conduct experiments, participate in inquiry, communicate methods and results, and model understanding at every grade level.

The California science content standards for middle school divide the curriculum into specific disciplines of Earth science, life science, and physical science. High school standards further divide the science curriculum into biology, chemistry, physics, and environmental science. At New West, additional science courses offered include computer science and oceanography. Students are expected to master age appropriate content standards that are specific to each discipline while meeting increasing levels of complexity each year in the areas of investigation and experimentation.

The single standard that is woven throughout the NGSS and the California science content standards across all disciplines and grade levels addresses investigation and experimentation. Students are expected to incrementally increase their role in experimentation as they advance from grade to grade. For example, students in grade six are expected to construct appropriate graphs from data and develop qualitative statements about the relationship between variables. In grade eight, students are expected to construct appropriate graphs from data and make quantitative statements about relationships, including linear and nonlinear relationships. High school students in all disciplines are expected to use more advanced mathematical approaches to problem solving and communicating relationships such as quadratic equations, and trigonometric, exponential, and logarithmic functions.

Three years of science (at least two years of lab courses) are required for New West graduation.

6TH GRADE EARTH SCIENCE

Students in the 6th grade continue to develop their understanding of the core ideas in the Earth and Space Sciences. Students understand how Earth's systems operate by modeling the flow of energy and cycling of matter within and among different systems. Students investigate the controlling properties of important materials and construct explanations based on the analysis of real science data. Students understand the ways that human activities impact Earth's other systems. Students use many different practices to understand the significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development. Students examine the Earth's place in relation to the solar system, Milky Way galaxy, and universe. Students model of the solar system to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students examine scientific data in order to understand the processes and events in Earth's history.

7TH GRADE LIFE SCIENCE

The 7th grade science class focuses on the life science disciplinary core ideas from the Next Generation Science Standards. The life sciences focus on patterns, processes, and relationships of living organisms through 4 core ideas. We begin at the level of organisms, delving into the many processes and structures, at scales ranging from components as small as individual atoms to organ systems that are necessary for life to be sustained. Our focus then broadens to consider organisms in their environment—how they interact with the environment's living (biotic) and physical (abiotic) features. Next, the chapter considers how organisms reproduce, passing genetic information to their offspring, and how these mechanisms lead to variability and hence diversity within species. Finally, the core ideas in the life sciences culminate with the

principle that evolution can explain how the diversity that is observed within species has led to the diversity of life across species through a process of descent with adaptive modification.

Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts by: 1. Asking questions (for science) and defining problems (for engineering); 2. Developing and using models; 3. Planning and carrying out investigations; 4. Analyzing and interpreting data; 5. Using mathematics and computational thinking; 6. Constructing explanations (for science) and designing solutions (for engineering); 7. Engaging in argument from evidence; 8. Obtaining, evaluating, and communicating information.

8TH GRADE PHYSICAL SCIENCE

Physical science is composed of two major units of study with investigation and experimentation as an underlying theme throughout the course. Students will explore the concepts of basic physics and basic chemistry, and will establish a solid foundation upon which they can build for their high school science courses.

Throughout the basic chemistry units, students will explore the properties of matter from subatomic particles to biological macromolecules. Specific topics will include density, structure of matter, reactions, periodic table organization and trends, and chemistry in living systems.

The basic physics units will address concepts of basics kinematics, including motion, and forces. We will also cover the role of gravity in forming and conserving the composition of solar system, stars and galaxies.

Students will design and conduct experiments whenever possible to attempt to discover the underlying principles, laws and theories woven throughout physical science. Students will be required to collect evidence, state relationships between variables, and draw evidence-based conclusions from lab data.

BIOLOGY

Biology students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment.

HONORS BIOLOGY

This honors course is designed to give students deeper understanding of the major concepts and theories governing life sciences. It will require a much more in-depth level of understanding. The main content areas of focus are: cell biology, ecology, genetics, evolution, and physiology. In cell biology unit, students analyze the nature of the relationships between structures and functions in living cells explaining role of cell organelles and biomolecules; they learn energy transformation processes of cells in photosynthesis and respiration leading on to the next unit. In the ecology unit the interdependence of organisms to meet their energy needs is examined. After completing the cell biology and ecology units, students have needed background to learn life cycles of organisms. In genetics, students learn how organisms grow and reproduce passing genetic information to their offspring. The next unit on evolution builds on the understanding that inheritance of genetic matter preserves the complexity and diversity of life; the diversity leads to evolution that edits the variations best suited to the organism's environment. The course ends with a physiology unit in which students study organisms at organ/system level; focusing on nervous and immune systems, they learn how the body systems work together for optimal functioning of the body. Multiple opportunities are

provided to develop content knowledge in biology through the readings, videos, discussions, assignments, and other interactive experiences. Students learn biology concepts in an inquiry-based learning environment where they use the basic science strategies to pose questions, hypothesis formulations, to analyze, evaluate, and search for answers. Students improve their skills in science while adding new critical thinking, life and work skills. Students will be completing research papers, video presentation, greater detail and quantity of lab activities compared to the non-honors section of biology. The material will have more content and the content will be explored in greater detail. Students will be assessed with a comprehensive final at the end of the course.

CHEMISTRY

Chemistry is a one-year laboratory science designed to provide high school students with a foundational understanding of the atomic structure and behavior of matter in preparation for entry into a college-level chemistry class. In this class, students will learn and use scientific skills to study the history and nature of chemistry as an experimental science. Students will learn how scientists think, work, share their discoveries, and develop skills that will be essential in this and future science courses.

HONORS CHEMISTRY

Honors Chemistry is a one-year laboratory science designed to provide high school students with a foundational understanding of the atomic structure and behavior of matter in preparation for entry into a college-level chemistry class. Honors chemistry follows an accelerated pace to discuss concepts in greater depth and breadth. In this class, students will learn and use scientific skills to study the history and nature of chemistry as an experimental science. Students will learn how scientists think, work, share their discoveries, and develop skills that will be essential in this and future science courses.

PHYSICS

This course provides the information required to make an informed decision when deciding on issues such as global warming. It provides a thorough introduction to the principles and methods of physics for students. Emphasis is placed on problem solving and quantitative reasoning. This course covers Newtonian mechanics, gravitation, thermodynamics, waves, electricity and magnetism. This class includes a general survey of classical and modern physics that is designed to enable students to appreciate the role of physics in today's society and technology. It is an investigation of different kinds of motion in the world around us.

The end of the course has a comprehensive final exam that tests over content for both semesters. This test will assess whether students retained information from previous units. Additionally, the comprehensive final exam will see how well students integrate techniques from unit and how well they identify which techniques are appropriate for each problem. The format of the test is half multiple choice to gauge physics concepts and half short answer to solve physics word problems. Students will test over two days in 2-hour long period.

HONORS PHYSICS

Extra labs and projects that are honors only are outlined throughout the document. In general honors physics will go more in depth than college prep physics. Honors will explore more difficult mathematical techniques. For example: trigonometry, solving systems of equations, more complex unit analysis and scientific notation. Labs will be more rigorous and data focused. Students will be more mindful of accuracy in lab procedures.

OCEANOGRAPHY

Oceanography is designed to present students with the fundamentals of physical oceanography and marine biology and to help students gain a greater understanding and appreciation the world oceans and the life they contain. Students will explore how evolution has impact the development of ocean organisms and the unique characteristics that allow creatures to thrive in the variety of ocean habitats. The course will focus on how humans historically and currently use the ocean and the negative impact this can have on ocean ecosystems. This course emphasizes scientific observation, hands-on laboratory work, critical thinking, and the use of technology.

The course includes a variety of formative and summative assessments including the use of a unit portfolio, exit tickets, quizzes, tests, and semester final exams. A key course assessment will be lab work that requires students to perform lab experiments, gather data, and write analytical lab reports on a variety of topics. At least one lab per unit is a student-designed lab requiring the design, setup, and performance of a controlled scientific experiment.

Students will use technology such as laptops, iPads, and probeware to gather and report data and examine models for ocean processes. The course will include several field trips to the local beaches, estuaries, and tide pools to observe and gather data.

ENVIRONMENTAL SCIENCE

This course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This course has been developed to provide the student with an integrated approach to the numerous disciplines involved in environmental sciences, and to incorporate many lab components, as well as social and political themes.

This course will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world; to identify and analyze environmental problems, both natural and man-made; to evaluate the relative risks associated with these problems; and to examine alternative solutions for resolving and/or preventing them. There are several unifying themes that provide the foundations for the structure of this course:

- Science is a process
- Energy conversions underlie all ecological processes.
- The Earth itself is one interconnected system.
- Humans alter natural systems.
- Environmental problems have a cultural and social context.
- Human survival depends on developing practices that will achieve sustainable systems.

Grade Level	Instructional Materials
6 TH GRADE	Teacher-created resources Student E-Book: CK12 Earth Science Various online virtual labs
7 TH GRADE	Teacher-created resources Student E-Book: CPO-Focus on Life Science Teacher and Student Textbook- SEPUP: Science & Global Issues- Biology
8 TH GRADE	Teacher-created resources Students have access to ck-12 online textbook as reference
BIOLOGY	Teacher - Created resources Biology by Newicki TedEd and Crash course online videos Biology Coloring Book
CHEMISTRY	Teacher-created resources Modern Chemistry by Holt, Reinhart, Winston TedEd online resources
PHYSICS	Teacher-created resources
ENVIRONMENTAL SCIENCE	Pearson Environmental Science: Your World, Your Turn, Textbook Habitable Planet: online environmental science curriculum Teacher-created resources
OCEANOGRAPHY	Marine Biology Coloring Book by Thomas Niesen Institute of Marine Science – For Sea Curriculum Various online virtual labs Teacher-created resources

Assessment	Purpose	Grade	Timeline
Sciences			
Teacher created Unit Test	Measure standards mastery	6 th Grade	End of each unit
Group Keystone Project	Work as a group to solve a challenging project based on NGSS Science/Engineering Practices standards	6 th Grade	End of school
Teacher Created Unit Assessments	Measure standards mastery	7 th Grade	End of Unit
Keystone Project	Measure standards mastery of Science/Engineering Practices	7 th Grade	Yearlong
Teacher Created Unit Assessments	Measure standards mastery	8 th Grade	End of Unit
CST Science	State Standardized Test	8 th Grade	Once a year
Keystone Project	Measure motion and forces content standards mastery	8 th Grade	Near the end of the 2nd semester
Teacher Created Unit Assessments	Measure standards mastery	9 th Grade	End of Unit
Cumulative Semester Finals	Retention and mastery of semester standards	9 th Grade	End of Semester
Keystone Project Labs	Measure standards mastery in Biology	9 th Grade	2 per semester
Teacher Created Unit Assessments	Measure standards mastery of chemistry standards	10 th Grade	End of Unit
CST Science	State Standardized Test	10 th Grade	Once a year
Keystone Project	Measure standards mastery of chemistry practices	10 th Grade	Near the end of 2nd semester
Teacher Created Unit Assessments	Measure Next Generation Science Standards mastery	11 th Grade	End of Unit
Keystone Project	Show application of physics standards	11 th Grade	End of each semester
Cumulative Semester Finals	Retention and mastery of standards	11 th Grade	End of Semester
Teacher Created Unit Assessments	Measure Next Generation Science Standards mastery	12 th Grade	End of unit

Cumulative Semester Final	Retention and mastery of standards	12 th Grade	End of semester
Keystone Project	Demonstrate application of NGSS	12 th Grade	End of year

HISTORY/SOCIAL SCIENCE

The social studies curriculum is based on the core knowledge in history and social sciences aligned with the California State Standards and Common Core State Standards. Students take a journey to the past in order to understand the present and inform the future. The history/social science curriculum is designed to analyze themes, trends and major ideologies that have been prominent within and across civilizations throughout time.

Students develop their critical thinking skills that historians and social scientists utilize in the field to study the past and its relationship to the present. Teachers design their course by providing an array of primary and secondary sources, non-fiction books, reputable Internet sources (articles, videos, websites, news channels), documentaries and films. By doing so, teachers are exposing students to resources that provide different perspectives of a concept and/or event. This way, students are given the opportunity to understand history from as many lenses and puzzle with possibly opening a “new truth” to history.

Instruction is aligned with guiding essential questions, academic vocabulary, and performance tasks that provide different opportunities for students to demonstrate their content knowledge and mastery of skills. Informal and formal assessments are used in each unit to check for understanding. Curriculum is designed being mindful of all types of learners – auditory, visual, kinesthetic, high functioning (honors/GATE), students with disabilities, students with 504s, and English Language Learners. The instruction and resources provided is appropriately scaffolded, differentiated and/or modified in order to assist and/or challenge the varying learners to demonstrate their comprehension.

The social science curriculum designs activities that are cross curricular and interdisciplinary so that their learning in history classes are not isolated but rather a continuum of their studies throughout high school. The curriculum cultivates skills in reading, writing, speaking and listening as students participate in Socratic seminars, debates, and simulations. Students are also provided opportunities to use technology to practice innovative thinking in order to creatively demonstrate their understanding of the content.

Challenging their mindset and addressing misconceptions allow many opportunities for students to make real-world applications in order to make history come alive and relevant to their lives. Students are given opportunities to celebrate the achievements of multicultural and diverse communities in conjunction with recognizing the challenges and dilemmas that each face. History no longer becomes a study of them, but a study of us, in which students start seeing their own identity within history and not separate from.

6TH GRADE ANCIENT CIVILIZATIONS

Ancient Civilizations is going to take us on a journey from the very beginning of human history to the formation of the first sophisticated societies. Students will learn about how evolutionary changes made it possible for early humans to adapt and survive in a brutal environment to establish communities, kingdoms, city-states, and empires. The students will look at major turning points such as the agricultural revolution from being nomadic to settlers. It is from this point, humans created well-known ancient river civilizations such as Mesopotamia, Egypt, Greece, Rome, India and China. Each of the major civilizations will be analyzed via the acronym GRAPES (geography, religion, art, political structure, economy, and society). In

doing so, students will develop higher levels of critical thinking by considering why civilizations rise and fall alongside acknowledging their contributions to society. Students analyze the interactions among the various cultures emphasizing their enduring contributions and the link between the ancient and contemporary worlds.

7TH GRADE MEDIEVAL HISTORY

Beginning with the fall of the Roman Empire and continuing through the Enlightenment, this class is a tour through the events that shaped the modern world. Powered by hands-on simulations and experiential exercises, the CA Standards-based curriculum takes students on an unforgettable journey through time. This course is designed to provide a lens of the early medieval world in Western Europe, Asia, Africa and the New World (North and South America). As the New and Old World have been discovered through exploration, students examine a world perspective of the exchange of people, goods, and ideas start to develop. New economic systems arise and social hierarchies are compared in societies in Western Europe, China, India, Africa and Mesoamerica.

In Western Europe, students will examine religious and political development beginning from feudalism to the Magna Carta in which the powers of the monarchy were limited. Stemming from the unfortunately realities of the Bubonic Plague (Black Death), the course looks at the revival of human potential during the Italian Renaissance. Though religious and secular art were both prominent, the ideals of the Catholic Church played an important role in the way individuals lived. The corruption of the Catholic Church led to newfound Christian sects that are still prevalent today. This notion of religion vs. reason during the Enlightenment led many to question the ideologies of the Catholic Church especially in the realm of politics. This segues into the Scientific Revolution where skepticism was challenged with proof and facts.

Such political and religious developments are seen throughout the rest of the world as students study the origins and spread of Islam, Christianity and Judaism. Students study China's political development and its influence on Japan's feudal society and "Golden Age." As students unravel more knowledge on the East, they move towards the New World by understanding how the growth and spread of West African Societies played a role in European exploration and the rise and fall of the Meso American civilizations (Maya, Aztec and Inca).

8TH GRADE EARLY AMERICAN HISTORY

In eighth grade history, students will learn the significance of the earliest colonists by exploring the development of social, economic, political structures and how they impacted society.

The course opens with an examination of the collision of Native, European, and African people on the continent and the formation of the Thirteen Colonies. Against that background, the class slows down to tell the story of why the colonists rebelled against the British Empire and how they won independence against all odds. Next, the course turns its attention to the writing of the Constitution and the revolutionary form of government it created. The first semester ends with a look at how the first four presidents dealt with the challenges facing the new nation.

The second semester starts with a critical look at the nation's rapid westward expansion and the resulting impact on Native Americans, Mexico, and tensions between slave and free states. A detailed explanation of the causes, course, and consequences of the Civil War follows with a focus on Reconstruction's failure to secure equal rights for African Americans. The last unit analyzes the impact of industrialization, immigration, and imperialism at the turn of the century.

The course summarizes how the twentieth century transformed America into what it is today through case studies on the Women's Suffrage Movement, the Second World War, the Civil Rights Movement, and the Cold War. The course concludes with an analysis of the 2008 Presidential Election as a case study on how far our country has come and a commentary on far it has to go. Students will also understand the beginnings of unresolved ideas and tensions that are still prevalent today.

10TH GRADE WORLD HISTORY – COLLEGE PREPARATORY/HONORS

By the end of the course, students will have a solid foundation of the problems and success of the 20th century and how they affect life today in the 21st century. Throughout the year students will develop critical questioning and thinking skills to objectively study history using a variety of primary and secondary sources. Students will participate and learn through structured class simulations, college level class discussions, multimedia presentations (including the internet, documentary and feature films, broadcast news including television and radio, and a host of others), individual and group projects, formal research essays, and field trips. In honors, students are given a yearlong Reading Program designed as a mini-dissertation/research paper in which they read three independent books that centers on a world topic, theme and/or historical figure.

In World History students will first review the principles and the ideas of democracy and citizen participation from its early beginnings in Greece (Plato's *Republic* and Aristotle's *Politics*) and analyze how they influenced revolutions thousands of years later in England (Glorious Revolution), the United States (American Revolution), Latin America (Simon Bolivar's campaigns) and in France (French Revolution). As these countries came into their own they began stretching their influences into countries around the world.

Students will examine the role the industrial revolution and capitalism played in the era of New Imperialism with European and American expansions in Latin America, Asia (including China, Southeast Asia, and the Philippines), and Africa. Students will begin to connect the successes and failures of these endeavors to future partnerships and conflicts around the globe.

Students will understand the causes and lasting political and social effects of the two World Wars including the beginning of the Cold War and the division of the world into Communist and Capitalist spheres of influences. Students should understand these two divisions and how they led to further problems in the world like the Korean War, Cuban Missile Crisis, and the Vietnam War.

By the end of the year, students will have a solid foundation of the problems and success of the 20th century and how they affect life today in the 21st century. Throughout the year students will have developed critical questioning and thinking skills so they can objectively study history using a variety of primary and secondary sources.

11TH GRADE UNITED STATES HISTORY – COLLEGE PREPARATORY/HONORS

By the end of US History, students will have a solid foundation of the economic, social, political, and military history of the United States with an emphasis on the huge turning points between the 1920s through the 1980s. Students will build upon their global knowledge learned in 10th grade analyzing where the United States fits in the global picture over this period of time and the steps the country took to become a global super power. Students will participate and learn through structured class simulations, college level class discussions, multimedia presentations (including the internet, documentary and feature films, broadcast news including television and radio, and a host of others), individual and group projects, formal research essays, and field trips.

Students will study the migration of people from rural to urban cities and the problems associated with workplace safety, issues surrounding immigration and treatment of immigrants in large cities. They will study the lives of those living through the Roaring 20's focusing on literature and music, major domestic and international developments including Prohibition and the rise of organized crime, and the birth of the movie industry diffusing popular culture to the rest of the world. Unfortunately, students will learn the downside of such explosive growth and lax regulations examining the causes and impacts of the Great Depression. Students will examine the effects and controversies surrounding Roosevelt's New Deal including the increase of the federal government.

Students will explore the main causes, course, and ultimate lasting effects of World War Two focusing on FDR's foreign policy, the average American soldier and contributions of different military groups (Navajo Code Talkers, Tuskegee Airmen et al). At the conclusion of the war, students will examine the attempts to rebuild Europe and begin to focus on the conflict between capitalist and communist countries focusing on US foreign policy since WWII and major Cold War events.

Lastly, students will examine the major steps taken to gain equal civil and voting rights in the US from the 1940s through the Civil Rights era in the 1960s but also looking at the feminist movements of the 60's and 70's.

12TH GRADE AMERICAN GOVERNMENT – COLLEGE PREPARATORY/HONORS

Students in grade twelve pursue a deeper understanding of the institutions of American government. It moves from a broad study of foundational topics and constitutional legal ideals into an application of these topics and ideals to contemporary times. They will participate and learn through structured class simulations, college level class discussions, multimedia presentations (including the internet, documentary and feature films, broadcast news including television and radio, and a host of others), individual and group projects, formal research essays, and field trips to sites that reinforce or connect topics from class to the real world. They will begin the year reviewing the fundamental philosophies and origins of modern American political thought. They will study such great thinkers as Locke, Montesquieu, Machiavelli, and William Blackstone and their contributions to the developments of American government. Students will be able to explain how the US Constitution reflects a balance between protecting individual rights, separating powers in the governments, and granting citizens different ways to participate in political life. The goal is to engage high school students in a critical examination of their government and the exercise of their responsibilities as United States citizens especially voter empowerment.

Students will also analyze the roles, responsibilities, and leaders of the three branches of the federal, state, tribal, and local government, how leaders are selected and how they can be removed. Students will also spend time learning about and be able to summarize some landmark Supreme Court cases and how they affected individual rights in the U.S.

Throughout the year students will look at, read, and listen to a variety of media sources to understand the role and responsibility of a free press and their significance in elections, campaigns, and interest groups.

Finally, students will compare the U.S. system of government to different governmental bodies that exist in the world including communism, parliamentary democracy, dictatorships and the problems and successes associated with them.

12TH GRADE ECONOMICS – COLLEGE PREPARATORY/HONORS

In addition to studying government in grade twelve, students will also master fundamental economic concepts (supply and demand, incentives, etc.) and terms and understand the concept, benefits and drawbacks of a free market economy. Students will learn how to use the tools (graphs, statistics, equations) from other subject areas to understanding of operations and institutions of economic systems (including real and nominal data) and analyze different economic behaviors and how they interact with the economy.

Student will also study in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economic systems, measurement, and methods. Students will analyze microeconomics with a focus on supply, demand, price and the factors that influence change. They will analyze the U.S. labor market noting the current economy and labor statistics, differences in pay among professions and how the U.S. interacts with economies around the world. Students will have the opportunity to learn about alternative forms of business organizations and their impact on the economy. Students will analyze labor, wages, and distribution of goods, different market structures and their influence on the market economy.

Students will also analyze macroeconomics, focusing on aggregate economic behavior (household consumption, business investment, foreign sales and government) and the role of fiscal and monetary policy. Students will analyze international economics and trade benefits of trade, restrictions on free trade, exchange rates, balance of payments accounts, economic integration, terms of trade, economic development and the role for international trade, foreign direct investment, foreign aid and international debt.

Students will be called upon to evaluate, describe and analyze economic themes in global events. Students must be critical readers, writers and thinkers. They will use information from reading, primary sources, class discussion and lectures and individual research to be effective communicators and thus demonstrate their understanding of the historical process. There is an emphasis on inquiry and questioning which focus on being internationally minded in their analysis of history and government. Ultimately, the goal is to develop open-minded, confident and analytical students who are able to express their argument in a clear and logical manner both verbally and in writing.

PSYCHOLOGY

The aim of this class is to introduce students to the main core concepts in psychology beginning with the history of psychological study and its various sub fields. Students will examine the six main lenses at which psychologists view human behavior from humanists to biological and the five schools of thought. Students will learn how the brain works in conjunction with the body and its systems This will provide a deeper understanding of how the different parts of the brain allows us to experience the world around us alongside the varying states of consciousness.

Students will spend more time on human cognition and motivation closely looking at conditioning techniques, positive and negative reinforcements and short and long term memory, as a pathway to the way we perceive intelligence, acquiring knowledge and social and behavior actions/responses. The course will touch up on motivation and sexuality to have a better understanding of human development and personality traits.

The class will end looking at various behavior disorders. The class will focus on the science of the brain and how psychologists use the scientific method in research to understand humans and their behavior on a scientific level. Students will be introduced and critically examine case studies to better understand material covered in class.

National Standards for High School Psychology Curricula
 Scientific Inquiry Domain
 Biopsychological Domain
 Development and Learning Domain
 Sociocultural Context Domain
 Cognition Domain
 Individual Variation Domain

Grade Level	Instructional Materials
6 TH GRADE	Teachers Curriculum Institute (TCI): History Alive! The Ancient World (2017 edition) Big History Project website (Threshold 6 – Collective Learning and 7 - Agriculture) The DBQ Project (Mini-Qs) Role-playing simulations (www.teachinteract.com)
7 TH GRADE	Teachers Curriculum Institute (TCI): History Alive! The Medieval World & Beyond Course Materials - Online subscription to <i>History Alive! The Medieval World & Beyond</i> digital resources (slide shows, printable worksheets, printable placards, props for simulations, etc.) McGraw-Hill Interactive Maps (various chapters - publicly available online) The DBQ Project (Mini-Qs)
8 TH GRADE	TCI History Alive! Online Curriculum United States History Crash Course by John Green The Gilder Lehrman Institute of American History (https://www.gilderlehrman.org/) CMS Curriculum Companion (http://www.socialstudiescms.com/) History Channel (www.history.com) Bio (www.biography.com) Public Broadcasting Service (www.pbs.org) BrainPOP (www.BrainPop.com) The DBQ Project (Mini-Qs)
10 TH GRADE	McDougal Littell – Modern World History: Patterns of Interaction (2007) Museum of Tolerance field trip World History Crash Course by John Green History Channel (www.history.com) The DBQ Project (Mini-Qs) ChannelOne News CNN (U.S and World) University of California – Irvine History Project selected resources Stanford History Education Group – Reading Like a Historian selected resources
11 TH GRADE	The DBQ Project (Mini-Qs) Stanford History Education Group – Reading Like a Historian selected resources United States History Crash Course by John Green The Gilder Lehrman Institute of American History (https://www.gilderlehrman.org/) University of California – Irvine History Project selected resources

12 TH GRADE	<p>The DBQ Project (Mini-Qs)</p> <p>Articles 1-3 of the Constitution, Bill of Rights and Amended Amendments</p> <p>Federalist Papers</p> <p>Landmark Court Cases (I.e. Brown v Board of Ed. or Citizens United Case)</p> <p>Excerpts from Historical Books (i.e. Leviathan by Hobbes)</p> <p>Memoirs/Biography from important people in history</p> <p>An array of media from websites such as Factcheck.org, Opensecrets.org to Govtrack.us</p> <p>An assortment of videos from News Sources and T.V. Shows to bring issues to life such as Stephen Colbert in-depth interviews with Trevor potter setting up a 501c4 and Super PAC</p> <p>Google Scholar</p> <p>JSTOR</p> <p>CNN Student News</p> <p>Essentials of Psychology by Bernstein & Nash (4th edition)</p> <p>Economics Principles in Action by O’Sullivan & Steven Sheffrin (2007)</p>
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Assessment	Purpose	Grade	Timeline
History/Social Science			
Document-Based Question (DBQ) in Unit 2 (Mesopotamia)	An introduction and a benchmark for DBQ writing. Expected to write an introduction paragraph. Graded using the history department DBQ rubric	6 TH GRADE	Once a unit
DBQ in Unit 3 (Egypt)	Assess independence on writing an introduction. Students will be comfortable analyzing the documents.	6 TH GRADE	Once a unit
Essay Test – Unit 4 (India)	Assess their knowledge on the topics given in class. Graded on a combined ELA and history rubric.	6 TH GRADE	Once a unit
Socratic Seminar – Unit 4 (China)	Non-formal. To challenge students to think critically about information	6 TH GRADE	Once a unit
Debate – Unit 5 (Greece)	Non-formal. Assess students ability to cooperatively, as small groups, make arguments and counter arguments based on information	6 TH GRADE	Once semester
Research Report – Unit 5 (Greece)	Assess their research skills utilizing digital and non-digital resources	6 TH GRADE	Once a semester
1 paragraph DBQ – Unit 1 (Rome)	Assess why the Roman Empire fell	7 TH GRADE	Once a unit

Teacher generated quiz on Unit 2 (“One True Faith”)	Assess students knowledge on faiths and their respective beliefs	7 TH GRADE	Once a unit
Teacher generated multidisciplinary quiz – Unit 3 (Questioning the “Right Way”)	Asses knowledge to reform the Catholic Church, and identify Classical, Medieval & Renaissance style art	7 TH GRADE	Once a unit
DBQ - Unit 3 (Questioning the “Right Way”)	Assess the important achievements of the Scientific Revolution	7 TH GRADE	Once a unit
Short response – Unit 4 (Africa Rises)	Assess understanding of the Gold-Salt Trade of Ghana and Mali alongside West African folktale	7 TH GRADE	Once a unit
Explorer debate – Unit 5 (“New” World, New Ideas)	Assess which group of explorers committed the worst atrocities during the European exploration	7 TH GRADE	Once a semester
DBQ – Zheng He – Unit 6 (China Opens & Closes)	Evaluate the benefits and drawbacks of Zheng He’s voyages during the Ming Dynasty	7 TH GRADE	Once a unit
Family Tree Chart & Reflection letter	To research their own family history and how their ancestors first arrived to the U.S.	8 TH GRADE	Beginning of the year
U.S. Constitution Project	Analyze the U.S. Constitution looking closely at the 3 branches of government and the preamble	8 TH GRADE	Beginning of the year
American Revolution Timeline Project	Create an accurate version of the events of the American Revolution that is standards-based, detailed and personal.	8 TH GRADE	First semester
Westward Expansion Exhibit	Assess understanding of the Manifest Destiny and the expansion of the U.S. during the 19 th century.	8 TH GRADE	First semester
Underground Railroad Project	Assess their understanding about the Underground Railroad, Abolitionists and Reformers who helped usher in a new perspective on the rights on all people slave or free.	8 TH GRADE	Second semester
Civil War Project – Children’s book	Demonstrates a clear understanding of the political, economic and social causes, the course of the major battles and events and complicated consequences.	8 TH GRADE	Second semester

Industrialist & Entrepreneurs from Past to Present	Showcase their research on how their individual became successful	8 TH GRADE	Second semester
Government Pitch Project	To creatively assess their understanding of government institutions and the rights outlaid for the people	10 TH GRADE	Beginning of the year
Reign of Terror DBQ	To Assess whether they think the Reign of Terror was justified or not and to determine if the Committee of Public Safety protected the revolution from its “enemies”	10 TH GRADE	First semester
French Revolution Storybook/Lyrical Project	To creatively assess their understanding of major ideas, people and chain of events of the French Revolution – causes and effects	10 TH GRADE	First semester
Industrial Revolution DBQ	Assess their understanding of analyzing and recognizing tone, bias and agenda in discussing whether the Industrial Revolution was beneficial or harmful for commoners	10 TH GRADE	First semester
Imperialism in Film Project	Assess their understanding of imperialistic themes and ideas throughout the world found in movies.	10 TH GRADE	First semester
Teacher generated exams	Assess their mastery of skills through multiple choice questions, short responses and essays	10 TH GRADE	Once every unit
Cold War Newsletter	Assess their writing styles catered to a newspaper/newsletter alongside the chain of events and sentiments about the Cold War in different parts of the world.	10 TH GRADE	End of the year
DBQ – Emancipation Proclamation	Assess their critical thinking and analytical writings to determine whether Lincoln freed the slaves or the slaves freed themselves	11 TH GRADE	Beginning of the semester
DBQ - North or South: Who Killed Reconstruction?	Assess their understanding of whether the North or the South was responsible for the failure of the Reconstruction	11 TH GRADE	Beginning of the semester
DBQ – Chinese Immigration and Exclusion	Assess their understanding of the factors that contributed to the Chinese Exclusion Act	11 TH GRADE	First semester

DBQ - Should the United States Have Annexed the Philippines?	Assess their understanding on the reasons for not annexing the Philippines	11 TH GRADE	First semester
DBQ – Prohibition: Why Did America Change its Mind?	To rationalize whether it was beneficial for America to change its mind on Prohibition	11 TH GRADE	First semester
DBQ - What Caused the Dust Bowl?	To understand the various causes of the Dust Bowl	11 TH GRADE	Second semester
DBQ – Japanese Internment	Assess their understanding as to why Japanese Americans were interned during World War II	11 TH GRADE	Second semester
DBQ - Politics or Principle: Why did L.B.J Sign the Civil Rights Act of 1964?	To assess students critical thinking skills and analytical writing to see if they think L.B.J's Civil Rights Act of 1964 stood on ground of politics or principle	11 TH GRADE	Second semester
DBQ – Stonewall Riots	Assess their knowledge of the causes of the Stonewall Riots	11 TH GRADE	Second semester
Teacher generated quiz	To measure understanding and re-teach concepts	12 TH GRADE	Half way through a unit. Every 2 and a half weeks
Teacher generated test	To measure mastery of fundamental concepts and application of knowledge through essay questions	12 TH GRADE	Every 5 weeks
Debates	Gauge team collaboration, leadership roles and sharing of ideas alongside content knowledge	12 TH GRADE	Each semester
Research political issue	Assess student's understanding of political issues that are relevant to today	12 TH GRADE	Once a semester
Shark Tank Final	Assess their understanding of how a business operates from the concept, the management, investment and continuum	12 TH GRADE	End of the year

WORLD LANGUAGES

Students use the target language to express themselves and show their understanding in listening, speaking, writing and reading. Students participate in group discussions, show their understanding of authentic texts and conversations from writing and on video and present researched projects to an audience in the target language. Students are presented with language in an increased level of difficulty and continue to express themselves more fluently in each level.

LEVEL 1 LANGUAGE CLASSES - FRENCH, SPANISH, AND LATIN: MIDDLE/HIGH SCHOOL

World Language level 1 courses are introduction to the target language and Francophone cultures using the four modes of expression including: listening, speaking, writing and reading. The main goal of these courses is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate efficiently in the target language. Through age- and stage-appropriate thematic topics for Level 1 such as daily greetings, family and friends, leisure/hobbies, shopping and restaurants, and authentic resources such as songs, movies and documentaries related to appropriate culture, students learn to use short sentences, questions and commands when speaking and writing, and understand short texts all while being fully involved in the communicative process of acquiring the new language system and its cultural aspects.

LEVEL 2 LANGUAGE CLASSES - FRENCH, SPANISH, AND LATIN: MIDDLE/HIGH SCHOOL

Level 2 language classes are a continuation to the introduction to the target language and appropriate communities focusing on four modes of expression including: listening, speaking, writing and reading. The main goal of these courses is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate efficiently in the target language. Through age- and stage-appropriate thematic topics for Level 2 such as: daily greetings, family, friends, leisure/hobbies, shopping and restaurants and authentic resources such as songs, movies and documentaries related to appropriate culture, students learn to create more complex sentences using different tenses and moods, when writing in short paragraphs and speaking and writing, they will comprehend important ideas and details in contextualized texts and become more accurate in written and oral expression.

LEVEL 3-4 LANGUAGE CLASSES - FRENCH, SPANISH, AND LATIN: MIDDLE/HIGH SCHOOL

Level 3-4 courses reinforce the different skills/contents and linguistic tools learned in the previous and appropriate communities using the four modes of expression: listening, speaking, writing and reading. The main goal of this course is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate extensively in the target language. Through age- and stage-appropriate thematic topics for level 3-4 such as social norms, environment, healthcare and technology/media, and authentic resources such as songs, movies and documentaries related to target culture, students learn to create more complex sentences using different tenses and moods (present, past tense, subjunctive present, future, conditional) in planned paragraphs when speaking and writing, comprehending main ideas and details in authentic texts and becoming more accurate in written and oral expression.

Grade Level	Instructional Materials
French	Discovering French Today 1, 2, 3
Latin	Cambridge Latin: Books 1-3 Oxford Latin: Millionaire's Dinner Party Pharr: Aeneid
Spanish	Avancemos 1, 2, 3, 4
	<p>Different instructional methods and strategies are used to deliver this course in order to meet individual needs, students' learning styles and reach opportunities to be engaged in higher-order thinking. In addition, the methods and strategies are chosen to cover the different areas of expression (writing, speaking, reading and listening). These strategies include:</p> <p>Powerpoint (visual learner and technology use) Handouts/pictures/illustrations Think-pair-share/ Group work activities (to lower affective filters) Graphic organizers (Venn diagram) Echo reading Songs (analysis of lyrics or used as a base to illustrate/induce grammatical points) TPR/story administered telling/gestures Realia/props (magazines, French recipes, real dishes, money, tickets, board games) Manipulative/puzzles Youtube clips/videos French movies Documentaries (tv5.org/CD from textbooks, CNN) Guest speakers (French, Spanish native) Cross curriculum activities (aligned with the 21st century skills map) Peer reviews/editing Oral presentation Skits/role playing Constructed dialogue Grammar drills Warm-up (writing journal) Poems/literature excerpt Linguistic lab activities Discussions/debates</p>

Students will be assessed using different tools such as:

- Class participation is assessed daily and measure several components of the areas of expression such as reading, listening and speaking.
- Homework/In class assignments-are administered every day and assess students' skills in writing and reading.
- Quizzes-Students are assessed after each vocabulary and grammatical component seen in lessons. Quizzes given can be: fill in the blank, multiple choice or open-ended questions. This type of

assessment gives students and teachers an immediate feedback of what has been learned and what needs to be improved.

- Comprehensive exams covering the four areas of language acquisition (listening, reading, writing, speaking assessments) are administered following each unit. This type of assessment gives students the opportunity to see what area of language acquisition needs improvements.
- Projects are given through the unit to give students the opportunity to work collaboratively and to express ideas and thoughts using the different modes of communicative skills in different forms and contexts. Projects include PowerPoint presentation or different technologic tools, dialogues and role-play, drawings, storytelling, written assignments, comics, advertisements, portfolio, essays, reports, songs, videos or dance.

Assessment	Purpose	Timeline
Class participation	Speaking skills	Every week
Quiz	Measure standards mastery	After each lesson
Comprehensive exams	Standards mastery	One per semester
Projects	Cumulative Understanding	One per unit
Video recordings	Student mastery of speaking that aligns with unit	Bi-monthly for levels 1 and 2 and weekly for levels 3 and 4
Exit Tickets	Assess daily class objective	End of every class

VISUAL AND PERFORMING ARTS DEPARTMENT

The Visual and Performing Arts program is an integral part of the instructional program at New West Charter School. The program offers students opportunities to learn and/or enhance their artistic abilities to express themselves creatively and develop a lifetime love of the arts. The Visual and Performing Arts Department is comprised of three disciplines: Dance, Art, and Music (6th thru 12th grade). The program prides itself in creating a safe, fun, nurturing, and supportive learning environment that encourages students to appreciate, respect, and enjoy the arts.

The Dance department offers beginning, intermediate and advanced dance; as well as a competitive dance team at the high school level. At the middle school level, Intro to dance, dance 1A, dance 1B, dance 2, and performance team are offered.

The Music department offers courses in concert choir and the New West Ensemble at the high school level. Vocal ensemble, advanced band, advanced strings, beginning band, and beginning strings are offered at the middle school level.

The Art department offers courses in studio art 1 and studio art 2 at the high school level. At the middle school level, art 1, art 2, and clay & ceramics are offered.

The goal of the standards-aligned visual and performing arts curriculum, which focuses on dance, music, and art, is to encourage students to express ideas and understanding of the arts with accuracy, proficiency and esthetic effectiveness.

The standards for visual and performing arts are as follows:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections. Relationships and Applications

The department uses the California Visual and Performing Arts Standards as a base. The New West program has built upon and exceeded those standards by providing students with opportunities to go on educational field trips and receive master class instruction taught by world-class dancers and choreographers. For example, the choreographer for “Beyonce” came to New West to speak with our dance students about the importance of standing out in an audition.

In addition to master class instruction, students are taken to the Music Center every year to watch a professional dance company perform. They also participate in a Q & A session with the company. This year, students will take a trip to the Music Center in downtown Los Angeles to observe the Alvin Ailey Dance Company. The Visual and Performing Arts Department works hard to provide a well-rounded program for all students.

In addition to giving students the opportunity to express themselves, cross-curricular lessons and projects are a focus at New West. In the dance curriculum, for example, students analyze and create sonnets in their English classes and express them through movement. This challenges students to look deeper into the meaning of their poems.

In the art curriculum, students create illustrations for their comic book short stories that are created in their English Language Arts class. Combining fictional writing with the requirement to illustrate the story adds a dimension to the curriculum that often leads to a deeper understanding of the assignments.

The New West Charter School Arts Programs grounds students in the discipline, detail and focus of the arts. Students explore the techniques of a wide range of artist that will allow them to develop their own artistic processes. The curriculum allows for students to think creatively, to appreciate the arts and to develop their “whole” person. The benefits of art education are numerous.

The benefits of arts education at New West include:

- Enhancing problem-solving skills, critical thinking skills, and learning in other subject areas
- Exposes students to a variety of cultures; helping them develop empathy, tolerance, and openness in working with others
- Prepares students for success in college and in the 21st century workforce through innovation, creativity, and imagination
- Promotes school culture, builds a sense of community within the school, creates ties to surrounding communities and provides a fun and challenging learning environment

The Visual and Performing Arts program at New West Charter School encourages and provides opportunities for development in creativity and expressive power, accountability, collaborations, perceptions, self-confidence, performance/stage presence, improvisation, and expressive outlets.

Our Students walk away from the program with a genuine overall respect and appreciation for artistry and acceptance of self-expression.

Students will:

- Comprehend how the techniques and practices of dance, music, and visual art are used for creative thought and artistic expression
- Execute basic production processes in the areas of dance, singing, stage direction, choreography, and design
- Acquire knowledge of diverse historical and multi-cultural dimensions and traditions of dance, art, and music
- Formulate assessments of quality, both, creatively and critically in works of dance, art, music, and other related art forms.

Instruction is provided to all students by professional, world-class dancers, musicians, and artists. The Visual and Performing Arts department is comprised of five faculty members.

PERFORMING ARTS, THE NEW WEST HIGH SCHOOL LEVEL

A minimum grade of a C in at least one-year of Visual or Performing arts is required to meet UC/CSU A-G requirements; a second year also meets the “g” requirement.

MIDDLE AND HIGH SCHOOL DANCE

To foster independent thinking and to provide students with a nurturing and challenging educational environment through a rich diversity of dance disciplines, techniques, technologies, and productions.

To provide superior teaching and individualized mentoring; our classroom focuses on the studio, the stage, and incorporating cross-curricular lessons and projects.

All students in every skill level, 6th -12th grade will explore the traditional and non-traditional art forms. This will be accomplished through opportunities to learn about the history and context of each style, genre-specific terminology, technical skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements culminate with opportunities for students to perform in annual concerts, community events, competitions, and school events.

A description of each dance course is set forth below:

HIGH SCHOOL DANCE

DANCE 1 – BEGINNING

Beginning Dance is a yearlong course that concentrates on movement awareness and reverence for the physical body and its' athletic and expressive capabilities. This course will introduce students to the art of dance. Students become acquainted with basic techniques in ballet, modern, jazz, hip-hop, and the historical and cultural information within these dance forms. Gaining movement skills and finding their self-confidence and enjoyment through movement is a focus in this course. The class is designed for all students without previous experience in dance and can prepare students for Intermediate Dance.

This course will begin with an introduction to basic dance vocabulary including the history of dance, and knowledge of influential choreographers. In addition, elements of dance, performance qualities, and choreography are taught throughout the course.

By the end of this course, students will be able to discuss, interpret, and analyze different works of dance choreography that has been performed by their peers, and influential dancers and choreographers. No audition is required for placement.

DANCE 2 – INTERMEDIATE

Dance 2 is a yearlong proficient leveled course for students with least one or more years of dance experience. The dance experience must include formal ballet training and technique skills. Intermediate Dance will allow students to increase their body awareness, technique, strength training, and endurance. Through exploration of a variety of dance styles students will advance their dance vocabulary and enhance their dance technical skills. Students will continue to explore the elements of dance through improvisation and self-choreographed dances; as well as perform rehearsed routines in front of live audiences. By the end of this course, students will be able to explore the historical and cultural context in dance, as well as develop their own works of art. Audition is required for placement.

DANCE 3 – ADVANCED

Dance 3 is a yearlong advanced level course for students with several years of prior dance experience in ballet, jazz, modern, hip-hop, and contemporary dance styles. This class will give dancers the opportunity to increase their strength and flexibility. Students will execute movement in a variety of genres; demonstrating the ability to memorize choreography and execute technique with proper alignment and musicality. The purpose of Dance 3 is to instruct students to build upon the skills that were taught in Beginning and Intermediate Dance.

The course will begin with advanced instruction in improvisation and will develop advanced technical progressions, tricks, jumps, and turns. Dance 3 is intended to prepare students for a competitive team at the high school level. Therefore, students will focus highly on technique, performance, and choreography.

Audition is required for placement.

DANCE TEAM

Dance Team is a yearlong advanced level course for students with several years of dance experience in ballet, jazz, modern, hip-hop, and contemporary dance styles. Students can be selected for this course with

approval from the instructor or by individual audition only. This course is for students who have a strong passion for performing and have goals of continuing dance in college or work on becoming a professional dancer in the dance industry. Students in this course will perform at all school functions, community events, and competitions. Dancers will learn advanced/professional technical skills and will focus on connecting emotionally to choreography and performance. Instruction will also include strength and flexibility classes to work on range of motion and conditioning of the body.

Audition is required for placement.

MIDDLE SCHOOL DANCE

INTRODUCTION TO DANCE

Introduction to Dance is a yearlong course that includes ballet, jazz, hip-hop, modern, and cultural dance forms. The course will provide students with the opportunity to acquire basic overall knowledge to develop structure, dance and performance skills, and specific movements to expand their creative potential and appreciation of different dance genres. Students will learn terminology and history with opportunities for collaborative student choreography.

DANCE 1A

Dance 1A is a yearlong course that includes ballet, jazz, hip-hop and modern dance. The course will provide students with the opportunity to acquire basic overall knowledge to develop dance skills and expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This class is intended for students with 1-2 years of experience

DANCE 1B

Dance 1B is a yearlong course that includes ballet; jazz, hip-hop, cultural, modern, and cultural dance forms. The course will provide students with the opportunity to acquire basic overall knowledge to develop dance skills and expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This class is intended for students with 2-3 years of experience.

DANCE 2

Dance 2 is a yearlong course that includes ballet, jazz, hip-hop, cultural, modern, and cultural dance forms. The course will provide students with the opportunity to acquire dance technique at an intermediate/advanced level and overall knowledge to develop dance skills; as well as expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This class is intended for students with at least 2-3 years or more of dance experience; having demonstrated understanding of basic and beginning fundamentals in Dance 1A and 1B.

PERFORMANCE TEAM

Performance team main purpose is to promote school spirit, provide entertainment at performances, and to represent the school at community events.

MIDDLE AND HIGH SCHOOL MUSIC

The New West Music Department provides students with opportunities to engage in high-level performances across all grade levels. Students that participate in this department will become skilled; not only in performance, but in theory, composition, and proper rehearsal and audience etiquettes.

A description of each course is set forth below:

HIGH SCHOOL MUSIC

CONCERT CHOIR

The performing ensemble allows students to explore a wide variety of vocal music, from pop to classical, while mastering proper rehearsal etiquette, performance etiquette, and audience etiquette. Members will become skilled in reading and performing intermediate to advanced level repertoire and become skilled in sight singing, interval recognition, and understanding of chord progressions. Musicians will learn about the history of choral music from antiquity through the modern era, as well as be exposed to career path opportunities and professionals associated with music and the arts. Students will be required to perform at all concerts, community events, and festivals throughout the school year. Audition is required for placement.

NEW WEST ENSEMBLE

This course stresses improvement of instrumental and performance techniques. The year emphasizes exposure to concert band and/or orchestra music of all styles and periods. The ensemble plays for campus functions, concerts, and may represent the school at music festivals. Attendance at performances is mandatory. Audition is required for placement.

MIDDLE SCHOOL MUSIC

VOCAL ENSEMBLE

This performance-based elective will explore the fundamentals and intermediate techniques of vocal performance. Students will learn how to sing and perform various styles of music including but not limited to classical, pop, and a cappella. Student soloists may have opportunities to perform with instrumental ensembles. All students are expected to give an appropriate amount of daily practice time throughout the school year in order to progress. This ensemble will perform at school concerts, community events, music festivals, and state competitions. Attendance at all performances is required. No vocal experience is necessary. No prior music experience necessary. Audition is required for placement.

ADVANCED BAND

This performance-based elective will explore intermediate to advanced performance techniques for concert band. All students are expected to give an appropriate amount of daily practice time throughout the school year in order to progress. This ensemble will perform at school concerts, community events, music festivals, and state competitions. Attendance at all performances is required. Prior experience in a performing ensemble is required. Audition is required for placement.

ADVANCED STRINGS

This performance-based elective will explore intermediate to advanced performance techniques for string orchestra. All students are expected to give an appropriate amount of daily practice time throughout the school year in order to progress. This ensemble will perform at school concerts, community events, music festivals, and state competitions. Attendance at all performances is required. Prior experience in a performing ensemble is required. Audition is required for placement.

BEGINNING BAND

This performance-based elective will explore introductory performance techniques for concert band. All students are expected to give an appropriate amount of daily practice time throughout the school year in order to progress. This ensemble will perform at school concerts. Attendance at all performances is required. Prior experience in a performing ensemble is not required. No prior music experience necessary.

BEGINNING STRINGS

This performance-based elective will explore introductory performance techniques for string orchestra. All students are expected to give an appropriate amount of daily practice time throughout the school year in order to progress. This ensemble will perform at school concerts. Attendance at all performances is required. Prior experience in a performing ensemble is not required. No prior music experience necessary.

MIDDLE AND HIGH SCHOOL VISUAL ARTS

The Visual Arts program focuses on building technical skills, developing creative problem solving techniques, and connections to art history and career opportunities. We believe that visual art provides students with a creative outlet to express themselves and ideas, and to share their own unique point of view with their peers to develop understanding of each other and opportunity to connect with each other. Art is a powerful tool that connects to English language arts, history, science, and math. We believe in cross curricular planning, and that art is a powerful tool to help students comprehend and apply content from core subjects.

HIGH SCHOOL ART

STUDIO ART 1

This course stresses improvement of instrumental and performance techniques. The year emphasizes exposure to concert band and/or orchestra music of all styles and periods. The ensemble plays for campus functions, concerts, and may represent the school at music festivals. Attendance at performances is mandatory.

Studio Art 1 will introduce students to the world of visual arts. The course will begin with an initial foundation and introduction to the visual arts vocabulary including the elements of art, principles of design and the steps of the critique process (description, analysis, interpretation, judgment). After the initial foundation, students will be exposed to different perspectives within the visual arts through six themes. The series of themes begins with focusing on the elements of art, art inspired by the natural world, printmaking, color theory, portraiture, sculpture, and independent study. Through these sequential themes, students will learn about various mediums in art, which include drawing, painting, printmaking, sculpture, observational skills, more in-depth art, vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peer through the use of rubrics. Writing assignments, discussions, critiques,

group-work, and other activities will be the outlet for students to express their understanding of art and the creative process.

STUDIO ART 2

This is an upper level course offered for serious art students who would like to undertake greater artistic challenges through the practice of sustained art making involving more complex compositional, technical, and conceptual problems. Students will further develop artistic skills by increasing the quality and quantity of their studio portfolio. Students build upon the skills they learnt in Studio Art 1 and delve into greater depth both 2D and 3D art techniques plus investigate in further detail an area of study they are interested in.

Through these sequential themes students will learn about various mediums in art, which include drawing, painting, printmaking, sculpture, observational skills, more in-depth art vocabulary, the lives of different artists, historical and cultural connections, as well as a variety of other topics. Students will create concept specific projects and will learn how to evaluate themselves as well as their peers through the use of rubrics. Writing assignments, discussions, critiques, group-work, and other activities will be the outlet for students to express their understanding of art and the creative process. Prerequisite: Art 1 required

By the end of this course students will be able to discuss, interpret, and analyze works of art by identifying the use of the elements of art and the principles of design, understand the varied purposes of art throughout time, and in their own culture as well as the culture of others. Students will also be more independent in their study of Art in this course, and investigate various careers in the art world.

MIDDLE SCHOOL ART

ART 1

Art 1 is a California Visual Arts Standards based, foundational visual arts course. This class introduces students to the elements of art and principles of design, focusing on line, shape, color, form, space, balance, contrast, pattern, emphasis, and unity. Students explore a variety of materials such as pencil, colored pencil, paint, watercolors, oil and chalk pastels, and ink. Students learn how to properly apply the rules of perspective in a work of art, learn about proportions of the face, and how to create interesting and successful compositions. In addition to creating art, students read, write, and talk about art. Art history, looking at a variety of worldwide traditions, and criticism are important components of the class. Students learn how to describe and analyze works of art, as well as develop their own informed opinion as to what makes a work of art successful.

ART 2

Art 2 is a continuing art course for students who would like to continue their artistic journey. This class still has a standards based curriculum, but is also ran as a modified Teaching for Artistic Behavior (“TAB”), where students are encouraged to bring more of their own ideas and material choices (two dimensional) to their artwork. As part of this class, students will continue to broaden their understanding of the elements and principles as well as their application of them in their works of art. Students are expected to have their choices reflect meaning, and explain why they have made those choices in their artwork. Art criticism and art history and important parts of the curriculum, and students continue to develop their abilities to read, write, and talk about art as well as developing an opinion about works of art. Prerequisite: Art 1 required

CLAY/CERAMICS

Clay/Ceramics is an air-dry clay based sculptural class. In the class, students explore the medium of clay and study ceramic related art history, looking at examples of ceramic traditions from around the world. Using the California Visual Arts Standards as a framework for curriculum, students study functional and decorative forms of ceramics as inspiration for their own clay projects. Students are expected to read, write, and talk about ceramic artwork. Art history, art criticism, and the ability of students to form their own opinions on works of art are also stressed in this class.

MIDDLE AND HIGH SCHOOL DANCE ASSESSMENT METHODS/OUTCOMES

Formative Assessments

The middle and high school dance students are given formative assessments through the use of studio observations. Students are observed daily and given immediate feedback about their strengths and weaknesses within technical skills. We also use peer assessments and self-assessment to improve learning by engaging in their own and each other's work. Students are given self-valuation sheets in order to understand what areas need improvement.

Summative Assessments

Students are given unit exams and projects that are directly related to a specific dance genre. Exams check for understanding in the following areas: history, vocabulary, and knowledge of specific influential choreographers and dance pioneers.

Technology/Project Assessments

At the end of each semester, students are instructed to produce a dance tutorial that demonstrates their knowledge within technical skills and understanding of vocabulary. This assessment not only checks for dance skills, but checks for application of technology. This assignment requires students to use their creativity and artistry through editing, directing, and choreographing.

Assessment	Purpose	Grade	Administration Timeline
Middle School & High School Dance			
Technical Skills Test (movement exam)	Measure standards mastery with rubric scoring	6 TH -12 TH	At the end of a 2-3 week unit
Vocabulary and History Test	Measure standards mastery	6 TH -12 TH	Monthly or at the end of a unit
Observations	Measure standards mastery	6 TH -12 TH	Weekly
Choreography Group Projects	Measure standards mastery with rubric scoring	6 TH -12 TH	At the end of a 2-3 week unit
Dance Essays	Measure standards mastery with writing rubric scoring	6 TH -12 TH	At the end of each semester
Journal Writing	To reflect, analyze, and express ideas related to movement in written form.	6 TH -12 TH	Weekly
Video Tutorials	To demonstrate skills and an understanding of vocabulary. To utilize current technology.	6 TH -12 TH	At the end of each semester
Public Performances	Summative performance assessments	6 TH -12 TH	End of semester for beginning groups. More performances for advanced and high school groups.

MUSIC ASSESSMENT METHODS/OUTCOMES

Formative Assessments

Both middle and high school musicians are given formative assessments through rehearsal observation and performance tests. Students are graded according to a rubric outlining the skills being worked on during that particular unit or weekly goal. Students are given immediate feedback in order to make their next performance better and/or refine particular skills.

Summative Assessments

All students are graded according to a rubric on their final performance of a unit. For beginning students, this would be both of their concerts. Advanced and high school students are graded for all public performances.

Critical Assessments

Each student is assessed in writing skills through two concert reviews per semester. This allows them to learn how to critique a performance and learn from the strengths and weaknesses of any type of performing group. Advanced and high school students also critique their peers and their own performing group in writing, according to adjudicators scoring sheets that correspond to the festival they are attending.

Assessment	Purpose	Grade	Timeline
Music			
Skills Performance Test	Measure standards mastery with rubric scoring	6 TH - 12 TH	Weekly or bi-weekly
Internally-Created Tests	Measure standards mastery	6 TH - 12 TH	Monthly or as needed
Public Performances	Summative performance assessments	6 TH - 12 TH	End of semester for beginning groups. More performances for advanced and high school groups.

VISUAL ARTS ASSESSMENTS METHODS/OUTCOMES

Formative Assessments

Sketchbooks are interactive notebook that allows students to take notes relating to art specific vocabulary and connections to art history. Sketchbooks are also where students develop their ideas for projects and practice skills and get feedback from the teacher and from their peers.

Summative Assessments

Projects are the most important form of assessment. Each unit builds skills and knowledge to allow students to create a final artwork that demonstrates what they have learned in the unit. All projects are graded according to a rubric, which looks at craftsmanship, technical skills, creativity, and artistic growth.

Students are instructed to complete an essay that describes and analyzes a work of art at a museum.

Critical Assessments

Art history and criticism assesses student's understanding of vocabulary terms and their ability to formulate, orally and written, their own opinions about a work of art and substantiate their opinion.

Critiques assess student's understanding of vocabulary and techniques, and how well they were applied for each unit project. They are a chance for students to reflect on their own learning from the unit.

Assessment	Purpose	Grade	Timeline
Middle and High School Visual Arts			
Sketchbooks	Measure standards mastery	6-12	At the end of a 4 to 5 week unit
Projects	Summative Assessment Measure standards mastery with scoring rubric	6-12	At the end of a 4 to 5 week unit
Art History and Criticism	Measure standards mastery	6-12	Middle of a unit
Museum Paper	Measure standards mastery with writing scoring rubric	6-12	End of each semester
Critiques	To reflect	6-12	At the end of a 4 to 5 week unit

PHYSICAL EDUCATION

New West Charter School Physical Education incorporates the California State Physical Education Standards. The content learned in class articulates the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The goal of Physical Education class is to enhance knowledge in physical activity and fitness while helping each student understand the importance of achieving a healthy lifestyle. Physical Education is divided into these three focus areas:

- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Physical fitness for health and performance, fitness concepts, principles, and strategies.
- Psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

HEALTH

It is essential that young people leave high school with a concrete understanding of the health-related choices that await them and the importance of establishing healthy habits early in their adult lives. Students taking this course will learn how to establish good diet and nutrition practices, including moderation, reading food labels, and understanding nutritional contents of various foods. They will examine the benefits to good nutritional practices and the possible consequences of poor eating habits. Students will learn about conception, stages of pregnancy, and responsibilities of raising children, as well as contraceptive methods and use in preventing pregnancy and reducing risks of certain sexually transmitted infections. Students will understand the impacts, legal issues, and risks of drug and alcohol use and describe how to practice health-enhancing behaviors. Finally, by the end of this course, students will be able to demonstrate proper first aid and CPR procedures.

HIGH SCHOOL PHYSICAL EDUCATION

High School Physical Education will focus on learning, developing and improving physical fitness, motor skills and social skills. Character is also a strong component of student development and will be fundamental in the learning process. The content learned in class will articulate the knowledge, skills, and confidence students need to maintain meaningful physical activity throughout their lifetime. The goal of the class is to enhance knowledge in physical activity and fitness while helping each student understand the importance of achieving a healthy lifestyle. The class will be divided into these three focus areas:

- Motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Physical fitness for health and performance, fitness concepts, principles, and strategies.
- Psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

SPORTS TEAMS (HIGH SCHOOL PHYSICAL EDUCATION)

Sports Teams is designed for the high school athletic program and for the student-athletes of New West. The class will help students build and maintain physical fitness and athletic performance throughout the course of the school year. A major component of the class and of the athletic program is to develop character in all student-athletes. Class time will focus on strength and conditioning, physical fitness training, skill development, team concepts and practice for each particular sport. The goal of the class is to develop character, commitment, work ethic and performance for all student-athletes.

MIDDLE SCHOOL PHYSICAL EDUCATION

Middle School Physical Education at New West will engage all students on a daily basis and promote staying active throughout the day. We will show students proper exercise techniques, muscle definitions and various exercises. Here at New West we will offer team sports like flag football, basketball, baseball, soccer and also try and incorporate some non- traditional sports like ultimate frisbee, team handball and rugby. Students are provided with opportunities to improve their health-related physical fitness as well as understand advanced concepts related to physical fitness and physical activity. This course also provides an opportunity setting for adolescents to learn appropriate social interaction skills.

WALKING FOR FITNESS (MIDDLE SCHOOL PHYSICAL EDUCATION)

The class is designed to meet the needs of daily physical exercise for life long fitness and health. Walking is one of the safest and most effective forms of exercise to improve health, and develop and maintain physical fitness. The class provides cardiovascular conditioning through the activity of walking. Instruction in heart rate monitoring, skill proficiency and fitness program planning will be provided to each student. The class is designed for students who are interested in starting an active lifestyle.

Subject	Resources	Summary
Physical Education	CAHPERD AAHPERD SHAPE LACOE (Health/Physical Education) Spark	All resources used to enhance curriculum and instruction in the PE department.
Physical Education	Equipment	Used on a daily basis during each unit.
Physical Education	Medical Skeleton	Used occasionally as a visual during High School PE to cover anatomy.
Physical Education	Sports Reference Guides	Used during each unit so the students can access more information about each particular sport/unit.
Physical Education	White Boards	Used to post agendas and journal questions for weekly writing assignments.
Physical Education	Journals	Used at least once a week to cover content and to implement writing across all PE classes.

Subject	Resources	Summary
Health	American Red Cross NIH CDC WHO	Used to enhance knowledge of the content being studies in each unit. Also used to access accurate information pertaining to health and used for current event assignments, projects and interactive lessons.
Health	My Plate	Used for the My Plate webquest to understand the food groups and nutrients.
Health	Glencoe Health Textbook	Used occasionally to enhance instruction for each unit.
Health	CPR Mannequins First Aid Equipment First Aid Ready Reference	Used during the First Aid CPR unit for real life practice and application.
Health	Food Labels	Used during the Nutrition unit for real life

	Nutrition Logs	practice and application.
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Assessment	Purpose	Timeline
Physical Education		
Skills Assessments (Formative)	Unit skills assessment that assesses students on knowledge and retention of skills learned during the unit.	End of each unit.
Journal Assessments (Formative)	Written journal assessments on content covered in each unit.	Middle of each unit and End of each unit.
Unit Assessments (Summative)	Final summative assessment used at the end of each unit to assess students on all content learned.	End of each unit.

Assessment	Purpose	Timeline
Health		
Writing Assessments (Formative)	Current events and writing assessments to cover content learned in each unit.	Middle of each unit and End of each unit.
Projects (Formative Assessments)	Project based learning assessments. Each unit incorporates 1-2 projects to assess content learned in each unit.	Middle of each unit and End of each unit.
Unit Assessments (Summative)	Final summative assessment used at the end of each unit to assess students on all content learned.	End of each unit.

- Students will be self-motivated: Measured in Physical Education by creating fitness goals for the school year. General fitness goals and goals specific to fitness testing. Goals have been proven to inspire self-motivation.
- Students will be technologically competent: Measured in Physical Education by using teacher pages to access information; class calendars, documents, journal questions. Also, by creating 2 week and 1 month fitness plans.
- Students will be life-long learners: Measured in Physical Education by seeking outside knowledge of the health and fitness world and being encouraged to live a healthy and fit lifestyle by getting involved in multiple activities that involve fitness.
- Students will be critical thinkers: Measured in Physical Education by creating and implementing their own fitness plans and understanding how the body works and functions to live a long, healthy and active lifestyle. Also, by solving health and fitness problems and finding solutions to meet their needs.
- Students will be global contributors: Measured in Physical Education by sharing knowledge about the health and fitness world with their peers and trying to reduce the obesity rates with this sharing of knowledge.

2. HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF CALIFORNIA'S CCSS AND OTHER STATE CONTENT STANDARDS:

All of New West's courses have been designed in alignment with the California state Standards. The faculty receives training and support in ensuring students received individualized support and instructional strategies as they work to master the content standards, including CCSS standards and designing lesson plans that ensure alignment to CCSS.

3. INSTRUCTIONAL MINUTES AND SCHOOL CALENDAR

New West Charter School shall exceed the minimum legally required annual instructional days and minutes during each school year for each of the grades 6-8th and 9-12th:

- 175 days (Title 5 California Code of Regulations Section 11960)
- 54,000 minutes (grades 6-8) (Education Code Section 47612.5(a)(1))
- 64,800 minutes (grades 9-12) (Education Code Section 47612.5(a)(1))

Providing that these minimal requirements are met, New West reserves the right to determine the length of its school year, the length of its school day, the total number of instructional days, the total number of its instructional minutes, the hours of its daily operation, and other parameters of its instructional calendar to best fulfill its educational program in the best interests of its students.

New West has modeled its school calendar closely on the LAUSD calendar to be consistent with other public schools in the community. The New West calendar has 180 instructional days, and approximately 57,000 and 64,800 instructional minutes, respectively, in Middle and High School. Subject to resources and/or volunteers, New West currently provides after-school clubs, extracurricular, and support opportunities instruction lasting 60-200 minutes, depending on the activity and daily school schedule. The calendar includes 10 pupil free days scattered throughout the year and 36 pupil free afternoons on Wednesdays when students are dismissed early (middle school only). New West's instructional staff, use this pupil free time for classroom preparation, curriculum development, professional development, staff meetings, and other activities relevant to the Charter School's educational program.

See New West Charter School's 2016 – 2017 Academic Calendar Below:

New West Middle School Students

	6	7	8
Period 1 8:30 to 9:20	Beg. Band	Life Science	Creative Writing
Period 2 9:23 to 10:13	English 6	Geometry	Engineering
Nutrition 9:33 to 9:48			
Period 3 10:31 to 11:21	Math 6	Medieval Times	General Physical Education
Period 4 11:24 to 12:14	General Physical Education	Dance	Algebra
Period 5 12:17 to 1:07	Ancient Civilization	English 7	Physical Science
Lunch 1:07 to 1:44			
Period 6 1:47 to 2:37	Art	French	English 8
Period 7 2:40 to 3:30	Earth Science	Speech and Debate	U.S. History

New West High School Students

	9	10	11	12
Period 1 7:30 to 8:30	Ensemble	Spanish 2	American History	Ensemble
Period 2 8:33 to 9:33	English 9	Dance 2	American Literature	British Literature
Brunch 9:33 to 9:48				
Period 3 9:51 to 10:51	Biology	World Literature	General Physical Education	Honors US Government
Period 4 10:54 to 11:54	General Physical Education	Modern World History	Trigonometry & PreCalculus	General Physical Education
Lunch 11:54 to 12:24				
Period 5 12:27 to 1:27	Spanish 1	Chemistry	Study Hall	Honors Probability & Statistics
Period 6 1:30 to 2:30	Geometry	Honors Algebra II	Environmental Science	Honors Spanish 4

Instructional Days and Minutes
2016-2017 Middle School Instructional Minutes

Grades	Grades Offered	Number of Regular Mon/Tues Days	Number of Instr. Minutes Per Regular Mon/Tues Days	Number of Regular Thurs/Fri Days	Number of Instructional Minutes Per Regular Thurs/Fri Day	Number of Early Dismissal Days (Wed)	Number of Instr. Minutes Per Early Dismissal Day (Wed)	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No							0	36000	0	-36000
1	No							0	50400	0	-50400
2	No							0	50400	0	-50400
3	No							0	50400	0	-50400
4	No							0	54000	0	-54000
5	No							0	54000	0	-54000
6	Yes	61	350	74	353	37	237	180	54000	57,797	3,797
7	Yes	61	350	74	353	37	237	180	54000	57,797	3,797
8	Yes	61	350	74	353	37	237	180	54000	57,797	3,797
9	No								64800	0	-64800
10	No								64800	0	-64800
11	No								64800	0	-64800
12	No								64800	0	-64800

2016-2017 High School Instructional Minutes

Grades	Grades Offered	Number of Regular Mon/Tues Days	Number of Instr. Minutes Per Regular Mon/Tues Days	Number of Regular Thurs/Fri Days	Number of Instructional Minutes Per Regular Thurs/Fri Day	Number of Final Days	Number of Instr. Minutes Per Final Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No							0	36000	0	-36000
1	No							0	50400	0	-50400
2	No							0	50400	0	-50400
3	No							0	50400	0	-50400
4	No							0	54000	0	-54000
5	No							0	54000	0	-54000
6	No							0	54000	0	-54000
7	No							0	54000	0	-54000
8	No							0	54000	0	-54000
9	Yes	104	360	70	360	6	385	180	64800	64,950	150
10	Yes	104	360	70	360	6	385	180	64800	64,950	150
11	Yes	104	360	70	360	6	385	180	64800	64,950	150
12	Yes	104	360	70	360	6	385	180	64800	64,950	150

NWC 2016- 2017 SCHOOL CALENDAR

July 2016

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2016

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2016

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2016

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2016

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

CODES

- ☐ Teacher In-Service
- School Holidays/Weekend

School Begins – August 24th 2016

School Ends – June 9th 2017

Adventure Week – June 12th-16th 2017

Total Days - 190

Instructional Days - 180

In-Service/Preparation – 10

INSTRUCTIONAL PERIODS

1st Semester for Middle School

(18 weeks) 8/26/16- 1/13/17

Report cards mailed out 1/20/17

2nd Semester for Middle School

(20 weeks) 1/16/17-6/9/17

Report cards mailed out 6/16/17

1st Semester for High School

(16 weeks) 8/26/16- 1/5/17

Report cards mailed out 1/10/17

2nd Semester for High School

(21 weeks) 1/5/16- 6/9/17

Report cards mailed out 6/16/17

Final Exams – High School only

12/19/16 -12/21/16

California State Testing (Smarter

Balanced Assessments)

April/May 2017 (TBD)

STUDENT HOLIDAYS NO SCHOOL

Sept. 5th - Labor Day

Oct. 3rd - Rosh Hashanah

Oct. 12th - Yom Kippur

Nov 11th - Veterans Day

Nov 21st - 25th - Thanksgiving Break

Dec. 22nd - Jan. 4th - Winter Break

Jan. 16th - Martin Luther King Jr. Holiday

Feb. 20th - Presidents' Day

March 31st - César Chavez Holiday

April 10th - 14th - Spring Break

May 29th - Memorial Day

MANDATORY EVENTS:

Please note the events listed are required as part of the NWC Home-School contract.

Back to School Launches

6th Grade 8/19/16

7th Grade 8/18/16

8th Grade 8/17/16

9th & 10th Grades - 8/22/16

11th & 12th Grades -8/23/16

Teacher – Parent Conferences

January 2017

January 2017

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2017

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2017

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2017

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2017

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

4. A TYPICAL DAY IN MIDDLE AND HIGH SCHOOL AT NEW WEST

A TYPICAL DAY AT NEW WEST – MIDDLE SCHOOL

Arrival

Students have to choose a means of transportation to school. This could be: carpool, public transportation, school shuttle, walking, or riding their bike. Students arrive to school dressed in uniform, and ready to learn. Once they step foot on campus they go to their locker and then report to their Advisory class. When students are in Advisory they silent read, talk with friends or finish homework.

First period of the day

Students report to their first period class, where teachers are outside their classroom ready to greet them. Once the bell rings teachers read the morning announcements, which include important information for both students and teachers.

Advisory

Middle school students often feel disconnected and have few personalized relationships with the adults who educate them. Students learn best when they are known, when they are cared about and when a teacher has time to give them individual attention. Advisory at New West offers critical academic, personal and emotional support for students, and ensures that every student has at least one adult mentor. Students are assigned to an Advisory teacher, who comes to know them well.

Our Advisory program is based on the belief that students need the opportunity to develop trusting relationships with adult educators and that doing so benefits students in a variety of ways. Each student in the school is assigned a teacher who assists the student in achieving his or her academic and personal goals. These elements of connectedness have the potential to improve academic achievement and the overall school experience for middle grades students.

English: Reading, Guided Reading and Writing

The teacher provides brief instructions and students have an opportunity to practice skills by reading independently. The teacher during this time will check homework and answer any questions students may have. On to writing! The teacher's targeted instruction on how to be an excellent writing. Student record ideas and write in the same genre the class is studying, which might be poetry, essay's etc. During this time, teachers would walk around to support students as they move through the stages of the writing process. The goal is to enable students to improve the quality and clarity of their ideas, the organizations of their ideas as well as the mechanics of their writing.

History/Science

Students apply all of their reading and writing skills to understanding scientific concepts, geography and historical events. Students discover, explore and engage in hands-on investigations.

Nutrition

Students break from academics to socialize with friends, eat or get involved in a physical activity.

Math

Students are encouraged to explore the world through mathematical concepts, solve math problems and develop math skills. Math is inquiry-based and supports mastery of concepts.

Music, Dance and Art

Students explore, create and design artwork. We have a fully integrated music curriculum during which students learn to read music and rhythms, play instruments and develop music appreciation. Dance class is focused on movement, and on call and response to music.

Lunch**PE**

A place where students stretch their physical muscles, on any given day you might see a class playing basketball, a game of soccer, or baseball, etc.

Electives

Students can also opt into class such as Engineering, Journalism, Hooray for Books, Speech and Debate, Film Studies, etc.

Dismissal

After attending all 7 classes, students will be dismissed by a bell that rings at 3:30.

A TYPICAL DAY AT NEW WEST – HIGH SCHOOL**Arrival**

New West's high school students arrive on campus via carpool, public transportation, school shuttle, walking, or riding their bike. They come in uniform and ready to learn. Students receive a "morning reminders" text message and see announcements on the video boards as they enter the building between 7:00 and 7:30. The first few minutes of first period are devoted to reading the morning announcements and preparing to rotate through six one hour periods of instruction that unfold in a different order for each student. This is a quick description of each:

English Language Arts

Freshmen get an introduction to classic prose and poetry and build critical reading, writing and speaking skills in English 9. Sophomores are introduced to authors from around the globe and different time periods in World Literature. Juniors study famous American Literature from a diverse collection of authors. Seniors examine British Literature and practice college style writing as they write personal statements for college and scholarship applications.

Social Science

Sophomores begin the high school regimen of Social Science classes with a Modern World History class that starts with the origins of democracy, compares the English, American and French revolutions, examines the impacts of industrialization and imperialism, and explains how the world wars and Cold War shaped the contemporary geopolitical situation. Juniors review early American History and then go in-depth on the major events and movements that changed society in the twentieth century. Seniors finish the battery of classes with Government in the fall semester and Economics in the spring. Along the way, students learn to read everything from maps and charts to primary texts, write persuasive essays supported by evidence, and speak with each other in a variety of simulations, discussions, and debates that encourage critical thinking and consideration of multiple points of view.

Recess/Brunch

Students have a 15 min break from academics to socialize with friends, eat a midmorning snack, or get involved in a physical activity.

Math

Depending on which course they start with, New West students progress through their mathematics classes in this order: Geometry, Algebra II, Trigonometry/Pre-Calculus, Probability and Statistics, Calculus A/B and Calculus B/C. Teachers readily use real life examples, games, and data from current events in all of these classes to increase the material's accessibility and increase student interest.

Science

New West students commonly discover Biology, Chemistry, Physics, and Environmental Science in that order. These interactive classes build students' knowledge of how things live, work, move, and change, as we best understand. Science classes at New West teach students the skills to create and test hypothesis in labs, conduct experiments, perform calculations and dissections, and learn to gather and use data to investigate problems and solve them in a systematic way. Perhaps most importantly, they teach students to value and follow their own curiosity.

Lunch

During this 30 minute break from classes, students often seek teachers for tutoring, hear presentations from college recruiters, or attend meetings for one of the 57 clubs offered - all while eating. Sometimes Student Government brings out speakers and plays music to give this time some additional life.

Visual and Performing Arts or Physical Education

Students have the choice of enrolling in a visual or performing arts class or a physical education class. Both challenge students towards continuous improvement in either self-expression or athletic achievements. High school students interested in music have the choice of playing in the New West Ensemble or singing in the Choir. New West's dance program offers classes at the beginning, intermediate and advanced levels, and a competitive Dance Team for the most talented. The school's physical education program offers an introduction to health, nutrition, fitness, and teaches students how to play a variety of sports.

Electives

Nearly every student has an academic elective in their schedules that matches their graduation requirements, interests, or their college and career goals. For the vast majority, one of their electives is a Spanish, French, or Latin language course. Many students choose something else, like to compare popular stories from the past and present in Mythology, explore the human mind in Psychology, survey the depths in Oceanography, learn to program in Computer Science, or develop their human to events management skills in Student Government. Other students can also be found completing homework in Study Hall, getting help in Academic Success (Special Education only), or giving help as a Teaching Assistant.

Dismissal

Students are dismissed at 2:30, though many stay after school for sports, clubs, tutoring, or to go home with a younger sibling or carpool partner.

Advisory (Thursdays and Fridays only)

On the last two days of the week, class periods are reduced to 55 minutes to create time in the day for an advisory period between recess/brunch and period three. Advisory classes are grade specific. Teachers use the time to share important announcements, discuss current events, team-building exercises, check grades, providing tutoring, and organize special events. Administrators and counselors use it to speak to entire grade-levels at a time in assemblies as well.

5. INDEPENDENT STUDY

The New West Charter Personalized Learning (“NWC+”) Independent Study Program (“IS Program”) assists students who are unable to attend school in the traditional five days a week format. It is designed for students with special interests and abilities, scheduling problems or individual needs that cannot be accommodated in the traditional school. Students must meet all independent study eligibility requirements as described below. Because this program offers rigorous, challenging courses, students must be able to work independently and have a desire to learn. Students may apply directly for admission to the IS Program.

New West adheres to SBE regulations and requirements for Independent Study programs at charter school sites and California Education Code §47612.5 and §§51745-51749.3. For purposes of calculating Average Daily Attendance for classroom-based instruction apportionments, at least 80 percent of the instructional time offered by the Charter School shall be at the school site, and New West shall require the attendance of all pupils for whom a classroom-based apportionment is claimed at the school site for at least 80 percent of the minimum instructional time required to be offered pursuant to Education Code §47612.5(a)(1). If New West offers non-classroom based instruction in excess of 20% of its total instructional minutes authorized in Education Code §47612.5(e)(1), then the Charter School is subject to the determination for funding requirement of §47634.2.

New West shall not charge any fees for students to enroll or participate in the Independent Study Program. Students who graduate from this program receive a New West diploma.

Description of students who are eligible to participate in the IS Program:

All students who reside in Los Angeles County and its adjacent counties of Ventura, Kern, San Bernardino, and Orange, and who attend an open house are eligible to enroll in NWC+. Independent Study is an optional educational alternative in which no pupil may be required to participate and that students voluntarily select, including expelled students. Parents and students must meet with the Assistant Principal to discuss this option and fill out the appropriate paperwork.

Upon approval by the parents/guardians, an IS Master Agreement is completed and signed by the student, parent, Mentor Teacher, all teachers assigned by courses, any instructor who will be working with the student, and the Executive Director. The Mentor Teacher will then create the new IS class schedule for the student.

Type of independent study model and schedule for the non-traditional student, the Independent Study Program provides an opportunity for comprehensive high school resources, offering core academics tailored for the individual. The same high academic standards and expectations of all New West classrooms are in place for each IS course. All standards-based academic courses comply with UC/CSU A-G requirements and focus on college-preparedness, with the ultimate goal of preparing each student for success beyond high school. All core courses are provided (math, social studies, science, language arts and world languages). In addition, based upon the student’s incoming transcripts, New West graduation requirements and the availability of credentialed teachers, a variety of electives will be offered.

There is time set aside each week for science labs, math tutoring, and art projects. All IS classes are taught by credentialed teachers that are part of the New West teaching staff. New West will comply with pupils-to-certificated-employee ratio, with consideration of ISP students as part of the general population, and ensure that these teachers are qualified and properly assigned.

The Mentor Teacher is a credentialed teacher who oversees 15 students and their academic life and progress. Mentor Teachers can assign, accommodate, modify, track, grade, and oversee a student’s entire academic

progress via Accelerate Learning's Learning Management System ("LMS"). Twice a month a student is required to schedule time to see their Mentor Teacher for at least 45 minutes. These meetings are meant as a check in to gauge progress, re-teach topics, assign additional work, accommodate or modify course assignments to the student's pace or understanding, and to connect personally with each student. Positive and supportive teacher/student relationships are vital for our students to find success.

The IS Program allows for flexible and individualized pacing, as determined by the Mentor Teacher and each course instructor. Students are expected to meet with teachers once a week and turn in all assignments on time. In between class time, students communicate with teachers and staff via email.

IS students have full access to New West's tutoring, counseling, intervention and other supports as needed. While on campus, IS students are required to abide by the same rules stated in the New West Student and Parent Handbook.

In accordance with EC 51747(1), graded assignments are kept in each IS student's individual file. Completed classes are entered into transcripts throughout the semester and available for parents and students to view from their personal Naviance account.

Instructional Design, Instructional Materials, and Assessments

NWC+ was born and modeled as a Hybrid Learning program in compliance with Education Code Section 51745-51749.3. Under our program, students spend and work about 20% of their school year at the school site and 80% working independently either at home, library, at our school site or anywhere with an internet connection. Students are given a new Chromebook when they enroll to complete school assignments. Students access their curriculum through Accelerate Education's Personalized Learning Suite – a personalized rich digital curriculum where students can control their own learning with a host of options (see **Accelerate Education** below).

For each core subject (Math, Science, History, ELA) a student is enrolled in, they must attend an accompanying Seminar. Seminars are held 1-4 times a month at the school site with a credentialed teacher. Seminars are meant to be a tool our teachers use to assess learning in a subject up to that point and correct any misunderstandings. Seminars require students to use and synthesize previously learned content to complete an assignment, assessment, lab within 90- 120 minutes. Assignments can range broadly from projects, debate, Socratic Seminar, problem-based assignments, experiments, etc. Work completed at the seminar is counted towards the student's final grade in the course along with their online independent study assignments and assessments.

Starting in their Junior year, students can opt into taking some of their courses at Santa Monica College in collaboration with the school's Career & Technical Education program. Students can choose from more than 60 career pathways to investigate and learn more about. All programs end with students earning at least a Departmental Certificate (11-13 credit hours). Students can take additional courses, even earning their Associates Degree before they leave high school (if taking summer session courses). Many of the 60 career pathways don't require a college degree in order to obtain a paid position – great news for our high school graduates.

Course Listing For 2018/19 School Year
(H) Denotes an Honors section of the class

English
ELA 9 (H)
ELA 10 (H)

Math

Algebra 1

Algebra 2 (H)

Geometry

Trig. (H)

History

Geography & World Religions

World History (H)

Science

Biology (H)

Chemistry (H)

Physical Science

World Lang

Spanish (1-3)

Electives

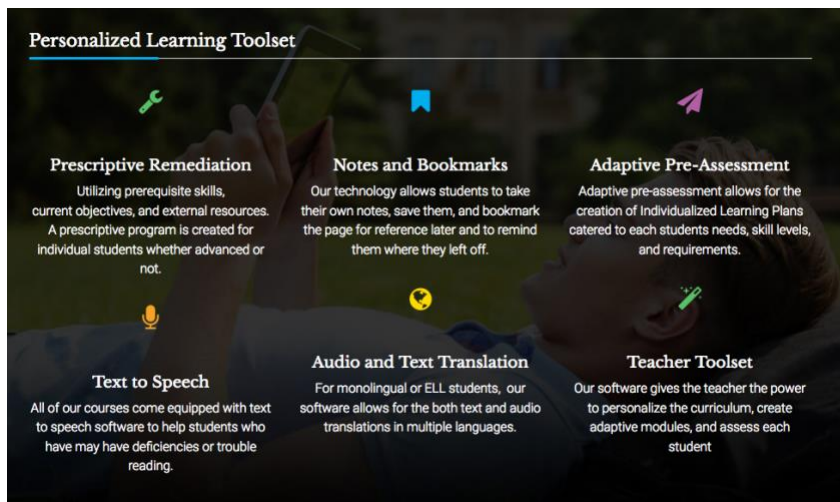
Over 60 to choose from

PE

Completed outside of school with proper documentation. Students can join HS sports teams and count for PE Credit.

Another aspect of our school is preparing students for the professional workplace. Students can apply to join our Work Force Program that will seek to place them up with a paid position or an unpaid internship in the same career pathways they are studying. A student could potentially leave our high school with two years working experience as well as a technical certification and join the work force immediately.

Accelerate Education:



Accelerate Education HS Suite of classes is a fully interactive and teacher-customizable curriculum ready for students to use with little training. Accelerate's product is a perfect investment for our students and teachers because of the range of options for content delivery at their fingertips.

For Teachers:

- Digital Gradebook (keeps track of assignment completion, student attendance, time value of assignments, and time spent engaged in assignments).
- Customizable Student Views (create groups to more closely monitors target groups of students)
- Customizable interfaces
- Customize Content & Assessments to build NWC+ specific classes
- Great Reporting & Analytic Tools
- Prescriptive Remediation in some math classes (soon to be all)
- Google sync tools (docs, notes, slides, email)
- Professional Development

For Students:

- Interactive content including text, games, video, audio, and manipulatives
- Broad range of classes (over 60 elective options)
- Array of Student Tools (see side bar)
 - Translated text (16 languages)
 - Scaffold reading levels of all texts
 - Calculator
 - Look up tools
 - Grade what-if
 - Create and keep notes in your Google account.

Credit/Graduation Requirements:

Per Education Code Section 51745(e), “no course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study.” New West’s Independent Study Program has the same graduation requirements as students in the classroom-based program; New West seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies. All IS classes utilize the same texts and supplemental materials as site-based courses. IS students are required to take all state required tests, just as New West’s general population students are (e.g., CAASPP).

If a student fails a required course, he/she may take it for credit during the summer immediately following the academic year. All courses taken for credit off-campus, regardless of the reason, require prior written permission from the school counselor. New West seniors who have satisfied all graduation requirements are eligible for participation in graduation ceremonies.

Grading and Reporting Period

Through the use of Accelerate Education and its LMS, students, parents, and teachers all have access to the most up-to-date grades and student progress. In addition, NWC+ will create and maintain consistent grading periods as stated below:

- **1st Semester for High School**
 - (18 weeks) 8/16/18 – 12/21/18

- Mid-Term Grades Due 10/15/18
 - 1st Semester High School Finals 12/14-18, 2018
- Report cards mailed out 1/9/18
- **2nd Semester for High School**
 - (20 weeks) 1/8/18 – 6/7/18
 - Mid-Term Grades Due 3/18/18
 - 2nd Semester High School Finals 6/5-7, 2018
- Report cards mailed out 6/14/18

NWC+ utilizes the following grading scale for all final grades:

A: 90 -100%
 B: 80 - 89%
 C: 70 – 79%
 D: 60 – 69%
 F: 0 – 59%

NWC+ does not utilize the + or – for GPA calculation. All teachers must update their grade books at least once every two weeks. Students who receive an F in a course will be required to take the course again (usually during summer recess).

All NWC+ students are required to complete a semester final in each of their core classes including World Language. Finals can range from traditional exams, timed writing pieces, research project/presentation, performance based tasks, multi-media pieces and many more. Aside from final exams all students are assessed in multiple ways both online and in-person. Embedded within Accelerate Education’s curriculum are multiple on-going ways Mentor Teachers can assess student learning. First, all students complete Adaptive Pre-Assessments in math and English classes to properly place students in these important classes. The results also allows for the creation of Individualized Learning Plans catered to each student’s needs, post-high school life, skill levels, and graduation requirements.

Second, all courses feature a number of assessments, both formal and informal, that students can be assigned by their Mentor Teacher. Assessments are also embedded in each module a student completes within a course and can be tailored to each individual student. Assessments can range from multiple choice questions, matching, short or long form responses, and/or performance tasks. Mentor Teachers can access student scores on all their assessments and have a host of analytic tools at their disposal to differentiate a student’s support or how they’re assessed.

Thanks to Accelerate Education’s customizable content, Mentor Teachers can also create new assessments, modify existing ones, and assign specific assessments to individual students to prove mastery if they have previously failed to do so other ways. Accelerate Education also gives Mentor Teachers access to a database of content and assessments created by other teachers using Accelerate Education.

Lastly, for students that need to recover lost credit from previously failed classes, Accelerate Education offers their Adaptive Recovery Program. The program allows students to follow an individualized path based on adaptive assessments and progress at their own pace while being excused from material for which they have demonstrated mastery. Since students may have learned enough to make repeating an entire course unnecessary, they begin with a module assessment to determine what they already know about the material. Visual indicators inform the students which lessons within the module they will be required to complete, based on their initial assessment performance.

For any lessons that are not mastered, students engage in direct instruction followed by a formative assessment (graded by an NWC+ Mentor Teacher). Students move on to the next available lesson where they repeat the process until the module is finished. A summative assessment is required at the end of the module, where students demonstrate mastery of key objectives.

Using data collected by the LMS, Mentor Teachers can create and run reports daily and weekly that can identify trends in the student population or specific groups of students (i.e. those underperforming in a particular subject, ELs performance in ELA courses, etc). NWC+ defines a struggling student as any student that is receiving less than a C in any core class at a grading period. Struggling students are typically identified far before the end of the first grading mid-term. Once a student has been identified as struggling, the Mentor Teacher can call a Student Support Team meeting (SST). At the SST will be the student, parent/guardian/, and the Mentor Teacher. The team will identify the roadblocks the student is experiencing in finding success. The team will devise strategies to help support the student more (perhaps mandatory, scheduled tutoring sessions in The Lounge, or additional support delivered through Accelerate, etc). The team will set a follow up date to reconvene to see if supports are working and, if not, devise new supports.

Monitoring the IS Program and IS Student Progress:

The Vice Principal in charge of Independent Studies, reporting to the Executive Director, is responsible for monitoring IS students by scheduling a specific day of the week for them to meet on campus with credentialed teachers for instruction, questions and testing. Student progress is measured by a variety of assessments, both formal and informal, including tests, quizzes and essays, along with discussion of school work and assignments with teachers.

Assignments and exams are posted on the New West Website under the Independent Study tab, according to class subject. Once completed, homework and tests are immediately graded and returned to the student. Teachers then discuss grades and progress with students and parents. If there is limited or no progress, teachers will arrange a meeting with the student and parents/guardians to discuss ideas for improvement and suggest options to create better study habits in order to achieve success. Students are able to receive one-to-one assistance with teachers via appointment. Progress reports are provided to the students and parents/guardians every 8 weeks.

All records, including student schoolwork, are maintained by the Vice Principal responsible for Independent Study. This facilitates immediate access for students, parents and auditors, and records are kept for a minimum of three years. Pursuant to Education Code Section 51747(b), “[a] written record of findings of any evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.”

New West’s Board of Directors will review the Independent Study Program on a quarterly basis.

Attendance and Absences:

Students are required to meet with their Mentor Teacher once weekly on an assigned day to review assignments, assessments and pacing. New West complies with all Independent Study requirements of the California Department of Education to assign attendance credit, using the time value method of attendance accounting outlined in Education Code Section 51747.5(b). If a student misses two consecutive meetings with his or her Mentor Teacher, or misses three assignments, the Vice Principal will schedule a meeting with the student, his/her parent/guardian, Mentor Teacher and any other appropriate teachers (e.g., of the class in which assignments were missed) to discuss the student’s compliance with the requirements of the

IS program. Appropriate interventions may be arranged, such as tutoring, attendance in study skills classes, or other supports. Students who choose to transfer to another school will be processed like any site-based transfer student. Paperwork is completed by the New West administration team which includes the school the student plans to attend, the reason why the student is leaving as required by CALPADS, and a signature by the parent. The student is expected to return all textbooks and school materials, and an official transcript is issued.

Transcripts:

Student coursework and credits from the IS program will be reflected on student transcripts in the same manner as classroom based courses. As stated by the CDE's "Frequently Asked Questions Part Two":

[S]hould independent study be designated on student transcripts? No. To designate "independent study" on the transcript suggests that it is an alternative curriculum, which is prohibited by EC Section 57145(3), which states, "Independent Study shall not be provided as an alternative curriculum." Furthermore, 5 CCR 11705.5(a) states that "the independent study option is to be substantially equivalent in quality and in quantity to classroom instruction" Both these sections make it clear that students who take courses via independent study are not to be viewed as having a different or inferior course of study.

with a strong family atmosphere that communicates the value of respect and responsibility for one's self, teammates, opponents, the game, and for people of different backgrounds, communities and cultures.

6. ENRICHMENT AND EXTRACURRICULAR PROGRAMS

New West provides in-school enrichment clubs and after-school extracurricular activities which are part of the Charter School's overall educational plan. These programs and activities supplement and complement classroom instruction in the core academic areas, and provide ancillary experiences for students that broaden their skills, knowledge, and attitudes in areas not addressed by New West's formal curriculum. The nature and schedule of activities varies as opportunities evolve, as community members volunteer their time, as the educational needs and expertise of classroom teachers emerge, and as the interests and talents of the student body change from year to year.

New West makes its facilities available after school, where possible, for school-related activities

ATHLETIC PROGRAM

New West also offers an extensive Athletic program.

Students at New West are offered a wide range of athletic programs, diverse athletic facilities, and a dual focus on developing student-athletes of character and teaching lifelong lessons. The current sports teams offered at New West are (*potentially starting in 2017):

Fall	Winter	Spring
Boys Cross Country (MS & HS)	Boys Soccer (MS & HS)	Boys Track & Field (HS)
Girls Cross Country (MS & HS)	Girls Soccer (MS & HS)	Girls Track & Field (MS & HS)
Girls Volleyball (MS & HS)	Boys Basketball (MS & HS)	Boys Volleyball (HS)
Girls Basketball (MS & HS)	Boys Baseball*	Girls Softball*

ATHLETICS FACILITIES

New West's athletic facilities include; Stoner Park for all sports practices and training, Boys and Girls Clubs of Venice for boys/girls volleyball and basketball, Mar Vista Rec Center for boys/girls soccer, Penmar Rec Center for all sports and a future connection with LA Fitness for our high school athletes for training and conditioning.

STUDENT-ATHLETES

To support the connection between healthy bodies and healthy minds, most of our student athletes are enrolled in our sixth period athletics class. This class not only allows our athletes extra time to train and practice, but it is also used as a study hall in the off-season to stay on top of their grades. All grades of our student-athletes are monitored and checked at a minimum of every five weeks, and must remain at a 2.0 GPA to be eligible to compete. New West's student athletes have also been introduced to concepts such as nutrition, communication, leadership skills, and college scholarship opportunities from our qualified staff of coaches. The overall goal of the New West athletic program is to provide student-athletes

STUDENT CLUBS – HIGH SCHOOL ONLY

As of Fall 2016, New West's high school's students had formed a collection of 55 clubs that reflects its diversity and diverse interests. Many student groups meet on a regular basis at lunch or after school, benefit from strong teacher leadership, and host multiple special events throughout the year. Four of the most prominent student organizations are:

Student Government

Student Government is a class open to any student that has at least a 3.0 and is interested in serving the school's student body. Student Government encompasses many things. They plan all student life events from formal dances, spirit days and rallies, and other social events that bring our student body together. Each year the student government class elects positions that oversee advertisements and school culture, treasury, student life, and community service.

Model United Nations

The Model United Nations (“MUN”) is a club for students who are interested in solving real world problems, researching country information, and debating global issues. The MUN club engages in authentic simulations of the United Nations by learning about the UN system, skills of speech and debate, compromise, conflict resolution, negotiation, and resolution writing. Students prepare and participate in MUN conferences in Southern California and at the National High School Level in New York.

Girls Who Code

Girls Who Code works to educate, inspire, and equip high school girls with the skills and resources to pursue opportunities in computing fields. The club is led by Mr. Landgreen, a physics and programming teacher, and Jasmine a 3rd year computer science major from UCLA. The club meets once a week at New West along with a few girls from other nearby schools.

Yearbook

Students collaborate to create a book that documents the major events of the school year. The finished product features pictures of students, teachers, administrators and moments that will stand the test of time, matched with stories that document the names and words of the people involved. Participants learn practical skills in photography, copy writing and editing, layout design, setting and sticking to a budget, and advertising. Members also learn valuable life skills in leadership, meeting deadlines, and teamwork - all of which easily translate to college and careers.

A sample list of clubs active in 2016-17 school year is below:

<i>All About Anime</i>	<i>Make a Wish</i>
<i>An Unexpected Journey</i>	<i>Math Club</i>
<i>Art Club</i>	<i>Memory Bridge Club</i>
<i>Asian Culture Club</i>	<i>Model United Nations</i>
<i>Black Student Union</i>	<i>Music Club</i>
<i>Christian Club</i>	<i>National Honor Society</i>
<i>Eco Club</i>	<i>New West Film Club</i>
<i>End 7</i>	<i>Peer Support Club</i>
<i>Film Production Club</i>	<i>People Assisting the Homeless</i>
<i>Girls Learn International</i>	<i>Red Cross Club</i>
<i>Girls Who Code</i>	<i>Social Justice League</i>
<i>Guitar Club</i>	<i>Speech and Debate</i>
<i>Helping Hands</i>	<i>Stop Hunger Now</i>
<i>History Bee Club</i>	<i>Strategy Game Club</i>
<i>Invention Club</i>	<i>Ted-Ed</i>
<i>Journalism Club (New West Press)</i>	<i>The Art of the Zine</i>
<i>Junior Classical League</i>	<i>Theater Club</i>
<i>Junior State of America</i>	<i>Writer's Workshop Club</i>
<i>Key Club</i>	<i>Yearbook</i>

7. HIGH SCHOOL GRADUATION REQUIREMENTS

The following table presents how New West’s graduation requirements meet or exceed the minimum standards for admission to UC and CSU campuses and hold students accountable for demonstrating their

growth in alignment with the Student Learner Outcomes (“SLO”) through the creation of a digital portfolio of their best work (which students complete at all high school grade levels):

Subject	New West Charter School Graduation Requirements	State of California Graduation Requirements	California State University Admission Requirements	University of California Admission Requirements
English	4 years English 9, World Literature, American Literature, British Literature/College Writing	3 years	4 years	4 years
Mathematics	3 years Algebra, Geometry, Algebra II, Trigonometry/Pre-Calculus, Statistics, Calculus AB, Calculus BC	2 years	3 years	3-4 years
Social Sciences	3 years World History US History Government & Economics	3 years	2 years	2-3 years
Sciences with Laboratory	3 years (2 years must be a lab science), Biology, Chemistry, Physics, Environmental Science, Oceanography	2 years	2 years	2-3 years
World Languages	2 years Recommend completing level 3 Spanish, French or Latin	1 year	2 years	2-3 year
Visual and Performing Arts	1 year Studio Art, Music or Dance	1 year	1 year	1 year
Physical Education	2 years General PE, Adv. PE, Sports Teams Participation in a NW sport can count as 1 semester per year played on the team	2 years	N/A	N/A
Health	1 year	N/A	N/A	N/A
TOTAL COURSE LOAD	<i>New West Graduation Requirement: 19 classes</i>	13 classes	15 classes	15-20 classes
NWGP Digital Portfolio Aligned to SLOs	All students are required to prepare and turn in a completed and signed Parent Portfolio Check List	N/A	N/A	N/A

8. CREDIT RECOVERY OPTIONS

New West has two highly experienced college counselors who, along with administration, are responsible for monitoring the progress and transcripts of students, including credit recovery in each student's transcript. If a student is not making adequate progress, the counselor will meet and discuss a range of options including, summer school at New West, online class (e.g. APEX) and adult school. Credit recovery can also be earned through community college.

9. WASC ACCREDITATION

From its opening in the fall of 2003 to the spring of 2011, New West Charter School was a 6-8 grade middle school, so it did not need accreditation from the Western Association of Schools and Colleges ("WASC"). The Charter School earned initial accreditation status in the spring of 2014 for 6-12th grade. Currently New West is on-track and scheduled for a full self-study in Spring 2017.

10. HOW THE CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRY REQUIREMENTS:

In compliance with Education Code Section 52060(d)(iii), New West will provide Students and Parents/Guardians with access to course catalog in English and Spanish (with translation in other languages as needed) – notifying Parents/Guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. All New West courses meet the standards of UC/CSU "A-G" course requirements for college entrance eligibility into the UC/CSU systems.

11. COMMUNITY SERVICE

New West incorporates community service as an integrated component of its educational program. In community service, students learn and develop through active participation in thoughtfully organized activities in the community, including but not limited to civic, charitable, social, or environmental involvement. Such participation addresses community needs, strengthens the bonds between student, school, and community, and instills personal and social responsibility. Moreover, research has shown that community service increases student learning when it is integrated into and enhances the Charter School's academic program. New West embraces the following strategies to promote community service:

- Develop policies and plans to ensure that students have academically meaningful, sequential, and sustained community service experiences.
- Work collaboratively with community partners (where feasible), including state organizations, and national service providers to ensure that roles and responsibilities are clear, service is meaningful, and all partners are committed to success.
- Give students a voice by involving them in planning, implementing, and evaluating community service activities.
- Provide ongoing training and professional development for teachers, administrators, community partners, students, and family members so that everyone understands community service as it applies to New West.
- Include community/service-learning as a vital instructional strategy in teacher education programs.

PROFESSIONAL DEVELOPMENT FOR TEACHERS

Professional development is the cornerstone of the educational foundation of New West.

All professional development at New West are centered on one question, “How will this improve student learning?” That question is the focus behind the planning of the professional development sessions and opportunities that open the school year before students arrive in August. It guides the whole faculty meetings, department meetings, grade-level meetings, and the pre as well as post-observation meetings that occur throughout the year. And after the formal the evaluations are done, that question is what New West administrators and teachers alike use to set their growth and development goals before they close out in June.

Before the school year starts, New West leadership and faculty engage in several days of professional development. One of the primary focuses of this time is to build on the teachers’ developmental goals set the previous spring. Another primary goal is a review of the standardized assessment results of the previous year. The school Principal leads the faculty in a review of the results. During these sessions, school leadership and faculty analyze and discuss the results across grade level, subject, gender and significant subgroups. This process provides teachers with the opportunity to evaluate trends in student achievement and discuss ways to better meet the academic needs of all students. Faculty members also take a closer look at the existing achievement gap and break out into grade level groups to discuss specific strategies geared toward addressing and closing the gap. Additionally, teachers have time to review the data related solely to their grade level and subject and use the results to determine any instructional changes that need to be made for the upcoming school year. The changes are reflected in the teacher’s unit plans which they submit to their department chairs and the administrative team for review and revision when necessary – especially in light of developmental goals set the previous spring. This highly reflective and proactive process helps to promote the SLOs (Student Learning Outcomes) by way of addressing students’ collective and individual needs through meaningful, targeted instruction based on the standardized test results and teachers’ evaluations from the previous year. The overarching goal of this process is to reflect on past successes and target areas for improvement in instruction based on data so that all teachers and students are provided with the tools and experiences they need to excel at New West together.

During the school year, New West leadership and faculty meet on a regular basis to ensure student success. The three most common kind, school-wide faculty, middle/high school faculty, and department faculty meetings, are typically held on Wednesday afternoons after the students are released early. Each are held once a month on a rotating week-to-week basis. School-wide faculty meetings highlight trends, issues and events that warrant school-wide attention. These gatherings often start with an administration led discussion in the Media Center and then move to breakout groups in classrooms with teacher facilitators taking the lead on how to use what was shared to better serve students. Middle and high school faculty meetings are led by an administrator and used to address the specific needs of students in grades 6-8 or 9-12. Department meetings are led by the chairs and usually focus on making sure students have what they need to succeed, such as instructional materials, vertically articulated content and skills, and common assessment and evaluation processes. Grade level advisors hold weekly meetings during teachers’ preparation periods to identify students struggling with their academic or personal development. Student Success Team (“SST”) meetings are held for the most pressing cases. In an SST meeting, teachers, students and parents work together to devise and implement a plan tailored to address the issue and improve learning (ex: counseling, tutoring, support class, seat or schedule change, etc.). If success is not attained, the SST will reconvene to investigate whether additional action, such as a 504 or IEP, should be pursued if appropriate. 504 and IEP meetings are also commonly held during teachers’ preparation periods. In addition, grade level advisors and department chairs also meet with teachers to provide feedback after classroom observations are conducted at least once a semester by each.

At the end of the school year, New West leadership and faculty members meet individually to discuss classroom observation data, summarize previous feedback sessions and professional growth made as a result, and sign formal evaluation documents. These meetings are kept data specific and centered on student learning by the rubric developed with input from both administrators and teachers in the 2016-17 school year. After the rubrics are signed, professional development goals are agreed upon and set for the following year. The administrators study those goals over the summer and look for patterns to inform the agenda for the next school year begins – which restarts the cycle of continual improvement.

1.TEACHER RECRUITMENT

New West believes it take extraordinary talent and a committed team to deliver the instructional model that is currently in place. New West has been very fortunate to attract and retain many talented and forward thinking teachers and provides on-going support and mentoring throughout the school year to all teaching staff. All core and high school elective teachers at New West are certificated and have earned their California credential and specifically recruited for their ability to uphold the school's philosophy and deliver the highly effective instructional program that currently exists at New West.

New West Utilizes various strategies for contentious recruitment. In addition to active postings and advertising with education job organizations such as Edjoin, Teacher to Teacher, CCSA, New West works closely with local university partners such as UCLA and USC.

2.TECHNOLOGY

New West is committed to appropriately integrating technology into all areas of the curriculum and dedicated to the acquisition and support of effective educational technology that provides teachers and students real-world contexts for learning, connections to larger learning communities, and opportunities to individualize and apply learning. Our vision for instructional technology continues to be the common and equitable use of innovative technologies and communication strategies in the learning environment. Goals include:

- Implement school technology for the benefit of all stakeholders;
- Continue to pursue technology resources and manage the technology budgets effectively;
- Continually upgrade the school infrastructure, hardware, and software;
- Provide high-quality service to users on an ongoing basis;
- Implement technology solutions that will make accountable differences in instruction, assessment, and management of students as well as improve communication and collaboration.

All New West students have access to both laptop, iPads, desktops computers through numerous mobile computer cart each filled with 30 MacBook laptops. Students check computers at the beginning of class, sign on to their account and can move from classroom to classroom but use different computers to access their work due to the common server. Classrooms are equipped with computers, projectors, enhanced audio equipment and document cameras, which are used as a teaching tool. In addition, the school is supervised before school and two hours after school so that students, especially those without easy access to a computer and/or Internet outside of school, can access the technology. There is clear and successful site integration of technology in all classrooms. Staff set benchmarks in technical knowledge to be mastered in each grade level within the existing curriculum.

Teachers maintain web sites, and online homework guides to communicate to students and parents.

Students and interested parents are in-serviced on ethical uses of technology, and filters are installed to block inappropriate Internet content. Each parent/ student also signs an Acceptable Use Policy, violation of which results in suspension of computer privileges for a first offense up to expulsion for repeated offenses. Students are trained to gauge quality and reliability of websites, and teachers check student's work for plagiarism continuously. New West staff works as a team to evaluate software and online resources. The IT coordinator notifies staff if there are issues with an online resource or software.

All New West teachers have a laptop computer to use for student information, attendance, recording grades and curricular activities. All New West teachers have access to an extensive database and student information system called Infinite Campus. Infinite campus provides quick and efficient access to student standardized and school benchmark test scores to assist teachers in differentiating learning and data-driven instruction. We understand that the disaggregation of data and data-tracking systems to monitor student progress are important in gaining a snapshot of student achievement at any particular time.

New West continues to emphasize the application of technology to improve student achievement and access to post-secondary opportunities. We continue to explore partnerships through our resources, which will enable students to have access to the latest and most effective technology.

MEETING THE NEEDS OF ALL STUDENTS:

SPECIAL POPULATIONS: EQUAL ACCESS TO THE CORE CURRICULUM AND OPPORTUNITIES TO LEARN

New West 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. All students are provided the support needed to meet the Charter School's desired exit outcomes for academic excellence, character development, and life skills. The Charter School commits to narrowing the achievement gap between socioeconomically disadvantaged and non-socioeconomically disadvantaged students.

1.SERVING ACADEMICALLY LOW-ACHIEVING STUDENTS

The first step toward this goal is early identification of low-achieving or at-risk students through early assessment. For those students who are academically low performing, a range of strategies are employed. Students performing substantially below grade level are enrolled in the wide variety of academic intervention classes. Administration, Department Chairs and Grade Level Advisors review students' achievement in math, English, science and history just prior to the start of the school year to determine placement and need for assistance. Through direct intervention and in support classes, students receive targeted support and intervention designed to help them master the subject(s) content and develop learning strategies and skills. Tutoring is also available after school for all students in need. The Assistant Director of the middle school and Vice Principal of the high school closely monitor these students' work through portfolios, benchmark assessments and classroom observations on a weekly and monthly basis as needed. They are also assigned to individualized tutoring, small group tutoring, and additional assistance in classrooms. To address the growing population of students achieving below grade level, NWC uses Newsea and directs appropriate resources (such as mentors and support staff) to support students achieving below grade level. Periodic conferences are held with these students and their parents to offer credit recovery during a designated NWC summer program, counseling and systematic monitoring of progress toward completing grade level requirements.

Modifications will be made, such as books on tape, so that students will still receive exposure to sophisticated literature while working on underlying building blocks of comprehension/decoding. Students work with teachers who have received training in working with diverse populations and are committed to helping them achieve academic success. Students receive additional intensive help after school as well as in smaller tutorial settings.

In other core academic areas, teachers differentiate curriculum so that all students can receive standards-based instruction appropriate to their level. After school tutorials are available in each of the core subjects to give students additional assistance. Teachers work with the student to identify strength and deficits and work out a plan. Parents will be involved in this process and will help to provide a home environment that will reinforce this plan. All students receive instruction in the area of study skills and time management.

New West is especially concerned about those students who are also identified at-risk because of life circumstances. The smaller size of the Charter School and the advisor-advisee program will be especially helpful to these students. Having time every day when sensitive issues can be raised, and providing a consistent, positive, caring role model, gives these young people a sense of stability, which may be lacking in other parts of their lives.

2. SERVING ACADEMICALLY HIGH-ACHIEVING STUDENTS

Highly capable and gifted students will be provided differentiated learning opportunities throughout the school day. They are identified through early assessment and teacher observation. The inclusion of academically high-achieving students in heterogeneous, standards-based classrooms will create stimulating classroom environments. In special cases, particularly in math, students can be invited to participate in classes, one grade level above their homeroom class.

The heterogeneous classroom setting allows students to learn to interact and work with all types of young people. Academic differences are addressed through multiple strategies including compacting of the curriculum, multi-option assignments, project-based learning and, where appropriate, independent projects. Frequent assessment, both in the form of pre-tests and post-tests, allow the teacher to assess needs and chart growth. True differentiation implies that different learning styles as well as different intelligences are addressed.

Teachers begin with the Standards and differentiate the curriculum by increasing novelty, going into greater depth or increasing the complexity of the core curriculum. Teachers are well-versed in Bloom's Taxonomy and strive to target upper level critical thinking skills, relationships and connections as much as possible. Internet sources supplement more advanced reading materials to help foster differentiation.

3. SERVING ENGLISH LEARNERS

New West Charter School will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications, CELDT/ELPAC administration in accordance with federal and state requirements, and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The focus of support for EL students is to ensure equal access to differentiated instructional materials and supports so these students make grade-level progress on the core curriculum and achieve English- language proficiency in all areas of communication, including listening, speaking, reading and writing and graduate college and career ready

HOME LANGUAGE SURVEY

In order to identify students who are English learners in a timely manner and to provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey the Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT/ELPAC TESTING

All students who indicate that their home language is other than English will be assessed using the California English Language Development Test ("CELDT") or the English Language Proficiency Assessments for California ("ELPAC") test within thirty days of initial enrollment² and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

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

RECLASSIFICATION PROCEDURES

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or ELPAC Test.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

STRATEGIES FOR ENGLISH LEARNER INSTRUCTION AND INTERVENTION

English Learners are provided equal access to the core curriculum through special services prior to entering the mainstream program.

² The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

English Learners with an overall CELDT/ELPAC score of 1-3 are provided:

English Language Development and primary language support as needed by a qualified teacher or instructional assistant. Teachers understand the strategies to support the EL student. Instructional Assistants will aid the classroom teacher where necessary. New West will employ one part-time Assistant and increase or decrease this amount as dictated by need.

English Learners with an overall CELDT score of 4-5 are placed in mainstream English classes with the following service provisions:

- Teacher qualified to support English Learners
- Teacher intervenes with English Learners to insure EL progress toward reclassification (e.g., intervention on written conventions).

NEW WEST CHARTER ENGLISH LANGUAGE DEVELOPMENT PROGRAM

The specific English Language Development services that New West Charter offers is embedded into the existing curriculum. Teachers aligned the ELD Standards English with the Common Core State Standards curriculum, which provides much needed access to our English Learners. This approach also takes into account the different levels of language: ELD 1, ELD 2 and ELD 3. New West Charter's ELD program offers instruction for students learning English as a second language. The curriculum is designed to accelerate students' acquisition of English so that students can enter mainstream content courses. This ELD program works to ensure that all English Learners, from newcomers to those who have lived in the United States for a number of years, develop the literacy and language skills necessary to access both middle and high school curriculum. We strive to prepare our students for the language demands of the postsecondary world, both in the workplace and in academia.

GOALS

The goals of the ELD Program are:

- To accelerate English Learners' acquisition of basic intercommunication skills, as well as cognitive academic language proficiency to enable them to participate fully in the mainstream classroom.
- To continue to advance quality instruction through high quality differentiated materials and ongoing professional development that allow teachers to better meet the needs of our diverse language learners.
- To meet the needs of the whole child by increasing family engagement.

ELD CURRICULUM

New West Charter offers three levels of ELD instruction: ELD 1, 2, and 3. Each ELD class is paired with a literature based English class specifically designed for the English learner.

The ELD Program prepares students with an academic foundation that contributes to lasting student achievement. ELD teachers use various second language acquisition strategies to develop English vocabulary and comprehension skills. Instruction in the ELD classroom is conducted in English. Students in the ELD Program have access to the same grade level core curriculum and textbooks that mainstream students receive. ELD students participate in all of the same school activities as their grade level peers in the regular program. In addition, ELD students have the same opportunities to participate in special education provided by New West Charter.

MONITORING AND EVALUATION OF PROGRAM EFFECTIVENESS

The Charter School evaluates the effectiveness of its education program for ELs by:

- A. Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in a support program to determine adequate yearly progress.
- B. Monitoring teacher qualifications and the use of appropriate instructional strategies based on program design.
- C. Monitoring student identification and placement.
- D. Monitoring parental program choice options.
- E. Monitoring availability of adequate resources.

4. SERVING STUDENTS WITH DISABILITIES

The Charter School shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities Education Improvement Act (“IDEIA”). New West shall not discriminate against any student with a disability.

The Charter School is an LEA member of the Southwest SELPA in accordance with Education Code Section 47641(a) and thus shall be solely responsible for its compliance with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

The Charter School shall also be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by the Charter School shall be accessible for all students with disabilities.

SERVICES FOR STUDENTS UNDER THE “IDEIA”

New West adheres to the provisions of the IDEIA and state special education laws and regulations to assure that all its students with disabilities are offered a free, appropriate public education (“FAPE”).

New West adheres to all applicable State and Federal law and Southwest SELPA policies and procedures regarding special education, including submission of documents and information, participation in reviews, and attendance at informational sessions and meetings. New West uses Southwest SELPA forms to develop, maintain, and review assessments and IEPs in the format required by the Southwest SELPA, including assessment and inputting IEP data into the Southwest SELPA data system in accordance with Southwest SELPA policies and procedures. New West maintains copies of assessments and IEP materials for review by the Southwest SELPA. New West submits to the Southwest SELPA and the Authorizer all required reports, in a timely manner as necessary to comply with state and federal laws. New West develops Individual Transition Plans to help a student with disabilities, age 14 and older, in transitioning to adult living.

New West in conjunction with the Southwest SELPA, is responsible for the management of its special education budgets, personnel, programs, and services. New West ensures that its special education personnel are appropriately credentialed or licensed as consistent with California and Federal laws and regulations.

As with all populations of students at New West, the unique instructional needs of special education students are identified early and accurately, ensuring that New West complies with all child-find requirements under applicable state and federal law and SELPA policy. The referral process includes Student Success Team meetings to review prior interventions, accommodations, and modifications, and to recommend further interventions as appropriate. New West identifies and refers students who demonstrate early signs of academic, social, or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

New West ensures that it provides for assessment and reassessment of special education students as required by applicable State and Federal law. Special education students have individualized education programs (“IEP”) developed by a legally constituted IEP team which are implemented by well qualified general education and special education teachers and Special Education Specialists as required by each student’s IEP.

Generally, IEPs are implemented and goals are met in an inclusive setting within the General Education classrooms with pull-out support for Specialized Academic Instruction (“SAI”) or other related services based on individual needs of strengths as required by each student’s IEP. The IEP of each student is designed to focus on obtaining powerful, positive results through collaborative partnerships that involve the student, the student’s parents, teachers, special education personnel, Charter School and SELPA staff. The IEP is formulated in ways that allow the student with disabilities to meet or exceed New West’s high standards for academic excellence, character development, lifelong learning, and prepare the student to continue these skills at a college preparatory high school. New West ensures that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student’s IEP, including substitute teachers as necessary.

Students with disabilities, to the greatest extent possible, and in accordance with their IEPs and applicable law, are integrated into New West’s educational environment that spans a home-school-community continuum of educational experiences, and includes the full range of academic, non-academic, and extracurricular activities with non-disabled peers. New West’s approach to special education is an extension of the Charter School’s concept to have “a personal learning environment that both encourages and challenges each student according to his or her ability through differentiated instruction within an integrated curriculum” Differentiation strategies along with the use of accommodations/modifications as stated in the IEP will be implemented. The special education program model includes levels of support ranging from watch and consult to individualized academic support.

Well qualified personnel capable of meeting their needs teach students with disabilities. Regular classroom teachers include special education issues as a regular part of their professional development efforts in order to better identify, assess, understand, and serve students with disabilities. Teachers receive education in recognizing and working with students that qualify for Special Education Services under each of the categories of disabilities. Additional training is provided for working specifically with students that have Autism, Asperger’s Syndrome, ADHD and other disorders with social and behavioral components as well as physical disabilities and mental challenges.

New West has based its special education program on research and best practice, and has a Special Education Director to monitor and revise the Charter School’s policy and programs accordingly. New West acts as an advocate for each student who requires special services and assistance to participate fully in the New West Educational Program. Attached as Appendix J, please find a letter from Dr. Jason Michaels, Director of the Southwest SELPA, affirming that New West is a member in good standing of that SELPA.

New West ensures that student discipline and procedures for suspension and expulsion of students with disabilities are in compliance with state and federal law, as further described below under “Suspension and Expulsion Policies.”

New West will respond to any parent/guardian complaint regarding its compliance with the IDEIA in accordance with the applicable law and SELPA policy and procedure.

Staffing

All special education services at the Charter School will be delivered by individuals or agencies qualified to provide special education services as required by the California Education Code and the IDEIA. Charter School staff shall participate in SELPA in-service training relating to special education.

The Charter School will be responsible for the hiring, training, and employment of site staff necessary to provide special education services to its students, including, without limitation, special education teachers, paraprofessionals, and resource specialists. The Charter School shall ensure that all special education staff hired or contracted by the Charter School is qualified pursuant to SELPA policies, as well as meet all legal requirements. The Charter School shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to Charter School students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.

Notification and Coordination

The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

Identification and Referral

The Charter School shall have the responsibility to identify, refer, and work cooperatively in locating Charter School students who have or may have exceptional needs that qualify them to receive special education services. The Charter School will implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

The Charter School will follow SELPA child-find procedures to identify all students who may require assessment to consider special education eligibility and special education and related services in the case that general education interventions do not provide a free appropriate public education to the student in question.

Assessments

The term “assessments” shall have the same meaning as the term “evaluation” in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students.

IEP Meetings

The Charter School shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or the Charter School designated representative with appropriate administrative authority as required by the IDEIA; the student’s special education teacher; the student’s general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter School shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

IEP Development

The Charter School understands that the decisions regarding eligibility, goals/objectives, program, services, placement, and exit from special education shall be the decision of the IEP team, pursuant to the IEP process. Programs, services and placements shall be provided to all eligible Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

IEP Implementation

The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student’s progress as provided in the student’s IEP at least as frequently as report cards are provided for the Charter School’s non-special education students. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

Interim and Initial Placements of New Charter School Students

The Charter School shall comply with Education Code Section 56325 with regard to students transferring into the Charter School within the academic school year. In accordance with Education Code Section 56325(a)(1), for students who enroll in the Charter School from another school district within the State, but outside of the SELPA with a current IEP within the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP, in consultation with the parent, for a period not to exceed thirty (30) days, by which time Charter School shall adopt the previously approved IEP or shall develop, adopt, and implement a new IEP that is consistent with federal and state law.

In accordance with Education Code Section 56325(a)(2), in the case of an individual with exceptional needs who has an IEP and transfers into the Charter School from a district operated program under the same special education local plan area of the Charter School within the same academic year, the Charter School shall continue, without delay, to provide services comparable to those described in the existing approved IEP, unless the parent and the Charter School agree to develop, adopt, and implement a new IEP that is consistent with federal and state law.

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414

of Title 20 of the United States Code, if determined to be necessary by the Charter School, and develops a new IEP, if appropriate that is consistent with federal and state law.

Non-Public Placements/Non-Public Agencies

The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

Non-discrimination

It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter School due to the nature, extent, or severity of his/her disability or due to the student's request for, or actual need for, special education services.

Parent/Guardian Concerns and Complaints

The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services. The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

The Charter School's designated representative shall investigate as necessary, respond to, and address the parent/guardian concern or complaint.

Due Process Hearings

The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation

The Charter School understands that it shall represent itself at all SELPA meetings.

Funding

The Charter School understands that it will be subject to the allocation plan of the SELPA.

SECTION 504 OF THE REHABILITATION ACT

The Charter School recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the Executive Director/Principal and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been

evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by the Charter School's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

5. STUDENT IN OTHER SUBGROUPS

As an inclusive learning community, New West offers a variety of support for students with extraordinary needs, such as foster and homeless youth. Our extensive interventions strategies provide several levels of guidance depending on the need of the student. As needed referrals will be made to outside services to support students and families with crisis needs.

6. ATTENDANCE

New West's attendance policy maximizes both student learning and the revenues available for the Charter School's education program based on average daily attendance (ADA) rates. Regular, continuous

attendance is one of the Charter School's academic expectations of its students. Suspension or expulsion of students with continued attendance problems is governed by New West's discipline policy that includes counseling of students and parents, progressive intervention and remediation, and due process procedures (see Suspension and Expulsion Policies).

New West's attendance accounting system complies with all Authorizer, county, state, and federal requirements and laws applicable to charter schools regarding attendance records, attendance reports, attendance audits, and ADA accounting, auditing, and certification for the purpose of apportioning school funding. New West maintains contemporaneous written records that document all student attendance and makes these records available for audit and inspection as requested (Education Code Section 47612.5(a)(2)). Classroom teachers record student attendance on a daily basis through the student, this documentation in turn is used with backup physical signed copies of attendance records. The student information system is used to generate attendance summaries and reports required for school funding apportionments or other uses (New West provides the Authorizer with the attendance reports according to the schedule in the MOU).

7. GRADING SYSTEM AND REPORT CARDS

New West's grading system and report cards allow the Charter School to record and assess student progress toward achieving the Charter School's desired classroom-level, grade-level, and exit outcomes, and to communicate levels of achievement to students and their parents. The report cards will be further developed to reflect:

- Progress at each grade level toward meeting New West's graduation standards for academic excellence (critical thinking and core academics), character development (personal qualities), and lifelong learning (interpersonal and life skills).
- Competency with respect to grade-level state content standards for the core curriculum in reading and language arts, mathematics, history and social science, and science as adopted by the State Board of Education pursuant to Education Code Section 60605 [EC 47605(c)(1)]
- English language development (ELD) scores that measure the achievement of English learners toward English language competency.
- Modifications appropriate for students with identified special needs as recommended by the student's IEP Team.

New West issues report cards twice times per year, at the end of each semester, with additional progress reports issued during each semester. The first reporting period focuses on early identification of low-performing and high-performing students who require intervention and/or differentiated instruction to meet their education needs. In addition, New West provides an online parent portal via their student information system to allow 24/7 access to student grades and assignments.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESSES TOWARDS
OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

“I love the exciting fieldtrips, helpful and skilled teachers, the social atmosphere, the relaxed yet working vibe, the diversity, and the lunch system.”
- 8th Grader

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities,

as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

AND

*"I love the small learning atmosphere. The teachers
always give individual attention to students. I
absolutely love New West."
- 6th Grader*

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card. Education Code Section 47605(b)(5)(C).

New West affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Naturally, it is expected that New West's educational program has and will continue to evolve over time. Our educational plan includes scheduled, systematic evaluations of the educational program's success in meeting the needs of the student body. The faculty and administration meet regularly with the express purpose of reviewing the curriculum's effectiveness at meeting the goals of New West. This self-assessment process relies on data obtained from multiple sources including educators' assessments of curricular content, formal self-evaluations of achievement from students, as well as information from standardized tests and other performance assessments of New West students. The Charter School's Governing Board, composed of educators and parents, use the results of these reviews to identify any needed curricular and program modifications that will advance the best interests of the Charter School's students. Specific benchmarked school-wide outcomes to be achieved over a five year period (2017-2018) include:

1. PUPIL OUTCOMES ALIGNED WITH THE STATE PRIORITIES

New West will pursue the following school wide and subgroup outcome goals, as measured by multiple and varied benchmark assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d). For purposes of measuring achievement, these goals, a numerically significant subgroup will be defined as one that meets both of the following criteria:

- "The subgroup consists of at least 30 pupils, each of whom have a valid test score
- The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores" Education Code Section 47607(a)(3)(B)

LCFF STATE PRIORITIES						
GOAL #1						
Effectively strive to achieve high levels of academic excellence by ensuring all students are on track to graduate college and be career ready.				Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
1. Provide all students with the access to standards-aligned instruction materials: 2. Fully implement Common Core State Standards 6-12 grade - using specific coaching via Department heads in all core subjects 3. Plan professional development around best instructional practices including classroom walkthroughs, reflection, and data analysis. 4. Develop cohesive curricula based on backward planning design in all core and elective subjects 5. Maintain staff to teach the range of A-G approved courses for all HS students 6. Provide on-going professional development aimed to improve standards aligned instruction specifically in math and ELA. 7. Provide specific curriculum resources to meet the needs of English learners 8. Provide specific curriculum resources and staff support for SPED students 9. Continue to provide staff training on Infinite Campus and START to ensure appropriate monitoring of all students and specific sub-groups. 10. Monitor all student achievement to ensure grade level promotion and course completion is being reviewed throughout each semester. 11. Provide academic success and individual academic counseling for all SPED students to ensure on track for promotion/graduation.						
Expected Annual Measurable Outcomes						
Outcome #1: All New West students will demonstrate increased achievement in English language arts and mathematics. (state priority 4 – student achievement) (state priority 7 – course access) Metric/Method for Measuring: ELA CAASP						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	75%	75%	80% +	80% +	80% +	80% +
English Learners	71%	71%	76% +	76% +	76% +	76% +
Socioecon. Disadv./Low Income Students	53%	53%	58% +	58% +	58% +	58% +
African American students	74%	74%	79% +	79% +	79% +	79% +
Students with Disabilities	40%	40%	45% +	45% +	45% +	45% +
Latino/Hispanic Students	55%	55%	60% +	60% +	60% +	60% +
Metric/Method for Measuring: Math CAASP						

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	57%	57%	62% +	62% +	62% +	62% +
English Learners	53%	53%	58% +	58% +	58% +	58% +
Socioeconom. Disadv./Low Income Students	36%	36%	41% +	41% +	41% +	41% +
African American students	28%	28%	34% +	34% +	34% +	34% +
Students with Disabilities	24%	24%	29% +	29% +	29% +	29% +
Latino/Hispanic Students	36%	36%	41% +	41% +	41% +	41% +

Outcome #2: All New West middle school core and elective programs and New West high school A-G approved courses will be implemented to offer a broad course to prepare students for college and career options.

Metric/Method for Measuring: Master Schedules

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino/Hispanic Students	100%	100%	100%	100%	100%	100%

Outcome #3: Academic data will be analyzed to ensure student proficiency measures are in place to meet graduation requirements for promotion from (a) New West middle to New West high school and (b) New West high school

to graduation leading to college and career options ([state priority 5 – student achievement](#))

Metric/Method for Measuring: Graduation Rate

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learners	95%	95%	95%	95%	95%	95%
Socioecon. Disadv./Low Income Students	95%	95%	95%	95%	95%	95%
African American Students	95%	95%	95%	95%	95%	95%
Students with Disabilities	95%	95%	95%	95%	95%	95%
Latino/Hispanic Students	95%	95%	95%	95%	95%	95%

GOAL #2	
Effectively support students to obtain the literacy skills necessary for college and career ready.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:

□:
□:

Specific Annual Actions to Achieve Goal

1. Implement summer bridge program targeted specifically for Brockton Elementary students coming into 6th grade
2. Provide targeted reading intervention for students who are not yet reading at or above grade level
3. School-wide reading level assessments 2x/year
4. Professional development for ELA teachers to support low readers in the classrooms.
5. Provided targeted reading support in ELD and Academic success classes for SPED students
6. ELD internal benchmark analysis to plan targeted intervention (where appropriate)

Expected Annual Measurable Outcomes

Outcome #1: All incoming students will participate in New West designed and implemented summer bridge and induction programs ([state priority 2 – implementation of common core state standards](#))

Metric/Method for Measuring: Summer Attendance

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino/Hispanic Students	100%	100%	100%	100%	100%	100%

Outcome #2: Incoming students will be provided with small group, individual and targeted support to obtain grade level reading proficiency ([state priority 4 – student achievement](#))

Metric/Method for Measuring: Assessments

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	85%	85% +	85% +	85% +	85% +	85% +
English Learners	85%	85% +	85% +	85% +	85% +	85% +
Socioecon. Disadv./Low Income Students	85%	85% +	85% +	85% +	85% +	85% +
African American Students	85%	85% +	85% +	85% +	85% +	85% +
Students with Disabilities	85%	85% +	85% +	85% +	85% +	85% +
Latino/Hispanic Students	85%	85% +	85% +	85% +	85% +	85% +

Outcome #3: EL, RFEP, SPED students monitored using START program to ensure adequate yearly progress ([state priority 4 – student achievement](#))

Metric/Method for Measuring: CEDLT

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	85%	85% +	85% +	85% +	85% +	85% +
English Learners	85%	85% +	85% +	85% +	85% +	85% +
Socioecon. Disadv. /Low Income Students	85%	85% +	85% +	85% +	85% +	85% +

Africa American Students	85%	85% +	85% +	85% +	85% +	85% +
Students with Disabilities	85%	85% +	85% +	85% +	85% +	85% +
Latino/Hispanic Students	85%	85% +	85% +	85% +	85% +	85% +
GOAL #3						
Effectively support New West students to graduate from high school and obtain college and career entry.	Related State Priorities:					
	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7			
	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8			
	<input type="checkbox"/> 3	<input type="checkbox"/> 6				
Local Priorities:						
<input type="checkbox"/> :						
<input type="checkbox"/> :						
Specific Annual Actions to Achieve Goal						
1.Support students to ensure they meet A-G requirements to prepare for high school graduation						
2. Provide individual consult opportunities for students before and after school						
3.Increase direct access for students to college counselors in all grades to help prepare for college fit, college application timeline support, A-G and GPA check in meetings						
4.Provide opportunities for onsite PSAT and SAT prep classes						
5.Provide online and in-school credit recovery classes during the academic school year and during summer recess						
6.Provide parent classes to advice and support families in the college prep process						
Expected Annual Measurable Outcomes						
Outcome #1: All incoming high school students will be provided with on-going support to ensure they meet all A-G requirements for college and careers (state priority 4 – student achievement).						
Metric/Method for Measuring: Graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	85%	90%+	90%+	90%+	90%+	90%+
English Learners	85%	90%+	90%+	90%+	90%+	90%+
Socioecon. Disadv. /Low Income Students	85%	90%+	90%+	90%+	90%+	90%+
African American Students	85%	90%+	90%+	90%+	90%+	90%+
Students with Disabilities	85%	90%+	90%+	90%+	90%+	90%+
Latino/Hispanic Students	85%	90%+	90%+	90%+	90%+	90%+
Outcome #2: Targeted intervention and support programs will be provided for under-performing students – this will include credit recovery and summer school classes provided by New West (state priority 7 – course access)						
Metric/Method for Measuring: Summer School Courses and Data						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	95%	95%	95%	95%	95%	95%
English Learners	95%	95%	95%	95%	95%	95%
Socioecon. Disadv. /Low Income Students	95%	95%	95%	95%	95%	95%

African American Students	95%	95%	95%	95%	95%	95%
Students with Disabilities	95%	95%	95%	95%	95%	95%
Latino/Hispanic Students	95%	95%	95%	95%	95%	95%

GOAL #4						
Effectively support the implementation of the Common Core State Standards (CCSS) in all core subjects.				Related State Priorities:		
				<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities:		
				<input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
1. Support collaborative and professional development activities 2. Purchase standards aligned instructional materials and resources 3. Increase student access to technology 4. Provide additional training from designated providers for staff transitioning to CCSS 5. Support collaboration and professional development opportunities specific to the needs of: (a) English Learners (b) At-risk students (c) low-income pupils (d) re-designated fluent English proficient pupils						
Expected Annual Measurable Outcomes						
Outcome #1: Common Core State Standards that are established will be fully implemented in all classes. (state priority 2 – implementation of common core state standards) Metric/Method for Measuring: Annual SARC						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%
Socioecon. Disadv. /Low Income Students	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%
Latino/Hispanic Students	100%	100%	100%	100%	100%	100%
Outcome #2: All New West teachers will continue to participate in training to ensure implementation and development CCSS – specific funds will be allocated from the New West educator effectiveness training budget (state priority 2 - implementation of common core state standards) Metric/Method for Measuring: Documentation of teacher participation in CCSS-aligned professional development; implementation of CCSS-aligned curriculum.						
APPLICABLE GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Staff	100% math and ELA Common Core Implementation for 6-12	100% math and ELA Common Core Implementation for 6-12	100% math and ELA Common Core Implementation for 6-12	100% math and ELA Common Core Implementation for 6-12	100% math and ELA Common Core Implementation for 6-12	100% math and ELA Common Core Implementation for 6-12

Administration	100%	100%	100%	100%	100%	100%
Credentialed Staff	100%	100%	100%	100%	100%	100%
Outcome #3: Class observations will yield increased evidence of collaboration, critical thinking and conceptual understanding. New West curriculum plans will demonstrate CCSS implementation per semester. Metric/Method for Measuring: Implementation of CCSS-aligned curriculum						
APPLICABLE GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Teachers	100%	100%	100%	100%	100%	100%

GOAL #5	
Effectively reduce the number of school-based expulsions, suspensions and discipline referrals.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities:
<input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal	
1.Implement a school wide revised discipline plan designed by school administration – train all staff 2. Provide teachers and grade level advisors professional development on classroom management 3.Relase teachers to work directly with school administration in developing classroom and individual development plans 4.Implement more effective advisory curriculum 5.Utilize behavior incentives 6.Use of field trip incentives in each grade level 7.Monitor at-risk student groups with behavior referrals	
Expected Annual Measurable Outcomes	
Outcome #1: The rate of expulsions, suspensions and referrals will be reduced by 5% over the next 3 years. (state priority 6 – school climate)	
Metric/Method for Measuring: Suspension Report	
APPLICABLE STUDENT GROUPS	Baseline 2016-2017 2017-2018 2018-2019 2019-2020 2020-2021
All Students (Schoolwide)	Yearly suspension rate below 2% Maintain yearly suspension rate below 2% or less Maintain yearly suspension rate below 2% or less Maintain yearly suspension rate below 2% or less Maintain yearly suspension rate below 2% or less Maintain yearly suspension rate below 2% or less
English Learners	Yearly suspension rate Maintain yearly suspension rate Maintain yearly suspension rate Maintain yearly suspension rate Maintain yearly suspension rate Maintain yearly suspension rate

	below 2%	below 2% or less	below 2% or less	below 2% or less	below 2% or less	rate below 2% or less
Socioecon. Disadv. /Low Income Students	Yearly suspension rate below 2%	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less
African American Students	Yearly suspension rate below 2%	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less
Students with Disabilities	Yearly suspension rate below 2%	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less
Latino/Hispanic Students	Yearly suspension rate below 2%	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less	Maintain yearly suspension rate below 2% or less

Outcome #2: The rate of in-school behavior referrals will be reduced by 10% over the next 3 years

(state priority 6 – school climate)

Metric/Method for Measuring: Behavior Referrals

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%
English Learners	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%
Socioecon. Disadv. /Low Income Students	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%

					below 5%	
African American Students	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%
Students with Disabilities	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%
Latino/Hispanic Students	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%	Referrals below 5%

GOAL #6	
Maintain high levels of on-time attendance in both middle and high school programs.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Weekly monitor student attendance via Infinite Campus portal by New West Administration Revise New West absence and tardy policy and ensure consistent monitoring of all students is carried out by data coordinator Grade level advisors monitoring students attendance and implementing attendance incentives Parent meetings consistently scheduled to ensure on-going monitoring with chronic absentees 	
Expected Annual Measurable Outcomes	

Outcome #1: On-time attendance rates for NewWest middle and high school programs will increase by 2% over the next three years (state priority 5 – student engagement) (state priority 6 – school climate)

Metric/Method for Measuring: ADA/ Attendance reports

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Students (Schoolwide)	90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher
English Learners	90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher
Socioecon. Disadv. /Low Income Students	90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher
African American Students	90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher
Students with Disabilities	90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher
Latino/Hispanic Students	90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher	Maintain a 90% attendance rate or higher

GOAL #7						
Maintain a safe, clean, healthy and educationally productive environment ensuring high standards of school cleanliness and facility maintenance.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6					
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
1.Update and maintain school Wifi and network 2.Purchase equipment and materials necessary for maintenance of building structure and outdoor areas 3.Maintain/Increase staff responsible for maintaining facilities 4.Maintain staff responsible for technology 5.Replace/add furniture and equipment as needed						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain efficient custodial and maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner (state priority 1 – basic services) Metric/Method for Measuring: Maintenance						
APPLICABLE GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Custodial Staff /Maintenance	100%	Maintain 100%	Maintain 100%	Maintain in 100%	Maintain 100%	Maintain 100%

GOAL #8						
Increase parental involvement in both middle and high school.	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6					
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :					
Specific Annual Actions to Achieve Goal						
1.Improve online communications – newsletters, blasts, flyers sent home on a regular basis – use of professional communications coordinator 2.Improved school website providing easy access to increased information 3.Increased home-school meeting opportunities providing more after-school drop in activities for parents with students in both core and elective classes and clubs 4.Providing parent classes for students in the New West HS and transitioning into the 9 th grade 5.Summer bridge and Spring into New West events planned for families joining NW for the first time.						

Expected Annual Measurable Outcomes						
Outcome #1: The percentage of parents and families participating in New West school sponsored events will increase by 5% over the next three years. (state priority 3 – parental involvement)						
Metric/Method for Measuring: Parental Involvement						
APPLICABLE GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Parents	85%	Maintain 85% or higher	Maintain 87% of higher	Maintain 88% or higher	Maintain 89% or higher	Maintain 90% or higher

GOAL #9	
Increase and strengthen stakeholder and community engagement.	Related State Priorities:
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7
	<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8
	<input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities:
	<input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
1. Identify a middle and high school parent coordinator 2. Increase parental access to New West Governance Council parent representation 3. Offer bi-monthly events with administration 4. Update and modify communications via professional communications contract 5. Provide individual grade level back to school nights 6. Provide high-school specific advisory and college and career meetings with the school counselor and administration 7. Provide greater individual family meetings with school administration team 8. Identify individual parent liaison with Brockton Elementary 9. Involve all relevant stakeholders in WASC full study process 10. Involve all relevant stakeholders in the New West petition renewal process

Expected Annual Measurable Outcomes						
Outcome #1: The percentage of family, stakeholder, community and fundraising events will increase by 10% over the next three years (state priority 3 – parental involvement)						
Metric/Method for Measuring: Fundraising Outcomes						
APPLICABLE GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Parents	85%	Maintain 90% or higher	Maintain 90% of higher	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
Stakeholders	85%	Maintain 90%	Maintain 90%	Maintain 90%	Maintain 95%	Maintain 95% or higher

		or higher	of higher	or higher	or higher	
Community Advocates	85%	Maintain 90% or higher	Maintain 90% or higher	Maintain 90% or higher	Maintain 95% or higher	Maintain 95% or higher

GOAL #10						
Strengthen school and community engagement via fundraising				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
1.Hire part-time fundraising/grant coordinator to increase fundraising outreach opportunities. 2.Increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants and online/social meaning fundraising portals 3.Provide funds for athletics transportation						
Expected Annual Measurable Outcomes						
Outcome #1: The percentage of family, stakeholder, and community fundraising events in support of extend New West music, art, dance, athletics programs will increase by 10% over the next three years (state priority 8 – other student outcomes) Metric/Method for Measuring: Fundraising Outcomes						
APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
All Parents	85%	Maintain 90% or higher	Maintain 90% of higher	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
Individuals	85%	Maintain 90% or higher	Maintain 90% of higher	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher
Foundations	85%	Maintain 90% or higher	Maintain 90% of higher	Maintain 95% or higher	Maintain 95% or higher	Maintain 95% or higher

Stakeholders	85%	Maintain 90% or higher	Maintain 90% or higher	Maintain in 95% or higher	Maintain 95% or higher	Maintain 95% or higher
Community Advocates	85%	Maintain 90% or higher	Maintain 90% or higher	Maintain in 95% or higher	Maintain 95% or higher	Maintain 95% or higher

2. ASSESSMENTS USED IN EVALUATING STUDENT PROGRESS

Assessment at New West Charter School is designed to measure the progress of students and to provide reliable feedback for teachers, students and parents. Testing of the entire student body occurs throughout the year. This testing helps teachers identify at -risk populations as well as differentiate instruction for students. The year round test results will be analyzed to determine academic growth and allow for changes to be made in the child's educational program where growth is not evident.

New West utilizes multiple measures of student progress. The Charter School complies with all aspects of the Statewide Testing and Reporting Legislation. In addition to the Statewide testing assessment program and other norm-referenced tests, students at New West will also be assessed using student portfolios to determine academic achievement levels. Such a plan is necessary because large- scale, statewide assessments cannot provide the level of specificity necessary to enhance the learning of individual students. The specific assessments to be used include:

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, New West HS shall conduct testing pursuant to Education Code Section 47605(c) as well as its own assessment and evaluation process as they apply to the individual and our own school performance. Grading will be by criteria currently in place with emphasis for developing a common grading policy in each department. Students will be assessed in each of the core academic skill areas by a combination of assessment tools that may include, but are not limited to:

- Standards-based Skills (California State Content Standards) Assessments:
 - CAASPP
 - Teacher Evaluation and Assessment
- Additional Performance Indicators
 - A-G completion requirements (UC/CSU)
 - California English Language Development Test (CELDT/ELPAC)
 - College Board Advanced Placement Exams
 - Placement Exams (Subject A, Entry Level Mathematics (ELM) and English Placement Test (EPT) or similar community College data)
 - Preliminary Scholastic Achievement Test (PSAT)
 - SAT I, SAT IIs
 - Woodcock-Johnson

CALIFORNIA STATE TESTING

New West administers all tests required by state law that are applicable to charter schools. New West administers, in the same manner as other public schools, the statewide student assessments that are part of the SBAC pursuant to Education Code Section 60605 [EC 47605(c)(1)]. As a condition of apportionment of state funding [Education 47612.5(a)(3)], New West provides annual certification that its students have participated in all required state testing programs. Currently, the statewide-standardized tests are the CAASPP.

New West uses the results of the CAASPP as one of the multiple measures for assessing individual student achievement. New West requires that students meet the minimum levels for satisfactory performance established by the State Board of Education for promotion to the next grade level. CAASPP results are also one factor in determining whether students are eligible for New West's remedial or accelerated instructional programs. The results of standardized tests are not used as the basis for assigning grades in any content area on a student's report card.

New West continues over time to examine and refine its methods for assessing student outcomes to reflect the Charter School's mission and any changes in statewide student assessments authorized in statute that may become applicable to charter schools.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST – ELPAC

The CELDT/ELPAC is a test that measures how well a student can listen, speak, read, and write in English. California state law requires that the CELDT be given each year to English Learners (students who do not speak English fluently). The purpose of this test is to monitor student progress in learning English and to help decide when a student is fully proficient in academic English. Any student who lives in a home where a language other than English is spoken must take the test within 30 calendar days after enrolling in a California public school for the first time. Test results for newly enrolled students are used to help identify English Learners who need to develop their speaking, listening, reading, and writing skills in English.

PHYSICAL FITNESS

All students will prepare for this assessment, which will be administered to all students in the 7th and 9th grade.

GENERIC AND SUBJECT-SPECIFIC RUBRICS

Teachers develop and utilize rubrics or scoring criteria to assess student proficiency on performance tasks as a key component of a performance standards system. The rubrics provide the scoring guidelines that offer a scale and a set of descriptor for each level of student performance. An example is the use of rubrics to assess student proficiency in writing assignments, such as developing a persuasive essay. Rubrics are provided to students before projects so they can serve as guidelines to learning, thus encouraging growth rather than simply being used as an evaluation tool. Students are included in the design and development of the various rubrics.

CURRICULUM IMBEDDED ASSESSMENTS

This form of assessment is the most powerful of all measurement tools utilized at New West Charter School because it is imbedded in the instructional process. These tools are intended to be formative, frequent, and on-going. Many of the assessments are diagnostic and will be given before and during the teaching process. Because these assessments are related to the curriculum, they will be unique to the classroom and the teacher. Teachers may select to include results from standardized tests, classroom tests, tasks, and projects, grades and teacher evaluation to provide a complete picture of student progress. These standards-based monitoring assessments will be administered, at a minimum, at the end of each unit, on the average every four to six weeks, or at the end of each chapter within the unit, to inform instruction and identify specific areas for intervention for specific students.

Generic and Subject-Specific Rubrics

Teachers develop and utilize rubrics or scoring criteria to assess student proficiency on performance tasks as a key component of a performance standards system. The rubrics provide the scoring guidelines that offer a scale and a set of descriptor for each level of student performance. An example is the use of rubrics to assess student proficiency in writing assignments, such as developing a persuasive essay. Rubrics are provided to students before projects so they can serve as guidelines to learning, thus encouraging growth rather than simply being used as an evaluation tool. Students are included in the design and development of the various rubrics.

MULTIPLE MEASURES

Students are provided with multiple opportunities to perform in relation to standards. They utilize an open-ended response vs. a closed-ended response. The open-ended task would have no single correct response.

This assessment would measure how students use what they know, how they demonstrate a skill, how they communicate what they understand, or how they apply what they know in a new context. The closed-end approach to assessment would have one right or best answer. This approach assesses specific knowledge or information that students have acquired. This example of utilizing various measures is intended to show the range of assessments that will be used to individualize the learning experiences of New West students. Assessment approaches vary according to format and context to meet student needs.

Curriculum Imbedded Assessment

This form of assessment is the most powerful of all measurement tools utilized at New West high school because it is imbedded in the instructional process. These tools are intended to be formative, frequent, and on-going. Many of the assessments are diagnostic and will be given before and during the teaching process. Because these assessments are related to the curriculum, they will be unique to the classroom and the teacher. Teachers may select to include results from standardized tests, classroom tests, tasks, and projects, grades and teacher evaluation to provide a complete picture of student progress. These standards-based monitoring assessments will be administered, at a minimum, at the end of each unit, on the average every four to six weeks, or at the end of each chapter within the unit, to inform instruction and identify specific areas for intervention for specific students.

Multiple Measures

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This example of utilizing various measures is intended to show the range of assessments that will be used to individualize the learning experiences of New West high school students. Assessment approaches vary according to format and context to meet student needs.

STUDENT-LED CONFERENCES WITH PARENTS

This assessment strategy of engaging students in the parent/teacher conference puts the student in a position of control over his or her academic growth. It is at this conference that the student, parents and teacher evaluate, assess, plan and then develop the individual learning plan for the next grading period. The student has the opportunity to provide additional insights into his or her progress in what was learned as well as areas of strengths and areas of needed growth. (See Appendix K for Student-led Conference Rubrics.)

PORTFOLIO ASSESSMENTS

Meaningful collection of students' work is incorporated into the assessment strategy of New West Charter School. It is intended that students are actively engaged in the selection of items that will be included in the portfolio. They are also responsible for evaluating its contents. Teachers, parents, and peers might also have input into what is placed in a portfolio as a way of assessing a student's efforts, progress, or achievements. A few examples of items that may be included in a portfolio are student developed learning plans, journal entries, book reviews, computer-generated products, or parent comments on work.

SCHOOL-WIDE BENCHMARK TOOLS

Throughout the school year, New West Charter produces four designated student assessment reports, in October, December, April, and June. The NWC quarterly student assessment reports are distributed for information and analysis, in the appropriate format, for teaching and administration staff, students, parents and the NWC Governance Council. These quarterly assessment reports include baseline data, a description of the assessment tools used and evidence of multiple measures of assessing pupil achievement throughout the school year. The quarterly reports also include detailed sub-group and individual progress information. The data generated in the quarterly assessment reports are used as a live tool to monitor on-going student achievement, teacher effectiveness and provide related intervention services and support. In addition, the quarterly assessment reports are related to the MPO's described in the charter petition. Beginning October 2017, these quarterly assessment reports are provided directly to the charter school oversight staff at the CDE. Attached as Appendix [], please find samples of quarterly assessment reports.

SCHOOL ACCOUNTABILITY REPORT CARD

New West prepares each year a School Accountability Report Card ("SARC") as required by state and federal law. The purpose of the SARC is to inform the parents of enrolled students, parents of prospective students, teachers, staff, and the community at large about conditions and progress at the Charter School. New West uses the model SARC template developed by the California Department of Education. The SARC template contains the following kinds of information:

- Descriptive information about the Charter School and its curriculum.
- Mission statement.
- Opportunities for parental involvement.
- Demographics of the student body.
- School safety and climate for learning, including suspensions and expulsions.
- California Standards Test results, including comparisons by subgroups to district and state results.
- California Physical Fitness Test results for 7th grade compared to district and state results.
- Academic Performance Index results and growth targets, including comparisons by subgroups to similar schools, district, state results.
- Summary of participation in federal intervention programs
- Adequate Yearly Progress results, including comparisons by subgroups to district and state results.
- Class size statistics.
- Teacher and staff information, including credentials, education level, teacher evaluations, substitute teachers, counselors, and other support staff.
- Curriculum and instruction, including leadership, school instruction, professional development, textbooks, instructional minutes, and numbers of minimum days.
- Fiscal and expenditure data, including average salaries, total expenditures per student, and types of services funded.

The Executive Director/Principal serves as or appoints a SARC coordinator to manage the preparation and dissemination of the SARC. New West makes the SARC available on its website as well as distributing it to parents of current and prospective students.

In addition to the SARC, which it compiles internally, New West also received a 2016 Academic Accountability Report Card from the California Charter Schools Association ("CCSA"). Designed to provide a snapshot of data for charter schools as they move into renewal, the Academic Accountability

Report Card is independently produced by CCSA. The Academic Accountability Report Card, attached as Appendix L, shows that New West exceeds the SBE's renewal criteria.

NEW WEST PROMOTION POLICY

Mastery of the standards for each course will be the basis for promotion. Teachers assess a student's progress on a quarterly basis in order to gauge whether the student is mastering the objectives and standards throughout the year. Students who are in jeopardy of retention are counseled individually and given extra help in their specific areas of concern.

Students who do not meet the performance standards for advancement to the next grade or course maybe retained in their current grade in accordance with their applicable promotional academic credits. These students are identified earlier in the academic year and are supported by a Student Success Team. Parents of students who have been retained are contacted by the grade level advisor who requests a meeting to discuss the student's progress and determine some strategies that may promote greater success for the student. Strategies may include greater monitoring of student effort and could lead to a referral for individual assessment, possibly bringing about designated accommodations.

ELEMENT 4: GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter

School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

"You're not a nobody but a somebody at New West"
- 7th Grader

Governing Law: The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement. Education Code Section 47605(b)(5)(D).

1. NON PROFIT PUBLIC BENEFIT CORPORATION

The Charter School will be a directly funded independent charter school and will be operated as a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from its authorizer, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the authorizer and the Charter School. Pursuant to California Education Code Section 47604(c), the authorizer shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation

or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the authorizer has complied with all oversight responsibilities required by law.

Attached, in TAB 3, please find the Charter School's Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code and Conflict of Interest Policy

2. BOARD OF DIRECTORS

The Charter School will be governed by a corporate Board of Directors ("Board" or "Board of Directors") in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter.

Each director shall hold office unless otherwise removed from office in accordance with the Charter School's bylaws for two (2) years and until a successor director has been appointed or elected as required by the position as described in the bylaws. In accordance with Education Code Section 47604(b), the Authorizer may appoint a representative to sit on the Board of Directors.

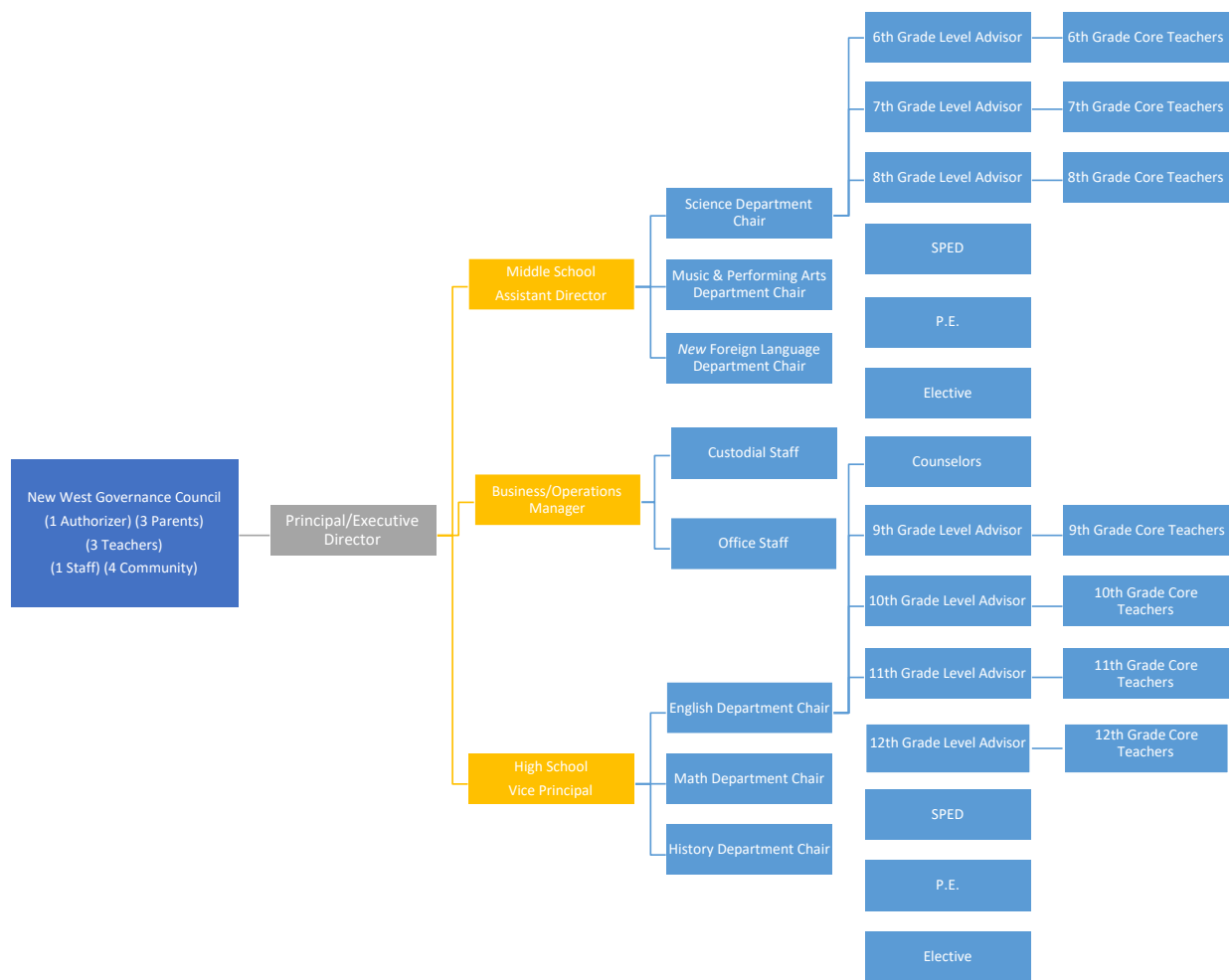
No more than 49 percent of the persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. The Board has adopted a conflicts of interest policy in accordance with the Political Reform Act.

3. ORGANIZATIONAL STRUCTURE

The Board is comprised of 9-12 members representing the Charter School's various constituencies as follows:

- **Three Parent Representatives.** The 3 Parent Representatives are elected from and by parents whose children attend New West. Parent Representatives serve two year terms.
- **Three Teacher Representatives.** The 3 Teacher Representatives are elected from and by New West's full-time credentialed teachers. Teacher Representatives serve one year terms.
- **One Staff Employee Representative.** The Staff Employee Representative is elected by New West's full-time non-instructional employees. The Staff Employee Representative serves a one year term.
- **Two to Four Community Representatives.** The 2 to 4 Community Representatives are appointed by majority vote of the Board of Directors from volunteers who express an interest in the Charter School. These representatives cannot be parents of children attending New West, or employees of the Charter School.
- **Authorizer Representative.** The Authorizer has the right to appoint one representative to the Board of Directors [EC 47604(b)]. It is the responsibility of the Authorizer to fill this position and notify New West of its choice.

The Following illustrates the Organizational Structure for New West:



4. BOARD MEETINGS AND DUTIES

The Board of Directors of the Charter School will meet regularly, between seven to ten times throughout the school year and in accordance with the Brown Act. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted at the entrance to the Charter School outside the Charter School's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices for regular meetings will be posted on the Charter School's website along with a schedule for all regular meetings that will be held throughout the year. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main school office at least 24 hours prior to the meeting. Copies of the Board minutes are on the Charter School's website and available at the Charter School's front office.

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location, and;
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

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

- Hire, supervise, evaluate, discipline, and dismissal of the Executive Director/Principal of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Consult with all relevant stakeholders to develop the Local Control Accountability Plan (LCAP) and annual update
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the Authorizer for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel or act as a hearing body and take action on recommended student expulsions.

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

The Charter School shall comply with the Brown Act.

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, the Conflicts Code is attached within Tab 3. As required, the Conflicts Code has been submitted to the County Board of Supervisors for approval.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
- Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Charter School Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

5. THE EXECUTIVE DIRECTOR/PRINCIPAL

The Executive Director/Principal will be the leader of the Charter School. The Executive Director/Principal will ensure that the curriculum is implemented in order to maximize student-learning experiences. The Executive Director/Principal must report directly to the Charter School Board of Directors, and s/he is responsible for the orderly operation of the Charter School and the supervision of all employees in the Charter School.

The Executive Director/Principal is assigned to perform assigned tasks directed from the Charter School Board of Directors and is required to undertake some or all of the tasks detailed below. These tasks may include but are not limited to the following:

- Ensure the Charter School enacts its mission;
- Supervise and evaluate teachers and staff;
- Communicate and report to the Charter School Board of Directors;
- Oversee school finances to ensure financial stability;
- Participate in and develop professional development workshops as needed;
- Serve or appoint a designee to serve on any committees of the Charter School;
- Interview and select all employee hiring, promotion, discipline, and/or dismissal;
- Ensure compliance with all applicable state and federal laws and help secure local grants;
- Communicate with parents, recruit new families and students, and assure families of academic growth;
- Take responsible steps to secure full and regular attendance at school of the students enrolled in accordance with policies established by the Board of Directors;
- Complete and submit required documents as requested or required by the charter and/or Charter School Board of Directors and/or the Authorizer;
- Identify the staffing needs of the Charter School and offer staff development as needed

- Maintain up-to-date financial records;
- Ensure that appropriate evaluation techniques are used for both students and staff;
- Establish and maintain a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables;
- Hire qualified substitute teachers as needed;
- Ensure the security of the school building;
- Promote and publish the Charter Program in the community and promote positive public relations and interact effectively with media;
- Encourage and support teacher professional development
- Attend Authorizer Administrative meetings as requested by the Authorizer and stay in direct contact with the Authorizer regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the Authorizer on fiscal oversight issues as requested by the Authorizer;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the Charter School annual performance report and the SARC;
- Present independent fiscal audit to the Charter School Board of Directors and after review by the Board of Directors present audit to the Authorizer Board of Education and the County Superintendent of Schools, the State Controller and the California Department of Education;
- Manage student discipline, as necessary participate in the suspension and expulsion process;
- Participate in IEP meetings as necessary.
- The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board of Directors to the Assistant Director or Vice Principal of the Charter School or other appropriate employee or third party provider.

6. ANNUAL STRATEGIC PLANNING

The Board holds an annual retreat meeting to assess the Charter School's operation, approve the LCAP and annual update, review the educational program, discuss plans for the Charter School's future, establish committees as needed and update the Charter School's Strategic Plan. The LCAP and Annual Review, which includes specific three year goals, is distributed widely to the New West community before being presented at a regular board meeting for public discussion and Board approval.

7. SCHOOL COMMITTEES

ROLE OF COMMITTEES IN SCHOOL GOVERNANCE

The work of the Board of Directors is accomplished with the assistance of committees as needed. Issues arising before the Board of Directors may be referred to a committee for consideration and formulation of recommendations and resolutions that are presented in writing to the Board for final approval. All teachers, parents, and community members are encouraged to attend any committee meeting that is of interest to them. Committees are developed as needed each year during the strategic planning meeting. Committees generally include a board member as well as other stakeholders from the New West community.

8. PARENTAL ENGAGEMENT IN GOVERNANCE

The success of New West is dependent on local school control through shared governance between the educators and the parents who have a vested interest in the Charter School. A meaningful partnership involves the Executive Director/Principal and the teachers being responsive to the concerns of parents about the educational program of the Charter School. In turn, parents have the responsibility to respect the professional experience and expertise of the Executive Director/Principal and the teachers. While parents are involved in all levels of decision-making at New West through their elected representatives and committee work, their primary role in operating the Charter School is to assist, enhance, facilitate, and extend the ability of the educational staff to conduct the Charter School's educational activities. Such parental involvement has the significant advantage of relieving teachers from many of the administrative details of operating the Charter School so that they can devote their time, energy, and expertise to classroom teaching, curriculum, and professional development.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

“I love New West. The fact that it’s so small makes everyone a family. Everyone is cordial and amazing. They are a hardworking, deserving, group of people that I’m happy to be a part of.”
- 8th Grader

Governing Law: The qualifications to be met by individuals to be employed by the charter school. Education Code Section 47605(b)(5)(E).

New West is committed to recruiting and hiring a community of professionals who are dedicated to the mission of the school and the best practices in providing a quality educational program for all students. All employees are compensated commensurate with their experience and job responsibilities and will receive benefits, including health insurance and retirement plans, per charter school policy.

In addition to meeting all pre-employment health and safety qualifications (i.e. fingerprinting, background clearance and TB clearance), the following are a list of the key employees and their qualifications at New West:

Employee Positions and Qualifications:

Employee’s job duties and work basis will be negotiated in individual employment agreements.

1. EXECUTIVE DIRECTOR/PRINCIPAL

The Executive Director/Principal is the chief academic and financial officer responsible for both day-to-day and long-term operation of the Charter School.

New West's Board determines the qualifications of the Executive Director/Principal based on the Charter School's needs at the time it is necessary to fill the position. In general, the Executive Director/Principal is expected to meet the following qualifications:

- Bachelor of Arts, Bachelor of Science, or equivalent degree.
- Obtained or working toward an advanced graduate degree.
- A visionary who is on the cutting edge of educational reform.
- Creative and innovative in his/her approach to education.
- Fluent with current educational theory and curriculum development.
- Knowledgeable about and supportive of charter schools.
- Demonstrated leadership and decision-making skills.
- Demonstrated managerial skills to include goal setting, budget control, team building, and corrective action.
- Demonstrated ability to collaborate with parents, students, staff, and the community.
- Demonstrated teacher advocacy skills.
- Demonstrated accountability and communication skills.
- Ability to demonstrate skills in utilizing "broad vision."
- Demonstrated ability to work with special education, low achieving, and gifted/talented students.
- An administrative services credential is preferred but not required.

2. ASSISTANT DIRECTOR AND VICE PRINCIPAL

In general, the Assistant Director and Vice Principal is expected to meet the following qualifications:

- Bachelor of Arts, Bachelor of Science, or equivalent degree.
- Obtained or working toward an advanced graduate degree.
- Fluent with current educational theory and curriculum development.
- Knowledgeable about and supportive of charter schools.
- Demonstrated leadership and decision-making skills in conjunction with the Principal/Executive Director.
- Demonstrated managerial skills to include goal setting, budget control, team building, and corrective action in conjunction with the Executive Director/Principal
- Demonstrated ability to collaborate with parents, students, staff, and the community.
- Demonstrated teacher advocacy skills.
- Demonstrated accountability and communication skills.
- Ability to demonstrate skills in utilizing "broad vision."
- Demonstrated ability to work with special education, academically low achieving, and gifted/talented students.
- An administrative services credential is preferred but not required.

3. TEACHERS

New West teachers primarily responsible for classroom instruction in the core academic areas of reading and language arts, mathematics, science, and history and social science must 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 by state law [EC 47605(l)]. Prospective employees provide these documents at the time they apply for work at New West, and the documents are confirmed for validity by the Executive Director/Principal before a teacher is hired and annually as long as the teacher is employed at the Charter School. The credentials of teachers are maintained on file at the Charter School and can be inspected by the authorizer at any time.

New West has flexibility with regard to qualifications and credentialing for full-time, part-time, and occasional instructors in non-core/non-college elective, enrichment, and extracurricular classes in accordance with Education Code Section 47605(l). In general, New West expects its core and non-core teachers to meet the following qualifications:

- Bachelor of Arts, Bachelor of Science, or equivalent degree.
- Demonstrated excellence as a teacher including knowledge of the subject matter they teach.
- Creative and innovative in his/her approach to education.
- Fluent with current educational theory and curriculum development.
- Knowledgeable about and supportive of charter schools.
- Ability to work collaboratively with other educators in interdisciplinary units.
- Desire to work with parents and community members to strengthen the home-school-community union to envelop students with a continuum of educational culture.
- Willingness to be responsible and accountable for the performance of their students.
- Ability to present materials in ways that attract and hold students' attention.
- Understanding of different student learning styles and how to adapt their teaching styles to them.
- Ability to assess student growth in a variety of ways (e.g., standardized tests, classroom exams, presentations, projects, and portfolios).
- Ethical and compassionate behavior with respect to their interactions with students especially but also parents, other educators, and community members.
- Demonstrated ability to work with special education, low achieving, and gifted/talented students.

NWC utilizes qualified substitutes from our own substitute pool or the services of an outside provider. NWC will ensure that substitutes have submitted fingerprints for background investigation and cleared for employment.

4. COLLEGE COUNSELORS

The College Counselors are responsible for administering all aspects of the college search and admissions process. The College Counselors' responsibilities include:

- Educate students and parents about colleges and the college admissions process
- Meet with juniors and seniors, individually and in groups, to discuss the college application process and provide advice on individual college choices
- Advise 9th and 10th graders on curricular choices, and work with international students to understand US college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the campus and facilitate meetings between college representatives and students
- Lead workshops and information sessions that focus on various aspects of the college application process, such as academic programs, financial aid, scholarships, and decision making
- Organize, manage and implement the annual College Connection Fair
- Keep students and parents informed about test dates, college application deadlines, and college information sessions through letters, emails, and other forms of communication

- Maintain and share information on colleges, college guides, scholarships, and financial aid with other school officials, students, and parents
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual profile of the school, as well as information on grade distributions in junior and senior courses and courses offered
- Work with the enrollment office to maintain records on seniors, including GPA and transcripts
- Keep track of admission decisions and statistics, and report this data as necessary
- Keep abreast of issues and trends in college admission, higher education, and testing, and share this information with the school's employees and administration team
- Maintain membership in professional organizations such as the College Board
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Help to administer AP and PSAT exams

Qualifications include:

- Bachelor's Degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling
- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Experience in college admissions is a plus

5. NON-INSTRUCTIONAL STAFF

The Executive Director/Principal is responsible for supervising the non-instructional staff needed by the Charter School to staff its operations (e.g., administrative assistants, support staff, custodial staff, and food services workers). New West develops, as needed, the job descriptions, job qualifications, selection processes, and evaluation tools appropriate for the different kinds and levels of non-instructional staff employed at the Charter School. Minimum requirements for office and clerical staff include, but are not limited to, computer skills (including working knowledge of all office programs, SIS data base programs, accounting software, and internet communication management), written and verbal communication skills, and filing and organizational abilities. Key staff include:

Special Education Assistants

The Special Education Assistants assist teachers by tending to the physical needs of students with disabilities and by providing individual instructional support to each student. The Special Education Assistants' responsibilities include:

- Perform a variety of tasks pertinent to training physical care, disciplining, and tutoring, in order to inculcate habits, knowledge, and skills in students with disabilities
- Help students to use books, classroom materials and equipment
- Adjust or re-phrase portions of texts and classroom instructions to tailor lessons to an individual student's needs
- Assist teachers in directing activities as well as the use of electronic equipment
- Physically assist students on and off the bus, by lifting students in and out of wheelchairs or other locomotive devices

- Assist students with all aspects of toileting
- Facilitates students' use of mobility equipment, such as leg braces, walkers and mobile standers
- Assist teachers in maintaining discipline and encouraging acceptable behavior by the students
- Assist teachers on field trips by helping students with physical needs, maintaining discipline and reinforcing learning situations
- Track behavior that may interfere with the learning process
- Manage communication logs between the classroom and home
- Present lessons or portions of lessons to a student, check accuracy of work, and present additional assignments as directed by the teacher in the presence of a certificated teacher
- Tailor lessons to an individual student's needs

Qualifications include:

- High School diploma or GED equivalent
- Twelve college semester units or 18 quarter units in courses directly related to the instruction, physical care, or well-being of children with disabilities.

One-on-One Special Education Aides

The One-on-One Special Education Aides perform tasks related to the physical and social needs of disabled students.

Qualifications include:

- High School diploma or GED equivalent
- Sufficient strength to lift and move an individual with special health care needs.
- A Red Cross First Aid Certificate must be obtained within 60 days after appointment and kept valid during the term of employment.

Campus Aides

Campus Aides assist in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others on a school campus and at bus loading points at the direction of a school administrator or teacher. The responsibilities of Campus Aides include:

- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons
- May assist a certificated employee in supervising students during field trips and special events
- May assist a certificated employee in counseling individual students or groups of students or in assisting student clubs
- Performs related duties as assigned

Qualifications include:

- High School diploma or GED equivalent
- Ability to establish good relations with individual students and groups, communicate orally with Charter School staff, parents, and students, and react quickly and appropriately in emergencies

- Knowledge of:
- Safety rules and procedures to be observed by students
- Standards of courtesy and behavior expected of students
- Adolescent development and problems
- Vocabulary and usage of terms common to youth in the area served by the Charter School

Maintenance and Custodial Staff

Maintenance and custodial staff ensure the school facilities are kept in a clean, safe, and sanitary condition. The responsibilities of the maintenance and custodial staff include:

- Sweep, dust, clean, scrub, strip, seal, wax, polish, and mop floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities
- Remove spots from floors, walls, furniture, and fixtures and cleans dry erase boards
- Wash and scrub walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains
- Operate equipment, such as floor polishing and scrubbing machines, shampooers, vacuum cleaners, yard vacuums, power sweepers, and electric carts
- Service soap dispensers, towel boxes, and similar facilities
- Sweep and hose blacktops, tennis courts, playgrounds, sidewalks, and parkways
- Replace electrical plug fuses, incandescent bulbs, and fluorescent tubes
- Move and adjust chairs, desks, tables, other furniture, and equipment and prepare rooms for meetings
- Receive, check, and deliver custodial and instructional supplies
- Lock and unlock doors, gates, windows, and storerooms
- Provide information in regard to locations of various school facilities, participate in the opening and closing of facilities, and represent the school to the public in the use of the school as a community center
- Gather and dispose of rubbish, paper, leaves, and debris, and empty and wash containers
- Water and tend lawns, shrubs, and trees; and operate manual and automatic watering systems
- Identify and report information regarding vandalism, theft, fire damage, and floods
- Perform a variety of unscheduled custodial duties as requested by school administration
- Keep drain and flow lines in laws and other planted areas free from debris
- Attend in-service training as directed
- Make minor repairs to building hardware, plumbing, building equipment, and furniture
- May perform a variety of cleaning and other manual tasks in the cafeteria
- May operate power sweepers

The maintenance and custodial staff must meet the following requirements:

- High School Diploma or GED
- Ability to read and interpret documents in English such as safety rules, operating and maintenance instructions, and procedure manuals
- Ability to write routine reports and correspondence in English
- Valid California Driver's license
- Transportation to and from work

6. EVALUATION

Teachers and staff at New West are evaluated annually using a comprehensive evaluation system that incorporates multiple measures of performance. The evaluation process at New West ensures the employees continue to grow professionally during their years at the school ensuring that only highly effective teachers and staff are retained.

7. PERSONNEL POLICIES

New West maintains a personnel manual (the New West Employee Handbook) which is maintained on-site and distributed annually to employees. The personnel manual contains all personnel policies and is updated annually to meet applicable legal requirements.

ELEMENT 6: HEALTH AND SAFETY

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

“New West is a great school. The teachers are outstanding. This is one of my favorite grades since Kindergarten.” - 6th Grader

Governing Law: The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

The Executive Director/Principal, working in collaboration with the administration team, formulates and enforces the health, safety, and risk management policies, procedures, and practices of New West. The health and safety of New West staff and pupils is a high priority for the Charter School. The Charter School will follow all required safety regulations including emergency policies and procedures.

1. HEALTH AND SAFETY POLICIES

The following provides a summary of the health and safety policies and procedures maintained at New West and reviewed on an ongoing basis to comply with applicable law and best practices:

2. BACKGROUND CHECKS

Employees and contractors of the New West are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Executive Director/Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Executive Director/Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

3. TB RISK ASSESSMENT AND EXAMINATION

Employees, and volunteers and contractors who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

4. IMMUNIZATIONS

All enrolled students and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

5. MEDICATION IN SCHOOL

New West will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

6. VISION/HEARING/SCOLIOSIS

Students will be screened for vision, hearing and scoliosis. New West will adhere to Education Code Section 49450 et seq., as applicable to the grade levels served by the Charter School.

7. DIABETES

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.

- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

8. EMERGENCY PREPAREDNESS

The Charter School adheres to its Emergency Preparedness procedures drafted specifically to the needs of the school site. This procedure includes but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. This handbook includes an evacuation plan, and general school safety, injury and illness prevention.

9. BLOOD BORNE PATHOGENS

New West meets state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace in accordance with its “Exposure Control Plan” designed to protect employees from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other body fluids through injury or accident, students and staff should follow the latest medical protocol for disinfecting procedures.

10.DRUG FREE/SMOKE FREE ENVIRONMENT

New West maintains a drug, alcohol, and smoke free environment.

11. CHILD ABUSE REPORTING

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

12. FACILITY SAFETY

New West’s facility shall comply with Education Code Section 47610. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

13. COMPREHENSIVE SEXUAL HARASSMENT POLICIES AND PROCEDURES

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, pregnancy, physical or mental disability, childbirth or related medical conditions, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s anti-discrimination and harassment policies.

New West provides Comprehensive training regarding Sexual Harassment Policies and Procedures every two years to all staff.

Upon request from the Authorizer, New West provides copies of its health, safety, and risk management policies as well as reports related to inspecting, evaluating, and/or correcting health and safety conditions at the Charter School.

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).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

*“Teachers at New West are on your side
they want you to get to college”
- 9th Grader*

Governing Law: 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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

New West has an integrated, multiethnic student body that provide a rich and diverse multicultural educational environment that encourages students to reach their full academic potential regardless of race, color, ethnicity, or national origin. New West makes diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the District.

New West maintains an accurate accounting of diversity within its student body as well as documentation of its recruitment efforts. The following approaches are used, as may be required, to achieve racial and ethnic balance:

- Follow an application, admissions, and enrollment policy that incorporates a timeline allowing for a broad-based recruiting effort (admission is by public random drawing if applications exceed the available space).
- Distribute informational materials about New West to a broad variety of community groups and agencies that serve the various racial and ethnic groups represented in the anticipated attendance area of the Charter School.
- Request principals of elementary schools across the Westside of Los Angeles to send home to parents of fifth grade students information provided by New West about its programs and admissions.
- Conduct an outreach program of informational meetings, coordinated with New West open houses at the Charter School, at public elementary schools to inform parents of the educational opportunities available at New West. Recruitment efforts will include specific targeted populations in underrepresented geographical communities. Such efforts shall include advertising directly in elementary schools, attending elementary – middle school events and school visits by New West staff.
- Provide informational materials, recruitment brochures, and applications in English and Spanish, and arrange for Spanish speaking translators to be present at school meetings.
- Establish formal, ongoing, long-term relationships with nearby public elementary schools whose over-crowded student bodies are comprised of primarily minority or socioeconomically disadvantage students.
- New West seeks invites to District 4 elementary school events educating parents about middle school options. The District has in the past notified District 4 elementary schools that New West should not be invited to these events. New West attends any elementary nights to which it is invited.
 - a. New West invites local elementary school principals from schools located socio-economically disadvantaged neighborhoods to New West for breakfast, a tour, and an informational session to educate those Principals about the options for enrollment at New West for their students.

These efforts to enhance the racial and ethnic diversity of the Charter School's student body comply fully with all laws that prohibit discrimination against individuals or groups of individuals.

New West shall annually submit a report to the CDE addressing the outreach plan to ensure racial and ethnic balance reflective of Los Angeles Unified School District 4 schools. This report should be submitted by October 31 of each year and contain demographic information about pupils who applied, pupils who were selected in the lottery process, and pupils who enrolled in the school. If in any year progress is not made toward achieving racial and ethnic balance, this report should also include specific, measurable goals and activities that the Charter School will implement before the next application period and lottery determination.

ELEMENT 8: STUDENT ADMISSIONS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

“You’re part of something special at New West - 6th Grader

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

The Board of Directors determines the policies, processes, and procedures governing application, admission, enrollment (new students), and re-enrollment (continuing students) at New West. The policies conform to the following requirements:

- New West admits all students who wish to attend the Charter School provided that the Charter School's capacity at each grade level is not exceeded [EC 47605(d)(2)(A)].
- If the number of students seeking admission is greater than the Charter School's capacity, then admission is determined by a public random drawing [EC 47605(d)(2)(B)].
- New West is open to all students without regard to where they live in California, which school district they live in, or which school they currently attend [EC 47605(d)(1)].
- New West is nonsectarian in its application, admission, and enrollment policies and does not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics) [EC 47605(d)(1)].
- New West does not charge an application fee or tuition nor require or solicit any monetary contribution, pledge, or promise as a condition for application, admission, enrollment, or participation in any of the Charter School's regular educational activities [EC 47605(d)(1)].
- The District cannot require any student to attend New West [EC 47605(f)].
- New West complies with federal law regarding homeless children and youth enrolling, attending, and succeeding in school.³

1. APPLICATION FOR ADMISSION

Application is the process by which prospective students notify New West of their interest in attending the Charter School. Applicants complete and submit the Charter School's application by the application deadline (the Charter School does not accept incomplete applications). Applications are usually available in January with a March deadline for admission the next school year. This deadline is usually coordinated with local public and private schools to give students and their parents an opportunity to consider the full range of educational opportunities available to them. Late applications are accepted at any time, but the applicant loses any admission preference for which they might otherwise have qualified.

The application form for admission to New West includes information that allows students and parents to assess the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the New West family.

(A copy of the New West admission application and enrollment form may be found in tab 5)

The application information provided on the school's website typically includes:

1. New West's *Mission Statement*, an overview of the Charter School's educational philosophy, and a summary of the academic goals and expectations of the Charter School and its students.
2. Information about New West's Executive Director/Principal, the Charter School's instructional staff, and members of the Board of Directors.

³ See Education for Homeless Children and Youth Program. Title VII-B of the McKinney-Vento Homeless Assistance Act, as Amended by the No Child Left Behind Act of 2001. Non-Regulatory Guidance, U.S. Department of Education, July 2004.

3. A description of New West's educational program including a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation requirements for high school students.
4. An overview of the Charter School's academic performance (e.g., recent State testing results).
5. A description of New West's shared governance structure and how the Charter School encourages parental involvement.
6. Information about the Home-School Agreement with a prominent statement that exceptions to the provisions of the contract may be allowed on a case-by-case basis in the form of reduced requirements for parents whose particular circumstances may include transportation difficulties, single-parent households, financial hardship, physical disability, employment, or other special situations.
7. Description of the application, admission, and enrollment process including application deadlines, admission and enrollment preferences admission lottery and admission priority, conditions of enrollment, and consequences of misrepresenting admission and enrollment information.
8. The rights and responsibilities of students, parents, and teachers.
9. A prominent statement that New West operates under oversight of the Authorizer but, as a charter school, is exempt from most laws and regulations governing public schools.
10. A prominent statement that the school district in which a student resides has the responsibility for the public education of a student who voluntarily withdraws or is expelled from New West.
11. A brief description of what charter schools are and how they differ from regular public schools.

2. ADMISSION

Admission is the process by which applicants are admitted to New West. All students who complete the application process are admitted. However, if there are more applicants than available spaces, then admission is determined by a public random drawing with consideration given for the admission preferences given below.

3. ADMISSION PREFERENCES

The following order of preferences applies to students who are continuing enrollment or applicants who are seeking admission to New West (listed in declining order of priority):

1. **Continuing Students:** These are presently enrolled students who plan to continue attending New West the next school year. To maintain eligibility for this preference, parents must: (1) have their child enrolled at New West on the last day of the school year (i.e., their child has not been withdrawn or expelled); (2) certify in writing during the spring of each year that they are meaningfully interested in having their child continue attending New West; and (3) return all re-enrollment forms and documentation by the announced deadline.
2. **SB 740 Preference:** This preference is available to incoming 6th grade applicants who attend or live in the attendance area of Brockton Elementary School or Richland Avenue Elementary School. New West may be eligible to receive funds through the SB 740 Charter School Facility Grant Program [EC 47614.5(c)(2)(A)].
3. **LAUSD In-District Sibling Preference:** (applied to 6th grade only). This preference is available to applicants who reside in District boundaries and whose brother(s) or sister(s) are **continuing their enrollment at New West**.
4. **LAUSD District Applicants:** Applicants who reside within the LAUSD boundaries.
5. **Children of Employees:** Applicants of New West staff.
6. **New Applicants:** This category includes all other applicants who wish to attend the Charter School (i.e., applicants residing in other school districts throughout California).

4. ADMISSION LOTTERY AND ADMISSION PRIORITY LIST

If the number of students who wish to attend New West exceeds the Charter School's capacity, then the admission of new students is determined solely by a public, random drawing for each grade level with consideration given for the admission preferences listed above [EC 47605(d)(2)(B)]. The lottery is held at the Charter School on the day announced in the application materials (attendance is not required).

New and returning students and their parents are encouraged to attend meetings at school in preparation for the new school year. These meetings may include:

1. Special education meetings to address any questions or concerns of the parents prior to the student's start in school.
2. Meet the teacher events for students and parents to hear from the teachers responsible for the core subjects and electives about the upcoming school year.
3. Orientation events that introduce incoming students to their new classmates, their new school, and its educational program.

Failure to fulfill an enrollment obligation indicates parents are no longer interested in having their child attend New West. If a parents fails to complete or return application/re-enrollment forms by the announced deadline, then their children's place at New West is offered to the next applicant on the admission priority waiting list. New West makes a reasonable effort to contact the families of applicants and continuing students to be sure that they are no longer interested in attending New West.

Throughout the school year any students who enroll in another school are automatically withdrawn from New West. Students who withdraw can apply to re-enroll at any time in the school year but will be required to participate in the enrollment process as a new student.

5. MISREPRESENTATION OF INFORMATION

New West requires the immediate withdrawal from school of any student whose parents misrepresent their legal status as guardians, their place of residence, or any other material information on any school document, including but not limited to application and enrollment forms, when such misrepresentations, whether intentional or not, provide some unfair advantage in gaining admission to New West.

6. CAPACITY

The Board of Directors has the authority, consistent with its Charter, to determine its capacity at each grade level. The determination of school capacity is based on the Charter School's academic program, the Charter School's fiscal viability, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School. New West's enrollment is currently limited to approximately 825 students at its Armacost Avenue school site (due to a facility Conditional Use Permit) and 340 students and its Pico site.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

1. Provisional Budget – Spring prior to operating fiscal year
 2. Final Budget – July of the budget fiscal year
 3. First Interim Projections – November of operating fiscal year
 4. Second Interim Projections – February of operating fiscal year
 5. Unaudited Actuals – July following the end of the fiscal year
 6. Audited Actuals – December 15 following the end of the fiscal year
 7. Classification Report – monthly according to Charter School’s Calendar
 8. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- a. P1, first week of January
 - b. P2, first week of April
9. Instructional Calendar – annually five weeks prior to first day of instruction
 10. Other reports as requested by the District

“I love the friends I’ve made, the teachers, and the wonderful environment. Everyone is so nice. I wouldn’t go anywhere else for middle school.”
- 7th Grader

Governing Law: 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. Education Code Section 47605(b)(5)(I).

New West drafts several annual reports as part of the Charter Schools accountability responsibilities for the Charter School’s operation and educational program. The reports are available to New West’s stakeholders, to the Authorizer, and to the public at large. The Financial Audit and the School Accountability Report Card discussed in the following two sections collectively serve as the Annual Report to the Board of Directors required by the Corporate Bylaws.

1. FINANCIAL AUDIT

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

New West's Principal/Executive Director in conjunction with the school's financial/business manager engages an independent public accountant, certified by the State of California, and who has educational institution audit experience and is approved by the State Controller on its published list as an educational audit provider, to audit the Charter School's financial statements on an annual basis in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The auditor prepares a report, in a format acceptable to the Authorizer that includes: actual and revised budget figures; projected revenues, expenditures, and fund balances; audited financial statements consistent with Standardized Account Code Structure; and a review of the Charter School's internal controls. To the extent required under applicable federal law, the audit scope includes items and processes specified in any applicable Office of Management and Budget Circulars. The audit also verifies the accuracy of the Charter School's attendance and enrollment accounting practices. The Charter School's Principal/Executive Director and financial/business manager reviews any audit exceptions or deficiencies and reports to the Board of Directors with recommendations on how to resolve them.

New West provides a copy of its independent financial audit to the Authorizer, the State Controller, the Superintendent of the Los Angeles County Office of Education, and the Charter Schools Division of the California Department of Education by December 15 of each year. The Charter School also reports to the Authorizer how audit exceptions and deficiencies have been or will be resolved by the Charter School to the satisfaction of the Authorizer according to an agreed-upon timeline. The Authorizer reports back to the Charter School in writing on a timely basis any concerns it may have about the Charter School's financial remediation efforts to correct audit exceptions and deficiencies, which must be resolved to the satisfaction of the authorizer. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

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

ELEMENT 10: SUSPENSION and EXPULSION Procedures

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

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

1. Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
2. Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
3. Copy of parental notice of expulsion hearing
4. Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
5. If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
6. If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 1. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 2. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

*"I love that the teachers and staff members actually care
about you and take so much time to make sure you
have what you need to be successful
10th Grader*

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

1. EXPECTATIONS OF STUDENT BEHAVIOR

New West's student discipline policy, as described below, relates to the Charter School's expectations of its students regarding attendance, school behavior, dress, mutual respect, substance abuse, violence, safety, and work habits. Students and their parents are required to verify that they have reviewed and understood the policy at the beginning of each school year. New West's discipline policy involves both zero tolerance offenses and progressive disciplinary consequences including, but not limited to, verbal warnings, written warnings, loss of privileges, isolation in a supervised area, detention during or after school, notices to parents by telephone or letter, parent conferences, suspension, and expulsion from the Charter School. The discipline policy applies to student misconduct related to school activities regardless of when the misconduct occurs and regardless of whether the misconduct occurs on or off the school's grounds. Misconduct applies to the following actions by a student (the usual consequences are given in parentheses):

New West has adopted a suspension and expulsion policy is summarized below in (a-e):

- Threatened, attempted, or caused serious physical injury to another person (zero tolerance leading to immediate suspension followed by expulsion).
- Willfully used force or violence against another person except in self-defense (zero tolerance leading to immediate suspension followed by expulsion).
- Caused, attempted to cause, threatened to cause, or participated in any hate crimes or other acts of discrimination based on age, sex, race, sexual orientation, ethnicity, or disability (zero tolerance leading to immediate suspension followed by expulsion).
- Engaged in harassment, threats, or intimidation directed against any school personnel or students (zero tolerance leading to immediate suspension followed by expulsion).
- Made terrorist threats against school personnel, students, and/or school property (zero tolerance leading to immediate suspension followed by expulsion).

- Possessed, sold, or furnished a firearm, knife, explosive, other dangerous object, or imitation of these banned objects, unless, in the case of possession, the student obtains permission from the Executive Director/Principal prior to bringing the object onto campus (zero tolerance leading to immediate suspension followed by expulsion; in the case of a firearm, the federal Gun-Free Schools Act of 1994 mandates expulsion for at least one calendar year except on a case-by-case basis).

2. STUDENT DISCIPLINE: SUSPENSION AND EXPULSION POLICY

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the noncharter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Such annual review begins with the Executive Director/Principal consulting legal counsel regarding revisions to the law. If modifications to the Policy are recommended, they will be brought to the Board for approval.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that the Policy and Procedures are available on request at the Executive Director's office.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("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 general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the California Education Code, 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 any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, 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 Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- 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, e-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 Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- p) 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.
- q) 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.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording

of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

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

- v) A pupil who aids or abets, as defined in 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).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. 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 Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- 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, e-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 Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) 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.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) 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.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime, which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for 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.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - s) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
 - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (c) For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (d) For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in 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).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non -Discretionary Expellable Offenses: Students must be 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, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained

written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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.

3. 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, supervisor or Charter School employee who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive 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 Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the 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, 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 Charter 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 the suspension, an administrator 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. In addition, the notice may also state the date and time when the student may return to school. If Charter 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. Upon a recommendation of Expulsion by the Executive Director or Executive 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. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Executive Director or designee upon either of the following: 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.

4. AUTHORITY TO EXPEL

A student may be expelled either by the Charter School Board following a hearing before it or by the Charter School 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.

5. 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 Executive 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 (complying with all pupil confidentiality rules under FERPA) unless the Pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student and/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.

6. SPECIAL PROCEDURES FOR EXPULSION HEARINGS INVOLVING SEXUAL ASSAULT OR BATTERY OFFENSES

The Charter 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 that shall be examined only by the Charter School or the hearing officer. 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 Charter 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 entity 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 Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter 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 another support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

7. 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.

8. 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 Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

9. WRITTEN NOTICE TO EXPEL

The Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: Notice of the specific offense committed by the student; and Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: a) The student's name b) The specific expellable offense committed by the student

10. 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 authorizer upon request.

11. NO RIGHT TO APPEAL

The pupil shall have no right of appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

12. EXPELLED PUPILS/ALTERNATIVE EDUCATION

Parents or guardians of 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 Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

13. REHABILITATION PLANS

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

14. READMISSION

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

15. SPECIAL PROCEDURES FOR THE CONSIDERATION OF SUSPENSION AND EXPULSION OF STUDENTS WITH DISABILITIES

1. Notification of Special Education Local Plan Areas ("SELPA")

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 USC Section 1415(k) until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

ELEMENT 11: RETIREMENT SYSTEMS

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

*“I love the diversity of this school and that most
8th graders know the 6th and 7th graders.
Every grade level gets along.”
- 8th Grader*

Governing Law: 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. Education Code Section 47605(b)(5)(K).

New West offers retirement benefits to all of its administrative, instructional, and staff employees who perform creditable service. Currently, as of the 2016-17 school year, the Charter School’s teachers and administrators are entitled to participate in the State Teachers’ Retirement System (“STRS”) and other staff are entitled to participate in the Public Employees’ Retirement System (“PERS”) as described in Education Code Section 47611(a). The Board of Directors, at its discretion after consultation with the school’s employees, offers a combination of school sponsored retirement plans, the federal social security program, STRS for certificated staff, and PERS for classified staff. New West informs all applicants for positions at the school about each of the following [EC 47611(b)]:

- a. The retirement system options available to the applicant, including but not limited to whether coverage under STRS or PERS, or both, is available.
- b. The possibility that working at New West may exclude the applicant from further coverage in the applicant’s current retirement system, depending on the retirement options offered by the Charter School.

STRS and PERS reporting is currently done by Hess and Associates, a third party agency which prepares and submits the reports on New West’s behalf. The Executive Director/Principal is responsible for ensuring that appropriate arrangements for coverage have been made.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

“I like how organized everything is at New West.”
- 8th Grader

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of any local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

*“Every kid knows every kid, it shows
we are a
team.”
– 8th Grader*

Governing Law: The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the school that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION PROCESSES

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1. Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

2. A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3. If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the

Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit 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.

"I love how the teachers really have interest in their students. I love how the teachers show justice between students. There's lots of diversity and little to no bullying."
- 8th Grader

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

The Charter School recognizes that it cannot bind the Authorizer to a dispute resolution procedure to which the Authorizer does not agree. The policy below is intended as a starting point for a discussion of dispute resolution procedures. The Charter School is willing to consider changes to the process outlined below as suggested by the Authorizer.

The Charter School and the Authorizer will be encouraged to attempt to resolve any disputes with the Authorizer amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the Authorizer, Charter School staff, employees and Board members of the Charter School and the Authorizer agree to first frame the issue in written format ("dispute statement") and to refer the issue to the Authorizer's designee and Executive Director/Principal of the Charter School. In the event that the Authorizer believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, the Charter School requests that this shall be noted in the written dispute statement, although it recognizes it cannot legally bind the Authorizer to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a pre-requisite to the Authorizer's ability to proceed with revocation in accordance with Education Code Section 47607.

The Executive Director/Principal and Authorizer's designee shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Designees of the Authorizer and the Charter School and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. Each Party may assign a designee to perform the duties described herein.

If this joint meeting fails to resolve the dispute, the Designees shall meet to jointly identify a neutral third party mediator to engage the Parties in a mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the Designees. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between the Authorizer and the Charter School. If mediation does not resolve the dispute either party may pursue any other remedy available under the law. All timelines and procedures in this section may be revised upon mutual written agreement of the Authorizer and the Charter School.

If the SBE is the Authorizer of the Charter School, because the State Board of Education is not a local educational agency, it may choose to resolve any dispute with New West directly instead of pursuing a dispute resolution policy described above. If the substance of any dispute between the SBE and New West is a matter that could result in the taking of appropriate action, including but not limited to revocation of the New West charter in accordance with *EC Section 47607*, the matter will be addressed accordingly by the SBE. The Charter School shall be responsible for its own costs for dispute resolution, if needed.

ELEMENT 15: CLOSURE OF THE SCHOOL

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

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School 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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons

responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

- The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
- Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
- Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
- The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
- The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
- The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
- Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
- All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

- A description of the circumstances of the closure
- The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

- Information on how to enroll or transfer the student to an appropriate school
- A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
- Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

- The effective date of the closure of Charter School
- The name(s) and contact information for the person(s) handling inquiries regarding the closure
- The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

- Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
- Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
- Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

- Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
- Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
- Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
- Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
- Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
- Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

- 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.
- 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.
- An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

- i. Preliminary budgets
- ii. Interim financial reports
- iii. Second interim financial reports
- iv. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
- The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
- The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
- The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

1. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
2. Make final federal tax payments (employee taxes, etc.)
3. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

With a tremendous director and dedicated teaching staff, New West has done amazing things with middle school students. In a very short period of time this school started from scratch, threw out what does not work in public education and implemented what works well. The result is a refreshingly different environment where students are treated as individuals. This school is a huge success.
- Parent

Governing Law: The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(O).

Closure of the Charter School will be documented by official action of the Board of Directors. The action will identify the reason for closure. The official action will also identify an entity and person or persons responsible for closure-related activities.

The Board of Directors will promptly notify parents and students of the Charter School, the authorizer, the Los Angeles County Office of Education, the Charter School's SELPA, the retirement systems in which the Charter School's employees participate (e.g., Public Employees' Retirement System, State Teachers' Retirement System, and federal social security), and the California Department of Education of the closure as well as the effective date of the closure. This notice will also include the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.

The Board will ensure that the notification to the parents and students of the Charter School of the closure provides information to assist parents and students in locating suitable alternative programs. This notice will be provided promptly following the Board's decision to close the Charter School.

The Board will also develop a list of pupils in each grade level and the classes they have completed, together with information on the pupils' districts of residence, which they will provide to the entity responsible for closure-related activities.

As applicable, the Charter School will provide parents, students and the Authorizer with copies of all appropriate student records and will otherwise assist students in transferring to their next school. All transfers of student records will be made in compliance with the Family Educational Rights and Privacy Act ("FERPA") 20 U.S.C. § 1232g. The Charter School will ask the Authorizer to store original records of Charter School students. All records of the Charter School shall be transferred to the Authorizer upon Charter School closure. If the Authorizer will not or cannot store the records, the Charter School shall work with the County Office of Education to determine a suitable alternative location for storage.

All state assessment results, special education records, and personnel records will be transferred to and maintained by the entity responsible for closure-related activities in accordance with applicable law.

As soon as reasonably practical, the Charter School will prepare final financial records. The Charter School will also have an independent audit completed within six months after closure. The Charter School will pay for the final audit. The audit will be prepared by a qualified Certified Public Accountant selected by the Charter School and will be provided to the Authorizer promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities

If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

- Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
- Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:

- a. Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
- b. Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

- a. **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - b. **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

- 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 insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
- Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.

- Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
- Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- 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.
- Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
- 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 Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 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:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising

out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School shall develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

MISCELLANEOUS CHARTER PROVISIONS

Budgets and Financial Reporting

***Governing Law:** The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).*

Attached, as Appendix ___, please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

These documents are based upon the best data available to the petitioners at this time.

The Charter School shall provide reports to the Authorizer and County Superintendent of Schools as follows in accordance with Education Code Section 47604.33, and shall provide additional fiscal reports as requested by the Authorizer:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the Authorizer, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the Authorizer shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the Authorizer as required by law and as requested by the Authorizer including, but not limited to, the following: California Basic Educational Data System (CBEDS), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the School Accountability Report Card (SARC), and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the Authorizer.

Insurance

The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's

insurer. The Authorizer Board of Education shall be named as an additional insured on all policies of the Charter School.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor such as ExED.

Pursuant to Education Code Section 47604.32, the Authorizer will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the school's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, the Charter School shall pay the Authorizer an oversight fee in accordance with Education Code Section 47613.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

New West is located at 1905 Armacost Avenue. LA 90025. The building is 50,000 square feet and comprises of 33 classrooms, a media centre, library, science lab, 5 common areas, adult restroom, 4 student restrooms, an office suite, reception area and outside black top space that can accommodate 51 cars for parking. The Charter School will operate its IS Program at 11625 Pico Blvd, LA 90064.

Potential Civil Liability Effects

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the Authorizer in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other Authorizer-requested protocol to ensure the Authorizer shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the Authorizer and the Charter School's insurance company for schools of similar size, location, and student population. The Authorizer shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

The teachers at this school are truly incredible. My daughter graduates this year (but I have another one matriculating next year!) and has utterly thrived at the school. Their success is due to their visionary principal, Dr. Weir, and their truly outstanding teachers. They have high standards mixed with fun, inspired, hands-on learning. Cannot recommend this school highly enough. Tough to get into these days as it's a strict lottery and they have lots of applications. We're lucky we got in before everyone in L.A. got hip to it.

- Parent

By renewing this charter, the Authorizer will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the Authorizer to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the Authorizer to answer any concerns over this document and to present the Authorizer with the strongest possible proposal requesting a five year renewal term to begin on July 1, 2017.