



Petition for

Charter Renewal

for

New West Charter School

Charter Number 431

July 1, 2012 - June 30, 2017

Submitted on

December 16, 2010



TABLE OF CONTENTS

Affirmations/Assurances.....	i
Introduction	1
Accomplishments	1
Fiscal Audits/Fiscal Viability	3
Serving Our Community	3
Description of New West	11
History	11
Location and Contact Information	12
Term of the Charter	12
School Administration and Board.....	12
Element A: Description of the Education Program.....	13
Mission	13
Vision.....	13
Guiding Principles.....	13
Development of Education Plan.....	13
Students to be Served	14
How Learning Best Occurs – Instructional Design and Methodologies	15
Core Curriculum and Basic Instructional Materials.....	18
Instructional Minutes and School Calendar	18
Instructional Materials.....	19
Community Service.....	19
Enrichment and Extracurricular Programs	20
Professional Development for Teachers	20
Technology	20
What it Mean to be an “Educated Person” in the 21 st Century	21
Special Populations: Equal Access to the Core Curriculum and Opportunities to Learn	22
Serving Academically Low-Achieving Students.....	22
Serving Academically High-Achieving Students.....	22
Serving English Learners.....	23
Serving Students with Disabilities	24
Faculty Mentor Program for Student Counseling	27
Attendance	27
Grading System and Report Cards.....	28
Element B: Measurable Student Outcomes.....	29
Element C: Measuring Student Outcomes	29
Assessments Used in Evaluating Student Progress	30
California State Testing	31
California English Language Development Test	31
Physical Fitness.....	31
Curriculum Imbedded Assessments	31
Student Involvement in Assessment.....	32

School Inquiries and Inspection	32
School Accountability Report Card	33
Element D: Governance Structure	34
Non-Profit Public Benefit Corporation	34
Board of Directors.....	34
The Executive Director/Principal.....	36
Strategic Plan	37
School Committees.....	37
Parental Involvement	38
Element E: Employee Qualifications.....	41
Executive Director/Principal	41
Assistant Principal	41
Teachers	42
Non-instructional Staff	43
Personnel Policies	43
Element F: Health and Safety.....	44
Health and Safety Policies	44
Element G: Racial and Ethnic Balance.....	47
Element H: Student Admissions	49
Application	49
Admission	50
Misrepresentation of Information	53
Capacity	53
Element I: Annual Audits and Reports.....	54
Financial Audit	54
Element J: Student Discipline Policy Including Suspension or Expulsion	55
Element K: Retirement Systems.....	55
Element L: Public School Attendance Alternatives	56
Element M: Employee Return Rights.....	56
Element N: Dispute Resolution Processes	57
Element O: Public School Employer	58
Element P: Closure of the School.....	59
Financial Planning, Reporting, and Accountability	61
Budgets and Financial Reporting	61
Business Management – Administrative Services.....	61
Facilities	62
Transportation	63
Insurance.....	64

Civil Liability Effects.....	65
Conclusion	66

Appendices

Appendix A:	Bios for Board of Directors and Admin
Appendix B:	Education Plan
Appendix C:	Break down of student residency for 2010-11
Appendix D:	Scope and sequence for 6-8
Appendix E:	Core course guide
Appendix F:	School calendar for 2010-11
Appendix G:	Typical week at NW
Appendix H:	Sample Daily schedule
Appendix I:	Professional Development Plan
Appendix J:	Letter from SELPA
Appendix K:	Student-Led Conference Rubrics
Appendix L:	Academic Accountability Report Card
Appendix M:	Articles of Incorporation, Bylaws, and Conflicts Code
Appendix N:	Application packet
Appendix O:	Suspension/expulsion policy
Appendix P:	Budget (including cash flow and assumption) + 3 year projection
Appendix Q:	High School Scope and Sequence

AFFIRMATIONS/ASSURANCES

New West Charter Middle 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 shall be deemed the exclusive public school employer of the employees of New West Charter Middle School for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- 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)-(B)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, 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 in 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. California 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. California 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. California Education Code Section 47612.5(a)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- 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 of school days.[Ref. Title 5 California Code of Regulations Section 11960]

INTRODUCTION

*"I love the teachers and how we get to do unique and fun projects so kids will get a better understanding of what we're learning."
- 7th Grader*

After seven years in operation NWCMS identifies their key strengths as:

- A clear mission
- Strong leadership with the discretion to make local decisions
- A dedicated staff of teachers with significant opportunities for collaboration and professional development
- Data driven instruction and planning
- Opportunities and structures designed to extend academic learning time
- A culture of high expectations for student performance
- Parent and community involvement
- A supportive environment that fosters and produce high achievement for students on all California accountability measures

Accomplishments



New West Charter Middle School Named As A California Distinguished School

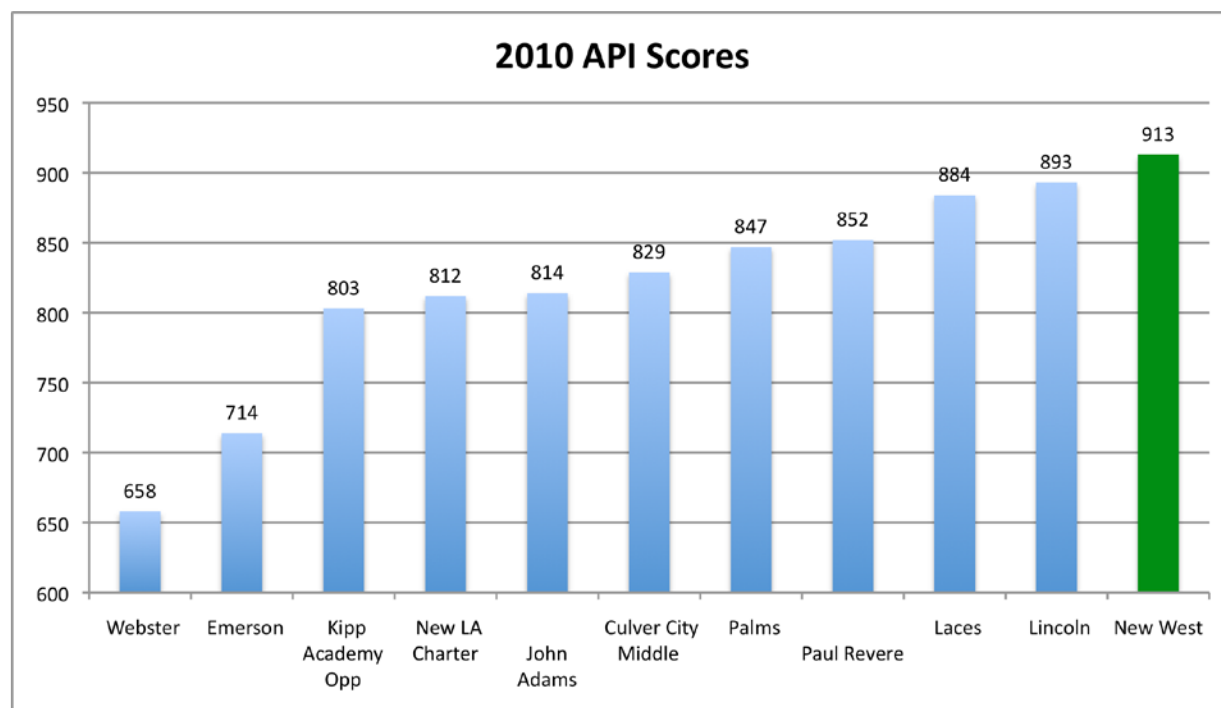
New West Charter Middle School has earned the state's highest level of recognition for public schools, State Superintendent Jack O'Connell announced in April 2009. "This recognition is a testament to the hard work and commitment of our students, teachers, staff, parents and Governance Council towards setting high expectations for each student," said Dr. Sharon Weir, New West Principal. "To earn such a prestigious award at New West is a tremendous accomplishment after only 6 years in operation as a charter school. We are particularly proud because this award not only highlights our high quality teaching program but recognizes the progress we have made in narrowing the achievement gap".

Now in its 24th year, the California School Recognition Program spotlights exemplary elementary and secondary campuses in alternating years. This year, 136 middle schools and 125 high schools were honored after each submitting a comprehensive application and took part in an extensive site visit. The comprehensive application required New West to select two signature teaching practices narrowing the achievement gap. Ms. Almendarez and Ms. Gadwa's writing strategies were highlighted to illustrate overall achievement in writing. The site visit was conducted on March 20,

2009 by a team of Distinguished School experts who visited all classes before confirming the honor upon New West.

California State Testing - New West Charter Middle School Students Set A New Record Academic High In Los Angeles!

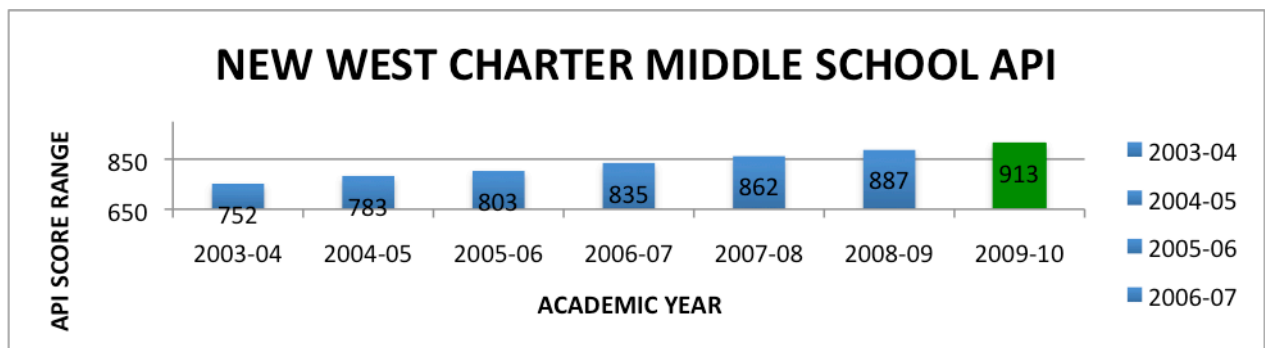
For the seventh consecutive year, New West Charter Middle School has met its school-wide growth target on the state's Academic Performance Index (API) with a very impressive score of **913**. Despite statewide trends showing only 40 percent of middle schools meeting their target in state testing, NWCMS jumped twenty-six (26) points during the 2009-10 school year. This is the fifth consecutive year the school has scored over 800, which is the goal for all middle schools in the state.



In comparison with the local school district, Los Angeles Unified, which operates 110 middle school sites, the New West 2009-10 API score **outperformed** every LAUSD middle school API result. In addition, New West's most recent academic performance result has placed the charter school in the **top 10 percent** of the highest performing middle schools in California.

Equally as impressive as meeting the school-wide target, New West also met its target in every state-determined subgroup as illustrated below including tremendous **overall growth** in closing the achievement gap between each ethnicity.

Since opening its doors in September 2003, New West has improved their API score every year with an overall **161-point total gain**.



New West attributes the consistent rise in the Charter School's API to its highly motivated student body, talented teaching staff, innovative instructional programs, small class sizes, supportive parents, hands-on leadership, and an active Governing Board.

Fiscal Audits/ Fiscal Viability

New West Charter Middle School has maintained fiscal viability for all years of operation.

Serving Our Community

Far And Wide – NWCMS Student Community Service Accomplishments





6th, 7th and 8th grade students at New West participated in a wide range of community service opportunities as part of their academic core subjects, elective classes and home room projects throughout 2007-2010.

The community projects have included:

- Ballona Creak Clean up
- Play Del Ray Beach Clean up
- Santa Monica Pier Beach Clean up
- West LA Animal Shelter Project
- Save the Vaquita Dolphin Project
- Breast Cancer Awareness Project (ACA)
- Malaria Mosquito Net Project 2010

- Supporting Disabled Children at McBride Elementary
- Sea Life Suffers Because of Us
- Grr...Stop Puppy Mills
- 2- Recycling
- Embracing Love to-Prevent Domestic Violence
- Dealing with DMD 2009
- Duchenne Muscular Dystrophy
- (Can)cer - We Can Do It!
- Kids for Animals
- Giving BackStop Animal Abuse
- Stop FGM in Ethiopia
- Cleaning One Place Can
- Help the Ocean:
- Stop the Extinction of Tigers
- Help Cure Cancer
- Save the Rain Forest
- Keep Our Ground Water Clean Helping Homeless Youth
- One Step at a Time Stop Animal Abuse
- Kids Against Malaria
- Save the Vaquita Porpoise
- Helping Disabled Children - Fighting Breast Cancer
- People Who Help Animals
- LA Cancer 5K
- YMCA youth swim meet
- Ocean Villa retirement home
- Kinder 4 Rescue Pet Adoption
- Voice for the Animals: Adoption fair
- Girl Scouts community service: making holiday ornaments
- Heal the Bay beach clean-up
- Thanksgiving Meal preparation for Lord's Lighthouse
- Big Sunday Spooky Saturday: Haunted house for disadvantaged kids

NWCMS Student Accomplishments In The Performing Arts Across Los Angeles





- 2009 – 2010 NW students lead an improve/comedy performance at the Santa Monica
- 2009 - NW student performed in an opera with the LA Philharmonic their only pianist
- 2008 - NW student-performed slam poetry at Culver City's Actor's Gang theater
- 2009- NW student performed in numerous LA ballets
- 2009 - NW student gymnast – performs in advanced gymnastic team
- 2006-07 NW student Flute, Idyllwild Arts Summer Program
- 2007-08 NW student, 6th grade, Trumpet, Los Angeles Youth Orchestra
- NW student Violin, South Bay Youth Symphony
- 2008-09 -New West Charter selected as a partnering school with the UCLA Gluck Music Outreach Program
- Wildwood Institute of Music Summer Program
- 2009-10 NW student, 7th grade, Piano Soloist with the Los Angeles Chamber Orchestra
- 2009-10 New West Charter selected as a partnering school with the UCLA Gluck Music Outreach Program
- Former NW student, President of the Venice High School Marching Band and Flute Section Leader
- 2010-11 NW student - 7th grade, Viola Section Leader, Los Angeles Youth Orchestra
- 2010-11 – NW student 7th grade, Clarinet, Los Angeles Youth Orchestra
- 2010 -11 NW Comedy Improve class invited to perform each week in Santa Monica

NWCMS Professional Support and Impact on the Educational Community

New West teaching and administration staff have participated in and provided extensive outreach and educational support to both schools and the wider educational community:

ZOOM! Featured School Story: New West Charter Middle Transformation to Straightforward Data Management



“Although Sharon Weir, the Principal and Director of New West Charter Middle School, was accustomed to analyzing her students’ data, she admits that the school’s methodologies were not the most efficient. Their approach, which included methods such as inputting data into Excel spreadsheets, was time consuming and not conducive to assembling a cohesive story describing student achievement. When the California Charter Schools Association (CCSA) contacted Weir about the ZOOM! pilot program, she jumped at the chance to participate—trusting that the Association’s intimate knowledge of how charter schools utilize data would result in a program that New West could benefit from. Weir was right and as a result, New West’s approach to data transformed from inefficient to straightforward. “That was probably my a-ha moment when I realized that data could actually be managed and it could be relatively straightforward—and dare I say it, could actually be an enjoyable process,” says Weir.

- 2007 - NWCMS Best Practice Presentation - CCSA – Student Centered Classrooms
- 2007-10 – NWCMS provided in-service to Watt’s Learning Center Compton
- 2008 - NWCMS Best Practice Presentation to all SBE Approved Charter Schools
- 2008 - NWCMS Best Practice Presentation - CCSA – Data Driven Decision Making
- 2008-10 – CCSA Quality Institute – NWCMS Mentor to Lifeline Charter School, Compton
- 2008-10 – CCSA Zoom Data – Data Leader
- 2008-09 – NWCMS provides in-service training to CAPE Charter school, Camarillo
- 2009 – NWCMS Best practice presentation – CCSA – High Quality Reading Strategies
- 2009 - NWCMS Best Practice Presentation - CCSA – Welcome to the E-Classroom

- 2009 – CCSA CHARTER SCHOOL PRINCIPAL OF THE YEAR AWARD - Dr. Sharon Weir, NWCMS
- 2010 – NWCMS Administration leads California Distinguished School site validation team
- 2010 - NWCMS Best Practice Presentation - National Conference Charter School
- Conference Chicago – Fiscal Sustainability – Moving from Red to Black
- 2010 – NWCMS presents to ExEd Board of Directors

Los Angeles Principal Sharon Weir Selected “Charter School Principal Of The Year”

New West Charter’s Weir Among Five California Charter School Award Recipients Honored Today

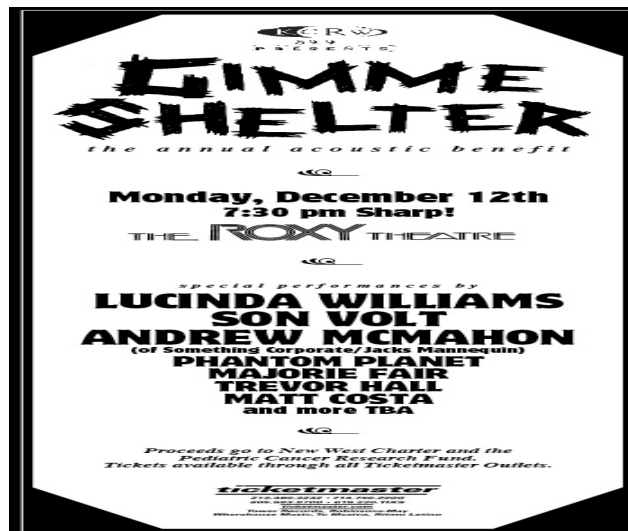
Long Beach, CA — The California Charter Schools Association today recognized Dr. Sharon Weir as “Charter School Principal of the Year” annual Hart Vision Award recipient. Dr. Weir, principal of New West Charter Middle School in West Los Angeles, accepted her award at the 16th Annual California Charter Schools Conference in Long Beach.

“Sharon is a shining example of what is possible in public schools when the right person is in the position to lead,” said Jed Wallace, president and CEO of the California Charter Schools Association. “She is a model leader, a fierce advocate for charter school equity and an inspiration for educators nationwide.”

During Dr. Weir’s four years of leadership, New West Charter Middle School has experienced a positive increase in student achievement boasting an Academic Performance Index (API) growth score of 867, a total gain of 115 points since its opening year. In addition, Dr. Weir was responsible for eliminating 82 percent of the school’s debt in three short years. She is a champion of charter school facilities rights. In 2008, Weir won a lawsuit against the Los Angeles Unified School District (LAUSD) ordering the District to provide space for 285 students in conformity with Proposition 39.



NWCMS – COMMUNITY CONNECTIONS



- 2007 – NWCMS participates in the annual acoustic benefit at the Roxy Theatre, LA
- 2008-10 – NWCMS and UCLA – 2 year research project on Student Culture – *A Comparison of Middle school students in Charter and Non-Charter programs*
- 2009 – NWCMS Cheer team invited to participate in UCLA female basketball tournament



NWCMS – PARENT VOLUNTEERISM

Since 2007 parents have provided over 20,000 hours of volunteer hours in support for their child, New West and the wider community of Los Angeles



DESCRIPTION OF NEW WEST

*"I love that we can openly talk with all the teachers and staff.
The atmosphere is amazing."
- 8th Grader*

History

New West originated as a parent-led, grass roots effort to start a small, high quality, public middle school on the Westside of Los Angeles. Planning began 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 Charter School were recognized as Founders of New West. A \$35,000 Charter School Planning Grant from the California Department of Education (March 2000) and a \$10,000 Walton Family Foundation Charter School Planning Grant (July 2000) were instrumental in supporting the initial costs of school development.

Los Angeles Unified School District ("LAUSD" or the "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 a revised petition in January 2001. New West then submitted its charter petition to the California State Board of Education ("SBE") through the California Department of Education ("CDE") pursuant to Education Code Section 47605(j)(1). In December 2001, the SBE unanimously approved the New West charter petition and assigned the Charter School charter number 431, with the final state-approved Charter dated January 15, 2002.

Due to difficulties in securing an appropriate 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 present school 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 Charter School came from a \$400,000 Implementation Grant, a \$250,000 loan from the Charter School Revolving Loan Fund, and about \$300,000 of personal loans from David and Nancy Eagle and his parents. As construction proceeded, Dr. Donald Gill, New West's Founding Executive Director/Principal worked with founding parents to hire teachers and staff and make other arrangements for opening the Charter School. The New West campus on Pico Boulevard was dedicated on September 7, 2003, and, the next day, about 275 students in grades 6-8 attended the first day of classes in their the new school.

The charter was renewed in 2007 by the State Board of Education. At the time of this submission, 2010-2011, New West has 340 students in grades 6-8 enrolled and continues to be located at the Pico Boulevard location.

Location and Contact Information

New West's middle school campus is currently located at 11625 Pico Boulevard, 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 schools. 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 can be contacted by:

- Mail: New West Charter School, 11625 Pico Boulevard, Los Angeles, CA 90064.
- Telephone: 310-943-5444.
- Fax: 310-231-3399.
- Website: www.newwestcharter.org.
- E-mail: see website for a listing of e-mail addresses of the Charter School's staff.

New West submitted a Proposition 39 request for facilities from the District to accommodate student growth due to student demand. The current building has 12 classrooms, one resource room, a media room, and a library. The facilities are approximately 15,000 square feet.

Term of the Charter

The term of the Charter begins July 1, 2012, and ends June 30, 2017.

School Administration and Board

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

Attached as Appendix A, please find biographical information regarding the Board of Directors and Administration of New West.

ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM

*"New West knows what the kids need."
- 8th Grader*

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

Mission

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

Vision

New West Charter is a model middle school that combines proven best practices and cutting-edge innovations to teach children most effectively.

Guiding Principles

- Children #1 priority
- Strong character development, honesty, respect and integrity for all members of the NWCMS community
- Academic rigor and excellence
- Accountability to NWCMS vision
- Joy and fun

Development of 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

¹The Educational Study Panel was an all-volunteer parent group composed of six working members and four educational consultants. In keeping with New West's charter school philosophy, the panel included parent volunteers and educators who represented a wide range of professional experience including a writer/producer, a research doctor, a lawyer, two teachers, and a psychologist. The educational consultants, who were chosen because of their educational experience and expertise in middle school theory, curricular design, and implementation, included: Dr. James Stigler, internationally recognized educational researcher, author of *The Teaching Gap* and *The Learning Gap*, and a founding parent at New West; Karen Cooksey, Director of Curriculum and Instruction, Santa Barbara School District; Dr. Irvin Howard, one of the authors of *Taking Center Stage* and lead consultant on the Schools-to-Watch program; and Betty Bidwell, Principal of Imperial Middle School in La Habra, California.

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. The complete Education Plan is attached as Appendix B.

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 Principal 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.

Students to Be Served

New West provides for the free, nonsectarian, public education of students in grades 6-8 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 race, gender, color, ethnicity, national origin, or disability 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. Attached, as Appendix C, please find a break-down of student residency for 2010-2011 and please see the table below, describing the current students enrolled in the Charter School.

Total Students	340	100%
6th Grade	112	33%
7th Grade	116	34%
8th Grade	112	33%
Male	166	49%
Female	174	51%
White	170	50%
Hispanic or Latino	74	22%
African American	56	16%
Asian	28	8%
Other	12	4%

Free/Reduced Lunch	39	11%
Special Ed	23	7%
English Learners	2	NA

Students from 43 different Zip Codes

How Learning Best Occurs – Instructional Design and Methodologies

Within the four core academic subjects - English/Language Arts, Mathematics, History/Social Sciences, and Science - 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 curriculum.

- **Integration** is built into the instructional design through the teaching team or family unit. The Charter School is constructed around family units, with each family comprised of four core teachers at a grade level and approximately one hundred students per family. Teachers engage in thorough, on-going articulation across grades and within departments as well. These meetings occur on a regularly scheduled basis.
- **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 *Service Learning*. 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. Families 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 Middle School. New West's ESP was guided by their research to conclude that:

- Middle School must not be treated as a junior version of High School. Middle 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.

- Middle School must present a welcoming environment for all: for students, teachers, parents, families, community members and professionals.
- Middle School must be small, with small class size, and must do everything possible to create a culture and climate of respect and safety.
- Middle School 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
- Middle School must be academically excellent, developmentally responsive and socially equitable.
- Middle School must encourage cooperation, collaboration and responsibility.
- Middle School 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.
- Middle Schools must encourage a multi-materials approach to instruction.
- Inspiration, not information, must drive teaching techniques and teaching materials to cover the content standards, so that students actively feel curiosity, creativity and the thirst for information.
- Parental involvement, from the home-school contract, 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 of California's Department of Education standards. New West delivers this curriculum to over 300 6 - 8th grade students through 12 full-time credentialed teachers, at least 1 full-time special education teacher 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 daily throughout the year with the same teacher. This program has a strong team-building and service-learning component drawing on concepts outlined in various sources, such as Middle School Issues, and Scholastic Teen Issues. The advisor/teacher, who is also the homeroom 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 28 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.
- **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** (about 100 students per team) New West finds the heterogeneous team (or family) model to be an attractive way to create school community and friendly competitive challenge. Families are designed to prevent any student from falling through the cracks. The grade level family consists of the four core subject 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.
- **Block Scheduling** 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.
- **Mentoring** by homeroom teachers. New West has developed a strong mentoring component between students and their homeroom teacher by allowing a fifteen-minute morning period and an additional 25-minute afternoon period for homeroom. During this time, teachers/mentors work with students on asset building and have an opportunity to talk to their students. Touching base with the homeroom group twice a day creates a much stronger bond between teacher and students. Homeroom teachers also teach their homeroom 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 contract,

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 homeroom, in enrichment classes and in an after-school program. Middle School 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 contract, and a desire to address the needs of parents as well as students.
- **Sustainable Building Principles** As a charter school, New West distinguishes itself through the development of exemplary environmentally sustainable practices and curriculum. *"Sustainability meets the needs of the present without compromising the ability of future generations to meet their needs"* - United Nations World Commission on Environment and Development. Service learning components addressing green issues will further this cause.

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

Core Curriculum and Basic Instructional Materials

New West has adopted a Standards-based, College Preparatory curriculum closely following the current California State 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. There must be no surprises.

New West Charter Middle School outlines all applicable California state standards taught in each grade level and subject areas by aligning these in a scope and sequence format. Attached as Appendix D, please find a scope and sequence which illustrates the course titles for students in 6-8th grades. Attached as Appendix E, please find a Core Course Guide, by grade level, which sets forth the state standards that correspond to each course title and grade level.

Instructional Minutes and School Calendar

New West Charter Middle School shall exceed the minimum legally required amounts of instruction during each school year for each of the grades 6-8:

- 180 days (Title 5 California Code of Regulations Section 11960)
- 54,000 minutes (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 on the LAUSD calendar to be consistent with other public schools in the community. The planned New West Instructional School Calendar for 2010-2011 follows. The New West calendar has 180 instructional days, and approximately 57,000 instructional minutes. Subject to resources and/or volunteers, New West currently provides after-school enrichment, extracurricular, and remedial instruction activities 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. 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. Attached as Appendix F, please find a school calendar for 2010-11.

In addition to the core curriculum classes, students also have a schedule that includes physical education and health and advisor-advisee period. The daily class schedule for New West Charter Middle School has instruction beginning at 8:30 AM and ending at 3:30 PM, except for early dismissal (1:30 PM) on Wednesdays. Classes are in a block schedule two days out of the week. Attached as Appendix G, please find a Typical Week at New West. Attached as Appendix H, please find a Sample Daily Schedule.

After school, New West offers a variety of learning opportunities that complement and supplement the Charter School's basic educational program. Some of these classes may be required of certain students (e.g., remedial instruction for low-achieving students or English language classes for English language learners). Most will be optional (e.g., enrichment master classes, such as music, art, dance, foreign languages, leadership, accelerated Math and Science classes and video production classes). New West also offers athletic activities. New West makes its facilities available after school, where possible, for school-related activities such as homework and class projects.

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 content standards for the core subjects of reading and language arts, mathematics, science, and history and social science. 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 insure that all students have the needed textbooks, workbooks,

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.

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.

Enrichment and Extracurricular Programs

New West provides in-school enrichment programs 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 parents come and go, as community members volunteer their time, as the educational needs and expertise of classroom teachers evolve, and as the interests and talents of the student body change from year to year.

Professional Development for Teachers

Professional development is the cornerstone of the educational foundation of New West. Attached as Appendix I, please find the Charter School's Professional Development plan.

Technology

Developing students' technological literacy at New West involves much more than teaching them how to use word processing, databases, and spreadsheets. In this new millennium, New West students will have to be able to identify what constitutes accurate information as they search the Internet, and be able to think critically about that information. They will need to view and represent information in new ways, the latter for much larger audiences than did previous generations.

Integrating technology into existing curricula at New West means making technological tools, including computers, multimedia, the Internet, and digital input and output devices, integral to learning. Learning how *and why* to use a word processor to better communicate ideas or to search the Internet for information related to curricular goals and activities enhances the curriculum and teaches literacies that students will need to know and be able to use.

New West is fully committed to effective integration of technology into the curriculum that requires an investment of teachers' time and energy. It involves more than just knowing how to use the technological tools: it includes having a sense of how to weave them into the curriculum so that they become integral in that curriculum. Thus, integration of technology is a vital component of the curricular expertise of all New West teachers within their classrooms.

What It Means to Be 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.

The charter school seeks to impart the following skills once a student completes the New West program:

Academic Skills

- 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.

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.

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. 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.

Serving Academically High-Achieving Students

Highly capable and gifted students will be provided differentiated learning opportunities throughout the school day as well as in the after school program. Gifted and Talented Education (GATE) students who are well served by standards-based education are continually challenged to excel

when taught by excellent teachers who have received training in strategies of differentiation. The inclusion of GATE 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 California State 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.

Serving English Learners

Overview

New West Charter Middle 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 or other CCTC approved certification) 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.

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 Testing

All students who indicate that their home language is other than English will be CELDT tested 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 testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

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.

- 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.
- 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.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

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.

English Learners with an overall CELDT 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).

Serving Students with Disabilities

Overview

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 in 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 plans (“IEP”) developed by a legally constituted IEP team which are implemented by highly 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.

Highly 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 coordinator 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 Bob Farran, 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.

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.

Faculty Mentor Program for Student Counseling

New West has a counseling program that matches each student with a Faculty Mentor, who is a full-time educator at the Charter School (usually the assistant principal). The mentor and student meet on a regular basis throughout the three years of middle school to evaluate the student's progress and discuss any academic or personal difficulties that the student may be having. The Faculty Mentor closely monitors the development of each student while at the same time serving as an advocate who the student can trust to discuss problems and prospects that may arise at school.

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 [EC 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).

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) as described in Table 1 under *Element B. Measurable Student Outcomes*.
- 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)] (see "Core Academics" in Table 1).
- English language development (ELD) scores that measure the achievement of English learners toward English language competency.
- Recognition for participating in enrichment and extracurricular activities.

Modifications appropriate for students with identified special needs as recommended by the student's IEP Team.

New West currently issues report cards three times per year, at the end of each trimester, with additional progress reports issued during each trimester. 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.

High School Program

"New West has been an amazing school. My daughter is graduating this year and I must say that I am going to miss the school, the teachers and the staff. The entire 3 years that my daughter has attended has been academically challenging for her, yet she has excelled in each and every subject. I just wish that she could continue with their rigorous program beyond middle school."
Parent Review, 2010

New West Charter Vision

New West Charter High School (NWCHS) is a promising vision of a driven, academic family whose central objective is to continue to inspire and prepare all students to continue education after high school at a four- year university. Beginning in 1999, New West Founders worked tirelessly to create a small, high quality, public middle school on the Westside of Los Angeles and having accomplished that small feat, these same individuals now want to give birth to a most desired, much needed public high school cultured on the same foundation and standards. This vision shall be an extension of New West Charter Middle School's vision, which produced a model middle school that combined proven best practices and cutting-edge innovations to teach children most effectively. This current practice, developed through the efforts of a dedicated and creative family of students, staff, parents and community supporters, will continue to produce a school culture with elevated academic, social and professional expectations and achievement indicators. The goals for a high school, then, are to one, to re-locate operations for both a middle and high school (6-12th grade) to a new 50,000 square feet location at 1905-1915 Armacost Avenue, Los Angeles, CA 90025; and two, to further strengthen the academic standards and opportunities on campus, operate economically and efficiently, be responsive to the needs of our student body and parents, reward excellence in instruction, rise to the technology and the times in which we live, and promote character and personal values in our students.

With all this in mind, NWCHS is a small Learning community with standards for high school graduation higher than State requirements and a system of providing personalized learning experiences for students that supports individual goals and learning styles.

It is a multicultural environment pledged to continue its blend of traditional academic subjects with real world, technical applications, critical thinking skills, and nourishing independent scholars at a secondary level. The high school's Guiding Principles will be the same as New West Charter Middle School's, which are: 1) The students are the school's number one priority and guiding principles; 2) Strong character development, honesty, respect and integrity for all members of the NWCHS community; 3) Academic rigor and excellence throughout the four years of academia and beyond; 4) Student, Parent & New West Faculty & staff accountability to NWCHS vision; and 5) A

joyous, memorable and yet, scholarly environment students will contribute to, bask in and be competent in. It is the academic family's intent to support the learning environment we create and emphasize academic progress as well as academic success. We wish to sustain our nurturing school environment that reflects cultural diversity and transformation that responds to special needs, is safe, interactive, and emphasizes service and leadership among students, staff and parents.

The shareholders of NWCHS understand that in this endeavor we will continue to recognize the crucial role of both traditional and leading-edge educational techniques as we seek to meet the needs of the able and the gifted, as well as developing and special needs students. As an independent charter school program, NW has been able to and will continue to make the necessary changes to meet our students' needs. Through the outstanding leadership of our Executive Director and administration, and the talents of our effective teaching staff, and excellent classified employees, we are progressively building a middle school model that has become a design for others in public education who seek solutions in today's world and we view this charter high school as an ongoing opportunity to develop new ideas and experiment with educational approaches.

Naturally, it is to be expected, even encouraged, that NWCHS'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 Principal and teaching staff as part of their regular duties and ongoing professional development activities. NWCHS intends to continue learning from other successful charter high schools, such as High Tech High Los Angeles, Granada Hills Charter High School, Animo Venice Charter High School and Summit View High School, 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.

We want to continue to have enough flexibility to make other important modifications in the future. The roadmap of this element will continue to help us reach our vision of preparing all our students for a successful future. We have a long-standing and steadfast commitment to school reform and improvement, and have proven so with the consistent rise of our AYP scores each year at the middle school level. By granting New West a high school charter, we reaffirm our commitment to a rigorous and relevant high school experience for all students. We will foster a high school environment with elevated standards of behavior, dress, and respect for authority. We will have a school curriculum and schedule that supports academic success for all students. We have an educational program that tests and verifies, tutors and reviews, in an effort to "leave no child behind."

We continue to be accountable and responsible for the way we use time. We have considered different configurations of the school day. We continue to serve our community and provide opportunity enrollment for students who may live outside of our residential area while maintaining our current diverse ethnic balance. We examine our facilities and our school community on an ongoing basis so that our campus is not dangerously overcrowded or under supervised.

NEW WEST CHARTER HIGH SCHOOL'S GRADUATION REQUIREMENTS			
SUBJECT	NWCHS	CA REQ	UC REQ

English	4 years = Freshman 9, Freshman Composition or Enriched Composition, World Literature, American Literature, Advanced Composition & British Literature	3 years	4 years
Mathematics	4 years = Algebra, Geometry, Algebra II, Trig/Pre-Calculus, Calculus, & Probability & Statistics	2 years	4 years
Social Sciences	3 years = World History, United States History, American Government & Economics	3 years	3 years
Sciences	3 years = Biology, Chemistry, Physics, Health, Environmental Science	2 years	3 years
Foreign Language	2 years = Spanish 1 A/B; Spanish 2 A/B. Other languages will be available according to student interest.	1 year of FL or VPA	2 - 3 years
Visual/ Performing Arts	2 years = Photography 1 A/B; Photography 2 A/B, Music, Drama, Advanced Acting A/B, Painting A/B. This category of electives will be determined according to student interest and staff recruitment.	1 year of FL or VPA	1 year
College Preparatory Electives	2 years = Economics, Introduction to Psychology, Journalism 1 A/B; Journalism 2 A/B; Engineering courses; Ethnic Studies; World Religions; AVID; Art Appreciation. This rest of this category of electives will be determined according to student interest and staff recruitment.	N/A	1 year
Physical Education	2 years = Students will participate in a Physical Education curriculum for the first two years of high school to fulfill CA requirement. Any student in a sport may continue the Physical Ed course up until graduation.	2	N/A
CAHSEE	All students must pass the CAHSEE to graduate. Students who have not passed enroll in a special month long, intensive class to prepare them for reexamination.	MUST PASS	MUST PASS
NWGP Digital Portfolio	All 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 Advisory.	N/A	N/A
Note: Students with Disabilities usually meet all requirements. SWD students receive supplemental support in and out of class from the teacher and/or specialists equipped to handle special need cases (i.e., ADD, autistic students or physically disabled) to help them stretch to their highest capability. Students with an IEP who need help in math, ELA and organization are put in Resource Class.			

The 21st Century

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. In addition, an educated person in the 21st century is a person who can take knowledge and apply

that knowledge to solve problems. Today, rote learning is not an option for an educated person. Knowledge is only the beginning of learning as it is more critical that an educated person be able to apply knowledge to solve the problems facing them. For example, computers and the Internet evolved out of the problem of not being able to attain information quickly and easy enough. While the advent of T1lines and DSL lines has made access to information easier and quicker, it has caused the new problem of providing access to this wealth of information for low-income earners, a problem known as the “digital divide.” The ensuing problem is a society that is divided by those who have access and those who do not. The rules of existence have changed and the educated person has to deal with a world where technology has been created ahead of need and where passive learning is not an option.

NW recognizes this 21st society and the fact that the domain of education is broader than just formal schooling. Accordingly, NW 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. Integrating technology into existing curricula at NW means making technological tools, including computers, multimedia, the Internet, and digital input and output devices, integral to learning. Learning how and why to use a word processor to better communicate ideas or to search the Internet for information related to curricular goals and activities enhances the curriculum and teaches literacies that students will need to know and be able to use.

Thus, NW’s main objective is to enable students to become self-motivated, technologically competent, life-long learners. The NW educated person needs to step from a foundation of knowledge onto a creative ledge where technology, individual “out-of-the-box” tinkering, and problem solving mentality will be needed. As a model 21st century educational community, we are committed to ensuring that all students, especially under-represented populations from diverse, cultural, socio-economic and linguistic backgrounds, are provided with a meaningful, content-rich, thinking-centered, and standards-based educational experience. We believe that an educated citizen in the 21st century must have the skills and understanding to participate and work productively in a multicultural, globally-oriented environment, use technology to its full potential, will demonstrate proficiency in the standards identified by the State of California and necessary to participate and work productively, and communicate fluently in English and have access to at least one other language.

Students educated by NWCHS

NWCHS provides for the free, nonsectarian, public education of students in grades 9-12 who desire a broad, comprehensive and challenging 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, branches of the main core courses and extracurricular and enrichment activities designed to enhance the core curriculum. The Charter High School, which is open to any student who has entered NWCMS from the sixth grade, enrolls a multi-cultural, multi-ethnic, socioeconomically diverse student body without respect to race, gender, color, ethnicity, national origin, or disability or any other characteristic described in Education Code Section 220.

NWCHS will continue to serve the communities and families identified over the course of the past years with the Middle School and all others who wish to attend the school subject only to capacity. NWCHS 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. NWCHS is located on a site building in Los Angeles with the capacity to house 875 students.

Below is a chart of the perceived and estimated enrollment numbers for New West Charter for the

next eight years.

	2012-2013	2013-2014	2014-2015	2015-2016
6th	200	125	125	125
7th	125	195	125	125
8th	125	125	190	125
9th	120	110	125	160
10th		125	110	125
11th			125	110
12th				105
Total	575	680	800	875
Teachers	29	35	41	47

During its five years of operation, NWCHS will matriculate a new grade level each consecutive year, beginning with ninth grade in 2012-2013. The ninth grade class (2012-2013) will consist of 120 students and will be New West Charter Middle School's current eighth grade class (2011-2012). NWCHS's tenth grade class in 2013-2014 will also have 125 students and will be New West Charter Middle School's seventh grade students. The eleventh grade class will be the Middle School's incoming sixth graders with a student population of 125 students.

In addition, in the first year of operational planning, NWCHS's future twelfth grade population will enter New West Charter Middle School with an increased number of 200 students. These students will be a mixture from the neighboring elementary schools of Brockton Elementary and Nora Sterry Elementary. Both elementary schools will have increased opportunities to feed into New West Charter Middle School through additional admissions preferences in the public lottery. The students' entry into New West Charter Middle School will guarantee them attendance into NWCHS.

Below is a breakdown of the student population from both Brockton Elementary and Nora Sterry Elementary.

2009-2010 Elementary School Enrollment (%)		
	Brockton Elementary	Nora Sterry Elementary
African American students	5.9	10.3
Asian students	5.5	4.7
Filipino students	1.7	0.6

Hispanic or Latino students	73.4	71.8
White (not Hispanic)	10.7	10.1
Socioeconomically Disadvantaged students	71	74
English Language Learners	50.7	33.8
EL 5 th grade only	8.6	4.6

One of the strengths of NW is the school's diversity and it is our intention to continue the efforts of NW to maintain the current diverse ethnic make-up of our student body. Enrollment from the two local elementary schools and any traveling students from LAUSD will make education accessible to all students, including mid-range students, students achieving at a level significantly below their peers, gifted and talented students, students receiving special education services, limited-English proficient students, and students who are members of ethnic groups underrepresented in colleges and universities.

Recruitment, Hiring and Coaching

NWCHS believes in the recruitment and hiring of staff that reflect the community as well as in the development of the capacity of staff to meet the needs of students. Educators must approach with passion, dedication and enthusiasm, the moral challenge of ensuring the educational success of every child. Today, effective educators must be more than dedicated, talented and committed than ever before.

NWCHS believes in the power of peer coaching to develop effective leaders who have clear vision, courage and skill to take action, and confidence to include diverse perspectives in making decisions.

For NWCHS, effective leaders recruit, hire, support and develop staff that is most qualified to help all students achieve standards.

Leaders assign most qualified staff to serve students most in need. Highly qualified staff includes teachers who are certified to serve English language learners when the student population includes a significant number of English language learners.

Recruitment of staff reflects the community served.

Effective leaders proactively recruit and hire teachers and other staff who evince a strong moral principle of educational equity and excellence and dedication to achieve it.

Leaders develop capacity in themselves and others through cognitive coaching that promotes self-directed learning to enhance staff performance and improve student learning.

For NWCHS, the following chart outlines the recruitment of teachers as the school opens its doors in 2012 and continues forth.

Recruitment of NCLB Certificated Teachers			
	NWCMS	NWCHS	Total Staff
Year 2012 - 2013 Grade 9	1 English teacher 1 Math teacher 1 Science teacher 1 History teacher 2 PE teachers 2 Elective teachers	2 English teachers 1 Math teachers 1 Science teacher 2 Elective teachers 1 PE teacher	14 Certificated teachers
Year 2013- 2014 Grade 10	1 English teacher 1 Math teacher 1 Science teacher 1 History teacher	1 English teacher 2 Math teachers 1 Science teacher 1 History teacher 1 PE teacher 2 Elective teachers	12 Certificated teachers
Year 2014 - 2015 Grade 11	1 English teacher 1 Math teacher 1 Science teacher 1 History teacher	1 English teacher 1 Math teacher 1 Science teacher 1 History teacher 1 PE teacher 2 Elective teachers	11 Certificated teachers
Year 2015 - 2016 Grade 12	No needed at the middle school level	2 English teacher 2 Math teacher 1 Science teacher 1 History teacher 1 PE teacher 2 Elective teachers	9 Certificated teachers

The talented teachers recruited for NWCHS will be carefully screened so as to hire individuals ready to work tirelessly to influence and engage all students entering the high school. Teachers will be interchanged between New West Charter Middle School and New West Charter High School since the structure and policies of the schools will be the same. Moreover, the students will also be able to interact, engage and be instructed by all teachers under the New West Charter umbrella.

Neighboring High Schools

New West hopes NWCHS will be able to provide 9-12th grade students an opportunity to continue the same rigor, expectations, engagement and culture of the middle school but at a high school level. We feel that upon leaving NWCMS, our students are at a loss for rigor, for expectations and standards, for engagement with the material they are learning and for a family culture that cares,

that encourages and eventually strengthens their own understanding and acceptance of the world around them.

	2008 API Base	2009 API Base	2010 API Base	Student Enrollment per year, respectively
University Senior High School	659	671	682	1, 556; 1,617; 1,716 students
Westchester Senior High School	603	628	647	1, 214; 1,191; 1,187 students
Venice Senior High School	692	705	692	1, 851; 1, 789; 1, 940 students

In examining the chart above, the neighboring high schools, we feel, will falter in providing our students with all these elements due to various reasons. Two of those reasons are low API scores and large student populations, which NW knows from experience means students are not held to high expectations and standards because of the enormous amount of students within the schools.

NW wants to provide their NWCMS students with a strong scholastic experience that will continue throughout their high school years and ready them for college and life.

The New West Culture

There is no one single way as to how learning best occurs. Students are individuals who learn in different ways. Some are auditory learners. Some are visual learners. Some can work well with a combination of both. Learning best occurs when the teacher understands the needs of each student and helps each student reach his or her potential in an environment that is accessible to all. A high interest curriculum, positive teacher guided feedback, a non-threatening environment and an atmosphere that promotes peer encouragement are essential to a true learning experience. The New West Culture holds these elements and others as a foundation for NWCHS's educational foundation and environment.

The pivotal elements driving NWCHS's educational foundation and environment are

Integration

Integration is built into the instructional design through the teaching team or family unit. NWCHS is constructed around family units, with each family comprised of subject teams. Teachers engage in thorough, on-going articulation within subjects and across grades as well. These meetings occur on a regularly scheduled basis.

Differentiated Instruction

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. NWCHS begins the year with school-wide assessments and works towards a personalized approach to education for each student.

Scaffolding

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.

Project Based Learning

Project-Based Learning provides a key opportunity for integration of all subjects. Families 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.

Real World Experiences

Offer real-world experiences for students to learn about higher education and career options through curricular pathways, schools to career opportunities, community college fairs, volunteer fairs, community involvement in senior project assessments, robotics program, culinary arts program, NATEF and AYES automotive certification program and other collaboration with businesses and community.

High Expectations & Standards

Establish high expectations and standards for student achievement by expecting all students to master rigorous academic content, such as the A-G requirements. In addition, teachers maintain high expectations for learning of rigorous content, differentiate instruction for varied learning styles, and give students multiple opportunities to explore a rich variety of topics and interests, using instructional strategies, which actively engage students and foster curiosity and creativity, and to demonstrate their learning through various ways.

Assessment

Regular and accurate assessment of student progress in mastering grade-level standards is essential to the success of any instructional program and ensures quality for all students.

Classroom and school assessments are based on content that every student has had the opportunity to learn and master. Decisions about instruction are driven by assessment data. Both qualitative and quantitative data (aggregated and disaggregated) are current, easily retrieved, analyzed, understood, and used to inform instruction and not to punish students or staff.

Community Service

NWCHS 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. Students are required to complete 6 hours of community service by the end of the school year.

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 20 or less.

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 contract, discipline policy, an emphasis on personal responsibility, and the community service component all focus on this practice.

Parental Involvement

Key to the success of New West is strong parental involvement. NWCHS is a parent-driven charter school model, with strong parental representation on the Governing Board, a strong home-school contract, and a desire to address the needs of parents as well as students.

Professional Learning & Development

Professional development is essential for ensuring educational equity and achievement.

While professional development about state-adopted materials is important for staff, professional learning also focuses on materials and strategies designed to close the teaching-learning gaps. For example, current research indicates that much of the improvement in math performance is attributable to professional development grounded in developing deep content knowledge and mastering effective instructional practices. As a result of teacher collaboration in the math department, teachers have come to an agreement about the adoption of a common textbook in Algebra 1, Algebra 2 and Geometry. This type of teacher collaboration will be a part of the NWCHS's professional learning and development.

Sustainable Building Principles

As a charter school, New West distinguishes itself through the development of exemplary environmentally sustainable practices and curriculum. "Sustainability meets the needs of the present without compromising the ability of future generations to meet their needs" - United Nations World Commission on Environment and Development.

NWCHS believes that all the above elements and more contribute to the success of high school students and their school. NWCHS hopes to enable students to become self-motivated, competent, life long learners by establishing an environment where learning is engaging and worthwhile. When students experience learning that is engaging and connects to "real world" applications, they develop a love of learning that continues far beyond high school.

High School Core Curriculum

NWCHS has adopted a Standards-based, College Preparatory curriculum closely following the current California State Standards. NWCHS uses the standards as a floor, not a ceiling. The school 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, NWCHS students draw inspiration from the curriculum to seek further information from other sources.

NWCHS 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 NWCHS and the State. There must be no surprises. The school outlines all applicable California state standards taught in each grade level and subject areas by aligning these in a scope and sequence format.

The NWCHS core curriculum is a unique blend of education that includes the following key components:

- Core Curriculum based on the UC/CSU A-G Requirements --Upon graduation, all NWCHS students will have met or exceeded all the A-G requirements for admission to a University of California or California State University.
- Core Curriculum at high school level and college level so as to introduce students to a

higher learning

- Integration of technology into all subjects
- A focus on cross curricular projects that connect to the “real world”

Woven into these four curricular components is NWCHS’s commitment to meeting and exceeding the Content Standards for California Public Schools in all curriculum areas.

As stated before, NWCHS’s graduation requirements will meet or exceed the National and State Standards as well as the A-G requirements of admission into the University of California and California State University.

To ensure our program and its integrity, New West will seek and apply for WASC accreditation and will prepare for site visits either in Spring 2013 or in Fall 2013. Acquiring WASC accreditation will certify to our family and the public that New West is a trustworthy institution of learning and that our students are on a direct path to an exemplary university.

The following schema outlines this educational goal:

NWCHS COURSE OFFERINGS

GRADE 9 COURSES

All ninth grade students will enroll and pass:

- English 9AB
- Freshman Composition
- One of the following: Algebra AB / Geometry AB / Algebra II AB
- Biology AB
- Physical Education
- Foreign Language: Beginning, Intermediate or Advanced

Course Completion: 3 Core Curriculum courses, 1 PE, 1 Foreign Language, & 1 elective course

GRADE 10 COURSES

All tenth grade students will enroll and pass:

- One of the following: British Literature I AB/ Honors British Literature I AB
- One of the following: Geometry AB/ Algebra II AB/ Trigonometry/Pre Calculus AB
- One of the following: Chemistry AB/ AP Chemistry AB
- Physical Education
- Foreign Language: Beginning, Intermediate or Advanced
- World History AB/ AP World History AB

Course Completion: 4 Core Curriculum courses, 1 PE, and 1 Foreign Language

GRADE 11 COURSES

All eleventh grade students will enroll and pass:

- One of the following: American Literature AB/ AP American Literature AB
- One of the following: Enriched Composition or Advanced Composition
- One of the following: Algebra IIB/ Trigonometry/Pre Calculus AB / Calculus AB
- One of the following: US History AB/ AP US History AB
- An elective Science or Fine Arts course
- An optional elective course

Course Completion: 3 Core Curriculum courses and 3 elective courses

GRADE 12 COURSES

All twelfth grade students will enroll and pass:

- Ⓢ One of the following: British Literature II AB/ AP British Literature II AB
- Ⓢ One of the following: Trigonometry/Pre Calculus AB / Calculus AB/ AP Calculus AB
- Ⓢ American Government/Economics
- Ⓢ An optional elective course
- Ⓢ An optional elective course
- Ⓢ An optional elective course

Course Completion: 3 Core Curriculum and 3 elective courses (if the student wishes 3 extra electives)

At the completion of 4 years at NWCHS, all students will have tested and strengthened their knowledge and skills within the mandatory 17 Core Curriculum courses and 5 optional elective courses. They will be cognizant, independent, motivated scholars ready to participate in a higher learning environment to surpass all that awaits them.

NWCHS will ensure that curriculum, projects and lessons are standards-based. In addition, NW will endeavor to ensure that all courses at the high school level are transferable for other public high schools and eligible to meet college entrance requirements. Parents are informed about graduation requirements, transferability of courses to other public high schools, and the eligibility of courses to meet college entrance requirements via parent informational meetings, Parent Organization meetings, newsletters, individual meetings with the counselor and college counselor, and college representative visits.

Instructional Materials

Core Curriculum textbooks will be selected by the curriculum committee upon review and recommendation of the subject department and/or grade level team. Below are strategies for adopting instructional materials/academic supports for students in need:

- 1) Assess student test scores, project and homework assignments, individual strengths and weaknesses. (Data on 9th graders is collected from New West Charter Middle School scores).
- 2) Acquire, assess and introduce State-approved standards-based instructional materials as well as local school district instructional materials to ALL students
- 3) Collect materials as needed to supplement approved texts for use with ALL students, such as supplemental readers and workbooks, Internet websites, instructional kids (for solar car and robotics design), and articles about current events, etc.
- 4) Collect materials appropriate for special subgroups and/or individual students and introduce to the appropriate students.
- 5) Continuously review the progress of each student and make necessary changes, such as switching their supplemental materials, adding more or less rigorous materials, etc.

Technology in the Classroom

NWCHS 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 NWCHS students have access to both laptop and desktop computers through the two computer labs on campus -- a stationary computer lab with 25 Mac desktops and a mobile cart 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. The school is supervised one hour 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.

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 offence 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. NWCHS staff works as a team to evaluate software and online resources. The Technology coordinator notifies staff if there are issues with an online resource or software.

A new addition to our technological world will be a class set of 30 iPads for student and teacher use.

All teachers have a laptop computer to use for student information, attendance, recording grades and curricular activities. We have struggled with finding a student data system that provides ease of use for teachers but we are optimistic about our current system – CCSA's ZOOM! – in which we are one of a handful of charter schools to pilot the data system. Our goal is to provide 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.

NWCHS 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.

New West Graduation Plan (NWGP)

A New West Graduation Plan (NWGP) is set into motion for each student when he/she enters NWCHS in the 9th grade. The NWGP is a structured plan that outlines the 22-26 courses the student must attend and pass (for High School and A-G completion, the standardized exams the student must register for and pass (CAHSEE, SATs & SAT IIs), and the application the student will complete and submit for post secondary education (if he/she chooses to do so). NWCHS's college counselor initially meets with the student and his/her parents to present them with a NWGP and to discuss the student's post secondary goals.

In 10th grade, the Student Success Team (SST), which includes the teacher advisor, other

teachers, the college counselor, and parents support the student's progress from one grade to the next by providing the academic and behavioral interventions to keep them on track with his/her NWGP. The NWGP is an organic document updated every semester as sequenced coursework is completed for graduation and college readiness, CAHSEE readiness is monitored, future plans are solidified, and special needs arise (i.e. CAHSEE tutoring). NWGPs help students become college and workforce ready by focusing their attention and goals.

All Students With Disabilities (SWDs) are mainstreamed into regular classes with their state-required Individual Education Plan (IEP), and receive all allowable accommodations of their plans.

NWCHS's Daily Schedules

NWCHS students will continue following three daily schedules as they did at the middle school level with slight changes. School will begin instruction at 7:30 am and end with the Advisory period at 2:30 pm. A regular 1-6 period day will shift to Mondays instead of Mondays and Tuesdays and there will, at the moment, be no minimum day. Block scheduling will cover 4 days of the week instead of 2 days and each period will be for 100 minutes.

New West Charter High School will follow three daily schedules, outlined below.

Monday Schedule

Homeroom	7:30 – 7:45
Period 1	7:49 – 8:39 (50 minutes)
Period 2	8:43 – 9:32 (50 minutes)
Nutrition	9:33 - 9:47
Period 3	9:51- 10:41 (50 minutes)
Period 4	10:45 – 11:35 (50 minutes)
Lunch	11:35 – 12:09
Period 5	12:13 - 1:03 (50 minutes)
Period 6	1:07 – 1:57 (50 minutes)
Advisory	1:57 – 2:30

Tuesday/Thursday Schedule

Homeroom	7:30 – 7:45
Period 1	7:49 – 9:29 (100 minutes)
Nutrition	9:29 – 9:44
Period 3	9:48 – 11:28 (100 minutes)
Lunch	11:28 – 11:57
Period 5	12:01 – 1:41 (100 minutes)
Advisory	1:45 – 2:30

Wednesday/ Friday Schedule

Homeroom	7:30 – 7:45
Period 2	7:49 – 9:29 (100 minutes)
Nutrition	9:29 – 9:44
Period 4	9:48 – 11:28 (100 minutes)
Lunch	11:28 – 11:57
Period 6	12:01 – 1:41 (100 minutes)
Advisory	1:45 – 2:30

NWCHS Advisory Program

Each student is assigned an Advisor who will stay with the student, if possible, for the entire four-year high school span. Real education is long-term. The Advisory model forces students to focus and with the consistent guidance in the advisory period, gives them the opportunity to stretch and reach, ponder and plan, work and wait for the satisfaction of a long-term goal achieved.

An Advisory objective is for students to research colleges and careers and participate in values clarification activities. Additionally, there will be an articulation between the student and the Advisor regarding issues with academic and social progress.

Educators, too, benefit as advisory guides, who, over the four-year span become intimately involved in the education of a specific student, not a name on the class roster. Educators need to assess their approach to educating students who may not be engaged in learning, have no support outside the walls of the school and/or whose early education cannot be categorized or tracked. As for the educator, this is an opportunity for them to focus on all students individually and to revisit the up-close challenges of high school years. Advisors will meet to discuss appropriate strategies for success on a daily basis.

Below is a graphic organizer illustrating how the Advisory Program will be implemented at the high school level.



The Advisory program, then, will be a crucial focus for both student and educator because it will determine the success of both participants. For the student, the Advisory program will give multiple opportunities and support to research, prepare and apply to universities and colleges so as to secure, for the student, his or her pathway in life. For the educator, the Advisory program will be another way to counsel, inspire and encourage students to find success beyond the high school walls, allowing the educator to gain fulfillment not only as a teacher but as a counselor.

Meeting Student Needs

NWCHS strives to meet the needs of all students regardless of ability or background. However, the school does not group by ability or other characteristics. All students are in the same classes

regardless of their status as Gifted, Special Ed, socioeconomically disadvantaged, or achieving below grade level.

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. 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. 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.

Serving Academically High-Achieving Students

Highly capable students will be provided differentiated learning opportunities throughout the school day as well as in the after school program. Students who are well served by standards-based education are continually challenged to excel when taught by excellent teachers who have received training in strategies of differentiation. In special cases, particularly in Math, students can be invited to participate in classes, one grade level above their homeroom class.

Enrichment and Extracurricular Programs

New West provides in-school enrichment programs 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 parents come and go, as community members volunteer their time, as the educational needs and expertise of classroom teachers evolve, and as the interests and talents of the student body change from year to year.

School Clubs & Off Campus Sports

Studies have shown that students who participate in extra-curricular activities learn to budget their time more efficiently, demonstrate greater classroom achievement and learn to work with many different people. To be eligible for participation, students must meet NW academic and attendance requirements as well as student conduct expectations. To maintain eligibility for participation in NW extracurricular activities, students must conduct themselves as good citizens both in and out of school at all times. Students who represent the school in an activity are expected to serve as good role models to other students and to members of the community.

The school clubs at NWCHS will be founded through student interest, have a NWCMS or NWCHS teacher as advisor and will be considered extra-curricular activities. They will be created as the

school progresses and have a brief description of what the group is, what they do, what the requirements for membership are, and the time requirements required for membership. Besides being fun, these activities may help the students get accepted into college, earn college scholarships, allow the students to better their community, give the students an opportunity to help others, and serve as a great place to meet others with similar interests.

Similarly, Athletics will be founded off campus so as to provide students with an opportunity to find talent and strength within various sports teams and competitions. Sports help children develop physical skills, get exercise, make friends, have fun, learn to play as a member of a team, learn to play fair, and improve self-esteem. NWCHS will, of course, require the [Pre-Participation Physical Exam](#) (PPE) as an important step toward safe participation in organized sports. It is important to understand that the purpose of the PPE is not to disqualify or exclude an athlete from competition, but to help maintain the health and safety of the athlete in training and competition. NWCHS will hope to offer sports in winter, spring and summer, according to what sports competitions are available for participation.

Attached as Appendix Q, please find a Scope and Sequence for the High School program.

ELEMENT B: MEASURABLE STUDENT OUTCOMES

*"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. Education Code Section 47605(b)(5)(B).

AND

ELEMENT C: MEASURING STUDENT OUTCOMES

*"I love the small learning atmosphere. The teachers always give individual attention to students. I absolutely love New West."
- 7th Grader*

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

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 semi-annually 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 (2012-2017) include:

- 90 Percent or above of students scoring "proficient" on the California English Language Arts Standards test
 - Assessed annually by CST scores
- 90 Percent or above of students scoring "proficient" (6-7) on the California Standards-based writing test (in 7th only)
 - Assessed annually by CST scores

- 80 Percent or above of students scoring “proficient” on the California Mathematics Standards test
 - *Assessed annually by CST scores*
- 80 Percent or above of students scoring “proficient” on the California Science Standards test (in 8th grade only)
 - *Assessed annually by CST scores*
- 80 Percent or above of students scoring “proficient” on the California History Standards test (in 8th grade only)
 - *Assessed annually by CST scores*
- 90 Percent or above of students meeting learning outcomes for each core subject at each grade level
- Statewide and Similar Schools Academic Performance Index
 - *Assessed annually by Academic Performance Report issued by State*
- In 2009-2010, New West’s API was 913. It is the intent of New West Charter to continue to exceed the minimum achievement level established by the CDE, and, in fact, achieve a very high level API for academic excellence. The API goal for New West over a five-year period 2012 – 2017 is 950.
 - *Assessed annually by Academic Performance Report issued by State*
- New West will meet adequate yearly progress as defined by the No Child Left Behind Act.
 - *Assessed annually by Academic Performance Report issued by State*

Assessments Used In Evaluating Student Progress

Assessment at New West Charter Middle 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.

NWCMS 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:

Prentice Hall – Formal Assessment and test bank for:

- English language arts – grades 6th – 8th
- Mathematics– grades 6th – 8th
- Science – grades 6th – 8th
- History– grades 6th – 8th

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 Standardized Testing and Reporting Program ("STAR") 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 California Standards Test ("CST").

New West uses the results of the CST 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. CST 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

The CELDT 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 6th grade students will prepare for this assessment, which will be administered to all students in the 7th grade.

Curriculum Imbedded Assessments

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 Assessment

This form of assessment is the most powerful of all measurement tools utilized at New West Charter Middle 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

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.

Student Involvement in Assessment

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 are incorporated into the assessment strategy of New West Charter Middle School. It is intended that students are actively engaged in the selection of items that will be included in the portfolio. They are also be 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 Inquiries and Inspection

New West accommodates reasonable requests from the public for information about its operation with the understanding that the Charter School abides by all applicable laws regarding the confidentiality of the records of individual students, parents, and employees. Visits to the Charter School site by members of the public require prior approval by the Executive Director/Principal of New West, who considers the health and safety of students and employees as well as disruption to the Charter School's educational program before granting access.

New West promptly responds to and consults with the Authorizer, the Los Angeles County Superintendent of Schools, and the State Superintendent of Public Instruction regarding all reasonable inquiries from these agencies, including, but not limited to, inquiries regarding its financial records [EC 47604.3]. The Authorizer may inspect or observe at any time any part of the Charter School including its facilities, records, teaching programs, extracurricular activities, or any other part of its operation [EC 47607(a)].

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 (CST) 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 (API) results and growth targets, including comparisons by subgroups to similar schools, district, state results.
- Summary of participation in federal intervention programs
- Adequate Yearly Progress (AYP) 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 2010 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.

High School Program

Naturally, it is expected that NWCHS'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 semi-annually with the express purpose of reviewing the curriculum's effectiveness at meeting the goals of NWCHS. 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 NWCHS 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 (2012-2017) include:

80 Percent or above of students scoring "proficient" on the California English - Language Arts Standards Test (grades 9-11)

- o Assessed annually by CST scores

70 Percent or above of students scoring "proficient" on the California Mathematics Standards Test (grades 9- 11)

- o Assessed annually by CST scores

75 Percent or above of students scoring "proficient" on the California Science Standards Test (grade 10 only)

- o Assessed annually by CST scores

80 Percent or above of students scoring "proficient" on the California United States History Standards Test (grade 11 only)

- o Assessed annually by CST scores

90 Percent or above of students meeting all A-G course requirements

100 Percent of students passing the CAHSEE by graduation (beginning grade 10)

90 Percent or above of students meeting learning outcomes for each core subject at each grade level

75 Percent or above of students scoring a 3 or higher on College Board Advanced Placements Exams (grades 11 & 12)

Statewide and Similar Schools Academic Performance Index

- o Assessed annually by Academic Performance Report issued by State

NWCHS will meet adequate yearly progress as defined by the No Child Left Behind Act.

- o Assessed annually by Academic Performance Report issued by State

90 percent or above of students applying to 4 year universities to pursue post - secondary education

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, NWCHS 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:

OUTCOMES:

1. Standards-based Skills (California State Content Standards) Assessments:
 - California High School Exit Exam (CAHSEE)
 - California Standards Test (CSTs)
 - Teacher Evaluation and Assessment
2. Additional Performance Indicators
 - A-G completion requirements (UC/CSU)
 - California English Language Development Test (CELDT)
 - 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 High School Exit Exam (CAHSEE)

All NWCHS students must pass the CAHSEE to earn a high school diploma. California created the test to improve student achievement in high schools. The test helps to ensure that students graduate from high school with grade level skills in reading, writing, and math.

The first opportunity students have to take the CAHSEE is in the second half of grade ten. Students who do not pass one or both parts of the CAHSEE in grade ten have up to two opportunities in grade eleven to retake the part or parts of the examination not yet passed; grade twelve students may have at least three and up to five opportunities to retake the part or parts of the exam not yet passed. Adult students may take the CAHSEE up to three times per school year. Only the part or parts the student did not pass may be taken again.

Students who are English language learners (ELs) are required to take the CAHSEE in grade ten with all other grade ten students. During their first 24 months in a California school, ELs are to complete 6 months of instruction in reading, writing, and comprehension in the English language (EC Section 60852). During this time, they are still required to take the CAHSEE. Test variations are available to ELs who regularly use these variations in the classroom. Examples include being tested in a separate room with other ELs; extra time within the testing day; English-to-primary language or primary language-to-English translation glossaries; or allowing students to hear a translated version of the test directions and to ask clarifying questions in their primary language.

California State Testing

NWCHS will administer all tests required by state law that are applicable to charter schools. NWCHS will administer, in the same manner as other public high schools, the statewide student assessments that are part of the Standardized Testing and Reporting Program (STAR) 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 California Standards Test (CST).

NWCHS will use the results of the CST as one of the multiple measures for assessing individual student achievement. NWCHS requires that students meet the minimum levels for satisfactory performance established by the State Board of Education for promotion to the next grade level.

CST results are also one factor in determining whether students are eligible for NWCHS'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.

NWCHS will continue 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.

Curriculum Imbedded Assessments

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 Assessment

This form of assessment is the most powerful of all measurement tools utilized at NWCHS 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

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 NWCHS students. Assessment approaches vary according to format and context to meet student needs.

Student Involvement in Assessment

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 school year by closely examining the student's NWGP. 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.

The NWGP will be in the form of a digital portfolio and will keep all updates as to how the student is completing all graduation and beyond requirements. It is intended that students be actively engaged in the selection of items that will be included in the portfolio. They are also responsible for evaluating the portfolio's 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.

California English Language Development Test

The CELDT 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.

NWCHS Promotion Policy

Mastery of the standards for each course will be the basis for promotion, just as it is at the middle school level. 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 are 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 a counselor who requests a meeting to discuss the student's substandard 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.

School Accountability Report Card

NWCHS will prepare 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 High School. NWCHS will use 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 (CST) results, including comparisons by subgroups to district and state results.
- Academic Performance Index (API) results and growth targets, including comparisons by subgroups to similar schools, district, state results.
- Summary of participation in federal intervention programs
- Adequate Yearly Progress (AYP) 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. NWCHS will make the SARC available on its website as well as distributing it to parents of current and prospective students.

ELEMENT D: GOVERNANCE STRUCTURE

*“You’re not a nobody but a somebody at New West”
- 7th Grader*

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

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, as Appendix M, please find the Charter School’s Articles of Incorporation, Corporate Bylaws, and Conflicts Code.

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.

Membership

The Board is comprised of 9-11 voting 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 two year terms. Currently the teachers only serve 1 year.
- **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 two 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, with a preference given to a Founder of New West, as defined by the originally approved charter. 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.

Board Meetings and Duties

The Board of Directors of the Charter School will meet regularly, at least once a month (except during the summer) and in accordance with the Brown Act. 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;

- Hire, promote, discipline and dismiss all employees of the Charter School after consideration of a recommendation by the Executive Director/Principal; I have the responsibility for this part as designated in my employment agreement – not the board
- 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;
- 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 conflicts 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 regulations³. As noted above, the Conflicts Code is attached within Appendix M. As required, the Conflicts Code will be 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

³ It is the understanding of Petitioners that recent legislation and regulatory action has been considered regarding charter school specific conflicts of interest.

- 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.

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 Principal of the Charter School or other appropriate employee or third party provider.

Strategic Plan

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

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.

Committee Structure

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.

Parental Involvement

Role of Parents in Operating the School

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.

Home-School Contract

A central tenet of New West's philosophy is that students are best able to reach their full potential when there is a high level of involvement by their parents in their education. Moreover, research has shown that stakeholder involvement is important to the success of a program and to the satisfaction of the participants. Accordingly, part of the Charter School's educational plan is an agreement between parents and the Charter School, known as the Home-School Contract, whose intent is to encourage parental involvement and cooperation that will, in turn, ensure success of the Charter School's educational program. Such a contract is designed to empower parents with respect to their children's education by strengthening the partnership among parents, students, and teachers.

Another tenet of the Charter School's philosophy is that parents choose to send their children to New West because they have high expectations of the Charter School and the benefits that they and their children will receive. In turn, the Charter School has high expectations of parents to contribute to the team effort needed to fulfill those expectations. Excellence in a charter school cannot be accomplished nor maintained without the active participation of the parents of enrolled students.

A third tenet of the Charter School's philosophy regarding parental involvement is that diversity in the parent population is a great strength that improves the educational program for all. Parents have different philosophies and approaches to their involvement in their children's education outside of school. Likewise, parents contribute in many different ways to the collective responsibility of running a charter school and making its educational programs a success. Recognizing that each parent, like each child, is unique in terms of background, experience, and ability, parents are asked to contribute to the Charter School's success by volunteering their skills, time, and resources to the extent that they are able above the minimum requirements of the Home-School Contract.

The Home-School Contract, which is signed as a condition of enrollment before the beginning of each year, or whenever a new student is enrolled, includes the following requirements of the parents who have children attending New West:

- Volunteer at least 5 hours per school trimester per family to equal a minimum of 16 hours/year. Volunteer hours can be obtained during school hours, weekends, or evenings to participate in a school project, event, or classroom activity in addition to the other requirements of the Home-School Contract. Multiple volunteer options (both before, during and after school and weekends) are provided to ensure all parents have the opportunity to meet volunteer requirements. New West pays special attention to ensuring that this volunteer requirement does not result in a loss of a diversity of students (i.e. race, ethnicity, or socio-economic).
- Read the Charter to understand the educational plan of the Charter School, the Charter School's operation, and the roles, rights, and responsibilities of parents and their children.
- Participate in car pool/transportation program to reduce pollution and traffic congestion and follow the rules for drop-off and pick-up of children.
- Attend a mandatory orientation meeting to learn about charter schools, the Charter School's educational program, the Home-School Contract, and ways in which parents can contribute to the success of both their child and the Charter School.
- Participate in the election of parent representatives to the Board of Directors.
- Complete and return all required forms, questionnaires, and other requests for information.

- Ensure the completion of homework and class projects.
- Reinforce at home the importance of education on a daily basis and discuss with each child what was taught at school.
- Assure that each child arrives at school on time, dressed appropriately, and ready to learn and completes a minimum of 95% attendance.
- Understand and reinforce the Student Conduct Code and the Student Dress Code.
- Attend all scheduled parent-teacher conferences each year for each child.
- Attend back-to-school night, open houses, and other school-wide events.
- Keep informed about the Charter School by reading the school's newsletter or information provided on the website.
- Participate as a family in extracurricular school events such as book fairs, plays, talent shows, festivals, and fund-raising activities.
- Exercise respect for other members of the New West community, including administrators, teachers, staff, community volunteers, parents, and students.
- Use the Charter School's dispute resolution process to settle complaints, conflicts, and disputes that may involve New West and/or members of the Charter School's community, including administrators, teachers, staff, community volunteers, parents, and students.
- Reimburse the Charter School for school property that is lost or damaged by their children.
- Self-report their compliance with the Home-School Contract using the forms provided by the school.

Agreement to the contract by parents is one of the terms of admission and enrollment each year for students who want to attend New West. Information about the Home-School Contract is available to the parents of prospective students as part of the admission application packet so that students and parents can make informed judgments whether they can fulfill the terms of the agreement. Parents must return the signed contract with the child's enrollment (new students) or re-enrollment (continuing students) forms.

Parents and students are responsible for fulfilling their responsibilities to the Charter School as described in the Home-School Contract. Non-compliance will be discussed with the family and Executive Director/Principal to establish support and conditions for full participation. The Executive Director/Principal, in consultation with the Board of Directors, is responsible for administering and enforcing the Home-School Contract, counseling parents who may be substantially non-compliant, and considering exceptions 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. Disputes involving the Home-School Contract are resolved through the Charter School's dispute resolution process.

ELEMENT E: EMPLOYEE QUALIFICATIONS

“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 school. Education Code Section 47605(b)(5)(E).

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:

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.

Assistant Principal

In general, the Assistant 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.

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)] and must meet federal requirements regarding highly qualified teachers pursuant to the provisions of the No Child Left Behind legislation. 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.

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, 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 word processing, spreadsheets, data base programs, accounting software, and internet communication management), written and verbal communication skills, and filing and organizational abilities.

Personnel Policies

New West maintains a personnel manual 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 F: HEALTH AND SAFETY

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

The Executive Director/Principal, working in collaboration with a risk management committee, 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.

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:

Fingerprinting/Background Check

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 Executive Director/Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a quarterly 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.

TB Testing

New West will follow the requirement of Education Code Section 49406 in requiring tuberculosis testing of all employees.

Medication in School

New West will adhere to Education Code Section 49423 regarding administration of medication in school.

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.

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:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. 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.
4. A description of treatments and prevention of methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Emergency Preparedness

The Charter School adheres to its Emergency Preparedness Handbook drafted specifically to the needs of the school site. This handbook 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.

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.

Drug Free/Smoke Free Environment

New West maintains a drug, alcohol, and smoke free environment.

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.

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 in accordance with Education Code Section 32001 at its facilities to ensure that they are maintained in an operable condition at all times.

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as, any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct).

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 G: RACIAL AND ETHNIC BALANCE

*"I love that everyone is like a family. We all know each other and it's a really special feeling when you talk to an 8th grader and they're not mean."
- 7th 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's 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:

- Maintain a racial and ethnic diversity committee of parents, educators, and community members to oversee New West's efforts in recruiting a wide diversity of students and ensuring a supportive environment for students of all backgrounds while attending the Charter School.
- 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 "little sister" 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 3 elementary school events educating parents about middle school options. The District has in the past notified District 3 elementary schools

that New West should not be invited to these events. New West attends any elementary nights to which it is invited.

- 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 (Los Angeles USD) District 3 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 H: STUDENT ADMISSIONS

*"I love all the teachers because they
get to know you."
- 7th 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, 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 local school 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.⁴

Application

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 packet (an example of which is attached as Appendix N) 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

⁴ 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.

of students, and the rights and responsibilities of students and parents who wish to become part of the New West family. The application packet typically includes:

- 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.
- Information about New West's Executive Director/Principal, the Charter School's instructional staff, and members of the Board of Directors.
- 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 standards (exit outcomes).
- An overview of the Charter School's academic performance (e.g., recent CST and API results).
- A description of New West's shared governance structure and how the Charter School encourages parental involvement.
- Information about the Home-School Contract 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.
- Description of the application, admission, and enrollment process including application deadlines, admission and enrollment preferences (see section B.1.), admission lottery and admission priority, conditions of enrollment, and consequences of misrepresenting admission and enrollment information.
- The rights and responsibilities of students, parents, and teachers.
- 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.
- 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.
- A brief description of what charter schools are and how they differ from regular public schools.

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.

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):

- **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 deadlines. New West is responsible each year for notifying parents of enrolled 6th and 7th grade students of these requirements and providing reasonable time to correct any deficiencies.

- **Pre-Entry Volunteers.** This preference is available for students whose parent/guardian/caregiver has fulfilled a request issued by the New West Board of Directors for volunteer activities by December 31st of the year prior to the scheduled date of anticipated enrollment. Annually, at its April Board meeting, the New West Board of Directors will issue requests for volunteer activities which can be filled by pre-entry volunteers (parents/guardians/caregivers or family members of enrolling students) which would approximate 75 hours worth of work. (e.g. a gardening project). No more than 10 pre-entry volunteer spots will be made available each year. The New West Board of Directors shall ensure that such volunteer opportunities are posted on the Charter School website and also publicized on outreach materials in English and Spanish. The purpose of this pre-entry volunteer preference is to a) obtain needed volunteerism for the benefit of the Charter School; and b) provide successful outreach to increase diversity in student demographics, including students who are socio-economically disadvantaged. The Board of Directors shall ensure that requested activities are of a broad variety to attract a wide diversity in volunteers; and activities shall not include the contribution of funds. Should there be more families that are willing and able to fulfill a volunteer request than available spots, the spots will be filled by public random drawing. The Board shall adopt a policy to ensure consistent implementation of this preference.
- **Sibling preference.** This preference is available to applicants whose brother(s) or sister(s) are: (1) continuing their enrollment at New West, (2) graduated from New West (only valid within 2 academic years), or (3) applying at the same time and already granted admission through the lottery (e.g., twins applying to the same grade or brother and sister applying to different grades). To maintain eligibility for this preference, parents/guardians/caregivers must comply with the terms of the Home-School Contract (including completion of volunteer hours).
- **SB 740 preference.** This preference is available to applicants who attend or live in the attendance area of Brockton 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)]⁵.
- **Children of Employees**
- **Residents of the District**
- **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).
- **Free and Reduced Lunch Qualification:** Applicants who qualify for free and reduced lunch will get a weighted preference of 2 to 1 within each of the above categories.

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 separate, 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).

⁵ New West is eligible for these funds because it is located in the attendance area of Brockton Elementary School, which has more than 70% of its students eligible for free or reduced price meals.

All applicants who complete the Charter School's application by the application deadline are included in the lottery. Each applicant receives an admission priority based on the order in which applicants to each grade level in each admission preference category are selected in the admission lottery. As stated above, a weighted preference within each category is given for students who qualify for free and reduced lunch with the weighting factor to be agreed upon with the Authorizer. The order of admission of students at any time before or during the school year is based solely on the order of applicants on the admission priority list.

Wait List and Late Applications

Applicants not admitted immediately through the lottery are placed on a wait list in the same order they are selected in the lottery. Students on the wait list are notified immediately when space becomes available and have about two weeks to complete and return the enrollment forms to guarantee a place at New West.

Late applications are accepted at any time but the applicant loses any admission preference for which they might otherwise qualify. Students who complete their application after the application deadline do not participate in the lottery. Their names are added to the end of the admission priority list on a first-come first-served basis according to the date the complete application is received by the school office. If space still exists at any grade level after the admission priority list has been exhausted, then admission is open on a first-come first-served basis to any applicant who submits a complete application.

Enrollment and Re-enrollment

Enrollment and re-enrollment are the processes by which the parents of admitted applicants and continuing students, respectively, complete the required school forms and attend mandatory meetings relevant to their child attending New West for the next school year. Enrollment packages are sent to the parents of applicants usually immediately after they are admitted to New West with a deadline for return 2-3 weeks later. Re-enrollment packages are sent to parents of continuing students usually in the last weeks of school for return 2-3 weeks later. The packages ask parents to furnish or complete the following (not all are required of returning students):

- Biographical information about child, family, and previous schools.
- Affirmations that require parent signatures to indicate they are aware of Charter School policies and programs.
- Birth certificate.
- Request for transfer of school records to obtain the student's records from the last school attended.
- Emergency medical information and release.
- Health records documenting immunizations required by law including tuberculosis testing.
- Home language questionnaire.
- Special education questionnaire.
- Free and reduced-price lunch program questionnaire.
- Family Educational Rights and Privacy Act ("FERPA") notification and permission to release directory information.
- School records and test results indicating the admitted student graduated from grade 5, 6, or 7 (depending on the grade level at which the student enters New West).
- Self-nomination form to run for election as the parent representative to the Charter School's Board of Directors.
- Carpool information.

- Home-School Contract signed by the parents and child.
- Volunteer survey form.
- Elective choices for fall semester.
- After school program survey.

The packages also include information about the new school year such as a school calendar, teacher assignments, class schedules, required books and supplies, and announcements about extracurricular and enrichment activities.

New and returning students and their parents are required to attend mandatory meetings at school in preparation for the new school year. These meetings may include:

- Assessment testing before the beginning of school to assess academic abilities and progress.
- Special education consultations and, if possible, IEP meetings to address any problems that may interfere with the student's success in school.
- 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.
- 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 parents and/or their children miss required meetings or parents fail to complete or return enrollment/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.

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.

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 limited to about 300 students at its Pico Boulevard school site. However, New West has the student demand for over 1500 students, and thus, in accordance with Education Code Section 47605(e) has made a Proposition 39 request to increase its capacity. Its 2011-2012 Proposition 39 request was based upon an anticipated enrollment of over 600 students.

ELEMENT I: ANNUAL AUDITS AND REPORTS

"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.

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 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 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 audit or the Charter School's

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 J: STUDENT DISCIPLINE POLICY INCLUDING SUSPENSION OR EXPULSION

*"I love that the teachers and staff members actually care about you and care that you are actually learning something."
- 7th Grader*

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(J).

New West has adopted a suspension and expulsion policy, attached and incorporated as Appendix O to this charter.

ELEMENT K: RETIREMENT SYSTEMS

*"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 2010-11 school year, the school's teachers and administrators are entitled to participate in the State Teacher's 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)]:

- The retirement system options available to the applicant, including but not limited to whether coverage under STRS or PERS, or both, is available.
- 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.

ELEMENT L: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

*"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 M: EMPLOYEE RETURN RIGHTS

*"Every kid knows every kid, it shows
we are a team."
- 8th Grader*

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. 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 N: DISPUTE RESOLUTION PROCESSES

*"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 O: PUBLIC SCHOOL EMPLOYER

*"New West Charter is a school like no other. It has brought the most wonderful things out of me and opened my mind to new possibilities. New West is the reason I have befriended poetry and so many other unique and wonderful people."
- 7th Grader*

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

The Charter School shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act ("EERA"). The Charter School shall comply with the EERA.

ELEMENT P: CLOSURE OF THE SCHOOL

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

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 Charter School and upon the dissolution of the non-profit public benefit corporation shall be distributed in accordance with the Articles of Incorporation. 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 by 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.

FINANCIAL PLANNING, REPORTING, AND ACCOUNTABILITY

New West Charter Middle School is a fantastic alternative to a private school. The school is small and the principle and teachers are highly qualified gems. Learning is project based with many hands on experiences in all subjects. The science education is outstanding and catches the children's interest. No child left behind is not just a phrase but is based on of rigorous dedicated teaching skills and afterschool tutoring. The school has a rigorous academic agenda and has risen to the top middle schools in the Los Angeles and Santa Monica areas.
- Parent

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).

Budgets and Financial Reporting

Attached, as Appendix P, please find the following documents:

- A projected budget including cash-flow
- Budget assumptions
- Financial projections for three years of operation

These documents are based upon the best data available to the Petitioners at this time.

New West prepares and submits the following annual reports to the Authorizer as required by law [EC 47604.33], and may provide additional fiscal reports as requested by the authorizer:

- On or before July 1, a preliminary budget.
- On or before December 15, a first interim financial report that reflects changes through October 31.
- On or before March 15, a second interim financial report that reflects changes through January 31.
- On or before September 15, a final unaudited report for the full prior fiscal year.

These reports include actual and revised budget figures as well as projected revenues, expenditures, and fund balances. New West completes and submits these fiscal reports using the state-approved forms provided by the California Department of Education. Currently, the Charter School submits annual financial data using the Alternative Form.

Business Management – Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

New West is responsible for reasonable plans and systems to manage its business and administrative affairs efficiently and effectively. The Charter School is responsible for reasonable internal controls that ensure sound financial practices, clear delineations of responsibility, and adherence to generally acceptable accounting principles applicable to charter schools. New West conducts all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) follows the procedures established by the state and federal governments, as appropriate and applicable to charter schools.

New West is responsible for arranging its own business, financial, administrative, and personnel services as necessary to meet the operational needs of the Charter School. These services include, but are not limited to, the following:

- Bookkeeping, budgeting, cash flow, audit management, and other financial services.
- Payroll, employee benefits, and other human resource services including fingerprinting and criminal record processing.
- Purchasing, procurement, bidding, and inventory.
- Grants, donations, loans, and their management.
- Local, state, and federal compliance issues.
- Student information including enrollment, attendance accounting, standardized test processing, and academic records.
- Reports required by laws applicable to charter schools.

These duties are performed, as may be appropriate and cost-effective, by either qualified school employees or business management firms familiar with charter school operations.

For federal programs, including Title I, New West is responsible for meeting the eligibility and fiscal requirements established by the federal government and completing the Consolidated Application if the Charter School elects to receive funding directly. New West provides the Authorizer with all financial and related reports, including enrollment attendance, to enable the Authorizer to meet its requirements by law. Notwithstanding New West's expectation to receive Title I funding under federal guidelines, said funding may not be forthcoming until the Charter School meets established criteria for a determined school year.

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's school site is a commercial, two story building constructed in 1947. The property is occupied under a long-term lease with right for renewal (2003-2013). The building has about 10,000 square feet on the first floor and about 5,000 square feet on the second floor. In the summer of 2003, the building's interior was completely redesigned and renovated to serve as a school. The building was inspected by certified structural engineer and declared safe in 2003. All renovations were completed in compliance with Los Angeles building code standards and regulations. The school site was inspected and cleared by the City Fire Marshall. The City of Los Angeles issued a Certificate of Occupancy before the Charter School opened in September 2003.

The building and grounds are configured for optimal, efficient use as a school in a relatively small space. The campus includes:

- Twelve classrooms capable of holding 25 or more students each for a maximum school size of about 300 students (one is a resource classroom for special education purposes).
- One smaller classroom used by the resource teachers for special education purposes.
- Library (constructed during summer of 2005 funded by a grant from the S. Mark Taper Foundation).
- Media (computer) center (constructed during summer of 2005 funded by a grant from the S. Mark Taper Foundation).
- A central administrative and reception area at the Charter School's entrance.
- Separate private offices for the Executive Director/Principal and Assistant Principal.
- Teacher's lounge.
- Parent volunteer work area.
- Separate adult bathrooms for men and women.
- Separate student bathrooms for boys and girls.
- Ramps, elevator, and other required modifications to achieve full ADA handicapped access.
- A larger paved area on the side adjacent to the Charter School's entrance that is used for drop-off in the morning, pick-up in the afternoon, physical education and recess during the school day, after school activities, and parking when students are not present.
- A smaller paved area at the other end of the school that has shaded picnic tables used for recesses, lunch, and various student activities during and after school.
- Metered and non-metered parking for employees, parents, and visitors is readily available on the streets surrounding the school.
- Large, outside wall mural, opposite the school's main entrance, painted by Latino artist Rafeal Escamilla to express the spectrum of diversity in Los Angeles, including historical and contemporary architectural landmarks as well as landscapes to educate students about culture and community in Los Angeles.
- Fencing and gates that provide security and restrict students from leaving or outsiders from entering the campus.
- Video security system to monitor campus gates and open areas inside and outside the school building.
- Wireless, broadband internet access throughout the building.
- New energy saving lighting.
- New, efficient HVAC equipment (summer 2003).
- New roof (summer of 2004).
- New student desks, chairs, and lockers.
- Teacher's desks, file cabinets, bookcases, tables, chairs, and most other interior furnishings donated by local businesses and law firms from their excess inventory.

Cleaning of the building and grounds, as well as minor maintenance, is handled by New West's janitors supplemented by other school staff and parent volunteers. The same people handle the small amount of gardening and landscaping at the school site. Pest management is handled by professionals paid by the Charter School when needed. Maintenance and repair of the Charter School's physical systems are handled by local companies paid by the Charter School when needed unless a qualified parent volunteers to do the work (e.g., computers, plumbing, electrical, heating, and air-conditioning). Major repairs are the responsibility of the building's owner as specified in the lease agreement. Any repairs, remodeling, or additions at the school site are done in compliance with all applicable local building, safety, and fire regulations. The Executive Director/Principal is responsible for inspecting the Charter School's building and grounds to identify and correct safety and health hazards.

Transportation

New West is not responsible for providing transportation between students' homes and the school's campus. Transportation for New West students with disabilities will be provided as required by law in accordance with a student's IEP.

New West requests that parents participate in the Charter School's car-pooling program to alleviate traffic conditions around the school, although such participation is not mandatory. A few students living near the school either walk or bicycle to school. Some students use public transportation that stops near the school. The Charter School organizes traffic safety volunteers to manage the morning drop-off and afternoon pick-up of students in the parking lot adjacent to the school's entrance.

Insurance

The Authorizer provides no insurance coverage to New West. New West secures and maintains, as a minimum, insurance as set forth in its MOU with the Authorizer.

CIVIL LIABILITY EFFECTS

This is a wonderful little school that is what public education should look like. A very heterogeneous student population with inspired teachers; a fabulous principal; and a wide range of interesting and innovative programs.
- Parent

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

New West 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 23701d.

Pursuant to Education Code Section 47604(c), an entity 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. New West 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.

Further, the Charter School and the authorizer shall enter into an MOU, wherein the Charter School shall indemnify the authorizer for the actions of the Charter School under this charter.

The corporate bylaws of 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 Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the authorizer and 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 Charter School.

The New West Board will 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 its 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, 2012.

