



Petition for Charter Renewal for
New West Charter
Charter Number 431

LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 10/22/2024
(BR: 043-24/25)
TERM: 2025-2030

Charter Term: July 1, 2025 to June 30, 2032

Respectfully Submitted to the
Los Angeles Unified School District
On July 25, 2024

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

Throughout the charter petition, New West has included Los Angeles Unified School District ("LAUSD") "Federal, State and District Required Language," ("FSDRL") which is required for all charter petitions submitted to LAUSD, as a pre-condition for the charter being "accepted" for submission.¹ FSDRL is highlighted in gray and includes a header for each section or Element which has a black background. In the event the New West charter is not renewed by LAUSD, all FSDRL will be removed from the charter petition and will not

¹ This precondition plainly violates Education Code Section 47605(b), as amended by Assembly Bill 1505 (2019), which now rests legal authority in the determination of a complete charter petition exclusively with the petitioners, and leaves no room for a chartering authority to express a determination about the completeness of a charter submission.

have any effect on the charter document or New West’s operations. To avoid confusion, the Element headers and governing law from FSDRL will remain in the charter.

AFFIRMATIONS AND DECLARATION

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

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(d)(1)]
- The Charter School declares that it shall be deemed the exclusive public school employer of the employees of New West for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(c)(6)]
- The Charter School shall be non-sectarian in its programs, admission policies, employment practices, and all other operations. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(e)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Sections 47605(e)(2) and 51747.3, admission to the Charter School shall not be determined according to the place of residence of the student or of that student’s parent or legal guardian within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(e)(2)(B)(i)-(iv). 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(e)(2)(C). [Ref. Education Code Section 47605(e)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(e)(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 ("Section 504"), Title II of the Americans with Disabilities Act of 1990 ("ADA") and the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA").
- 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 the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. [Ref. Education Code Sections 47605(l)(1) and 47605.4(a)]
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(e)(3)]
- The Charter School shall adhere to each of the conditions in Education Code Section 47605(e)(4)(A)-(D), including: (A) not discouraging a student from enrolling or seeking to enroll in the Charter School for any reason; (B) not requesting a student's records or requiring a parent, guardian, or student to submit the student's records before enrollment; (C) not encouraging a student currently attending the Charter School to disenroll or transfer to another school for any

reason; and (D) providing a copy of the California Department of Education (“CDE”) notice regarding the requirements in Education Code Section 47605(e)(4)(A)-(D) to a parent/guardian or student if the student is 18 years of age or older: (i) when a parent/guardian or student inquires about enrollment, (ii) before conducting an enrollment lottery, or (iii) before disenrollment of a student. [Ref. Education Code Section 47605(e)(4)(A)-(D)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(d)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act (“ESEA”), as reauthorized and amended by the Every Student Succeeds Act (“ESSA”).
- The Charter School shall comply with the California Public Records Act, Government Code Section 7920.000, *et seq.* (“CPRA”).
- The Charter School shall comply with the Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g, 34 CFR Part 99 (“FERPA”).
- The Charter School shall comply with the Ralph M. Brown Act, Government Code Section 54950, *et seq.* (“Brown Act”).
- The Charter School shall comply with Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1 (“Section 1090”).

- The Charter School shall comply with the Political Reform Act, Government Code Section 81000, *et seq.* (“PRA”).
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

Element 1 - The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

New West Charter School Charter Renewal 2025-2032

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English

language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special

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

SELPA Reorganization

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

Use of District’s Special Education Policies and Procedures and Data Systems

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

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

General Information

<u>GENERAL INFORMATION</u>	
The contact person for the Charter School is:	Sharon Weir, Ed.D.
The contact address for the Charter School is:	1905 Armacost Ave. Los Angeles, 90026
The contact phone number for the Charter School is:	(310) 943-5444
The current address of the Charter School is:	1905 Armacost Ave. Los Angeles, 90026 11625 Pico Blvd. Los Angeles, 90064
This location is in the LAUSD Board District:	4
This location is in the LAUSD School District:	ECS-W
The grade configuration of the Charter School is:	6th - 12th
The number of students in the first year will be:	1,150
The grade level(s) of the students in the first year will be:	6th - 12th
The Charter School's scheduled first day of instruction in 2025-26 is:	August 13, 2025
The total enrollment capacity will be: 1,150	
The type of instructional calendar will be:	Traditional
The bell schedule for the Charter School will be:	8:00 am - 3:00 pm middle school 8:30 am - 3:30 pm high school
The term of this Charter for Middle and High Performing schools:	July 1, 2025 - June 30, 2032

If approved, the term of this Charter for low performing schools:	Not applicable
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Location and Contact Information

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

During the 2017-18 school year, Dr. Sharon Weir, Principal/Executive Director, and Dr. Tanisha Barnett, Assistant Director, led the Governance Council to approve a million dollar remodel of New West's old campus on Pico Boulevard into a custom-designed facility for the sixth and seventh graders in the middle school program. Construction began in June 2018 and concluded in December 2018. The sixth and seventh graders at Armacost moved into their new facility on Pico over the winter break of the 2018-19 school year. Half of the space the sixth and seventh graders vacated was quickly customized to become a permanent home for NWC+ and the rest provided much needed breathing room for the growing classroom-based high school program.

Classroom assignments for the eighth graders at Armacost and the classroom-based high school were redistributed over the summer to optimize use of the space in time for the 2019-20 school year.

The Armacost Avenue facility is approximately 50,000 square feet, with 36 classrooms, one resource room, a library and state-of-the-art science lab. The Pico Boulevard facility is approximately 15,000 square feet with 12 classrooms, a library and media center.

Term of Charter

The Charter School requests a renewal charter term from July 1, 2025 to June 30, 2032, as it is a high performing charter school, per the CDE's renewal performance determination.

School Administration and Board of Directors

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

Principal, Assistant Principal and NWC+ Coordinator all hold California Administrative Credentials.

Community Need for Charter School

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

- A clear and progressive education mission
- Strong leadership with the discretion to make local decisions
- A dedicated team of teachers and support staff with significant opportunities for collaboration and professional development
- Data-driven academic instruction, planning and assessment
- Opportunities and structures designed to extend academic learning time
- A culture of high expectations for every student
- Strong and consistent Parent/Guardian and community involvement
- A supportive environment with a proven track record that fosters high achievement for students on all California accountability measures

New West began as a parent-led, grassroots effort to start a small, high quality, public middle school on the Westside of Los Angeles. Planning started in 1999 by an ad hoc group of parents who had learned about the benefits of charter schools through their experiences at the five neighborhood elementary schools, 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 the opening of the school were designated Founders of New West. A \$35,000 Charter School Planning Grant from the California Department of Education in March of 2000 and a \$10,000 Walton Family Foundation Charter School Planning Grant in July of 2000 were instrumental in supporting the initial costs of school development.

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

assigned the school charter number 431, with the final state-approved charter dated January 15, 2002.

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

In February 2005, Sharon Weir joined New West as the fourth Principal/Executive Director and has served in this capacity for the past 18 years. In 2009, Dr. Weir was named "Charter School Principal of the Year" by the California Charter Schools Association. From the Charter School's inception in 2003 to the present day, New West has, over time, built a robust and highly successful program in both middle school and high school that was three times honored as a California Distinguished School.

On October 12, 2012, New West moved from its 11625 Pico Boulevard location to larger premises on 1905 Armacost Avenue, Los Angeles, CA 90025. New West retained the lease on the Pico Boulevard site, and as described above, remodeled the facility to accommodate enrollment growth.

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

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

importantly, the first graduating class of 75 seniors earned over 500 college admissions and scholarships.

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

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

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

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

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

Academic Achievement: School Performance Over the Current Charter Term; Charter Renewal Criteria

Introduction

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

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

The three performance categories are as follows:

- High Performing – Presumptive renewal if the charter school meets the established renewal criteria—Education Code Section 47607(c)(2).
- Low Performing – Presumptive non-renewal if the charter school meets the non-renewal criteria, unless the chartering authority makes a finding to approve for a two-year term —Education Code Section 47607.2(a).
- Middle Performing – Renewal unless the charter school failed to meet or make sufficient progress toward meeting standards and closure is in the best interest of students, evaluated using the California School Dashboard (the “Dashboard”) and Education Code Section 47607.2(b).

Based on the results of the 2022 and 2023 Dashboards, New West Charter is proud to have met the legal requirement for the High Performing category, as also determined by the CDE. New West achieved this designation through Criterion 2, comparing the “Status” for all academic indicators to the state, school-wide and for student groups that perform lower than the statewide average.

The state academic indicators include the following:

- English Learner Progress: grades one through twelve
- College/Career: high school only
- Academic: grades three through eight and grade eleven – English language arts/literacy and Mathematics

Other state indicators not included in Criterion 2 are:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: K through grade twelve
- Graduation Rate: high school only

A charter school in the high category is eligible for a five-, six-, or seven-year renewal term, as demonstrated below.

Dashboard Performance Renewal Criteria – High Performing

Education Code Section 47607.2(b) states:

(2) (A) The chartering authority shall not deny renewal for a charter school pursuant to this subdivision if either of the following apply for two consecutive years immediately preceding the renewal decision:

(i) The charter school has received the two highest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.

(ii) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or higher than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are higher than the state average. (*Note: Majority is defined at 50 percent or greater*)

(iii) Notwithstanding clauses (i) and (ii), a charter school eligible for technical assistance pursuant to Section 47607.3 shall not qualify for renewal under this paragraph.

(iv) A charter school that meets the criteria established by this paragraph and subdivision (a) of Section 47607.2 shall not qualify for treatment under this paragraph.

(B) The chartering authority that granted the charter may renew a charter pursuant to this paragraph for a period of between five and seven years.

(C) A charter that satisfies the criteria in subparagraph (A) shall only be required to update the petition to include a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed and as necessary to reflect the current program offered by the charter.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress

system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

In the following tables, the number included in the parentheses indicates the distance from standard, either above or below the state standard performance metric.

Measurements of Academic Performance – Schoolwide Performance

2023 Dashboard Schoolwide Performance Levels

Indicator	2023 State	2023 New West	Comparison
CAASPP ELA	Orange (-13.6)	Blue (+48.3)	Higher
CAASPP Math	Orange (-49.1)	Green (-8.8)	Higher
College/Career	Medium (43.9% prepared)	High (59.1% prepared)	Higher
English Learner Progress	48.7% making progress towards English language proficiency	Fewer than 30 students	n/a

2022 Dashboard Schoolwide Performance Levels

Indicator	2022 State	2022 New West	Comparison
CAASPP ELA	‘Low’ (-12.2)	‘High’ (+34.4)	Higher
CAASPP Math	‘Low’ (-51.7)	‘Medium’ (-14.8)	Higher
College/Career	n/a in 2022 (45.8% in 2020)	n/a in 2022 (67.0% in 2020)	Higher
English Learner Progress	‘Medium’ 50.3% making progress towards English language proficiency	‘High’ 59.4% making progress towards English language proficiency	Higher

Measurements of Academic Performance – Subgroup Performance

The subgroups identified below are subgroups performing statewide below the state average in each respective year for which New West received performance levels. For any measurements of academic performance where there were no subgroups performing statewide below the state average, or where New West did not receive any performance levels, no subgroups were identified.

2023 CAASPP Subgroup Performance Levels (ELA)

New West Charter School Charter Renewal 2025-2032

Subgroup ²	2023 State	2023 New West	Comparison
English Learners	Orange (-67.7)	Yellow (-58.0)	Higher
Socioeconomically Disadvantaged	Orange (-42.6)	Green (0.0)	Higher
Students with Disabilities	Red (-96.3)	Yellow (-30.7)	Higher
Hispanic/Latino	Orange (-40.2)	Green (+14.9)	Higher

2022 CAASPP Subgroup Performance Levels (ELA)

Subgroup	2022 State	2022 New West	Comparison
English Learners	'Very Low' (-61.2)	'Very Low' (-72.0)	Lower
Socioeconomically Disadvantaged	'Low' (-41.1)	'Low' (-7.5)	Higher
Students with Disabilities	'Low' (-97.3)	'Low' (-60.8)	Higher
Hispanic/Latino	'Low' (-38.6)	'Medium' (+3.3)	Higher

2023 CAASPP Subgroup Performance Levels (Math)

Subgroup	2019 State	2019 New West	Comparison
English Learners	Orange (-93.4)	Orange (-115)	Same
Socioeconomically Disadvantaged	Yellow (-80.8)	Yellow (-71.9)	Higher
Students with Disabilities	Orange (-127.3)	Yellow (-90.5)	Higher
Hispanic/Latino	Orange (-80.8)	Yellow (-52.0)	Higher

2022 CAASPP Subgroup Performance Levels (Math)

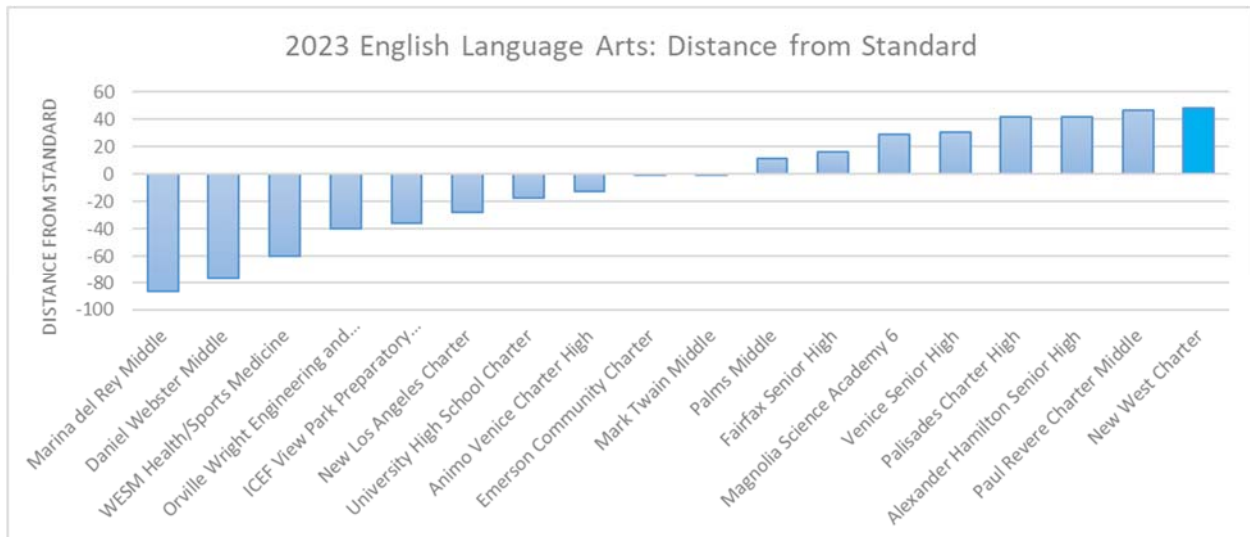
Subgroup	2022 State	2022 New West	Comparison
English Learners	'Very Low' (-92.0)	'Very Low' (-119.4)	Lower
Socioeconomically Disadvantaged	'Low' (-84.0)	'Low' (-84.4)	Lower
Students with Disabilities	'Very Low' (-130.8)	'Very Low' (-130.8)	Higher
Hispanic/Latino	'Low' (-83.4)	'Low' (-65.2)	Higher

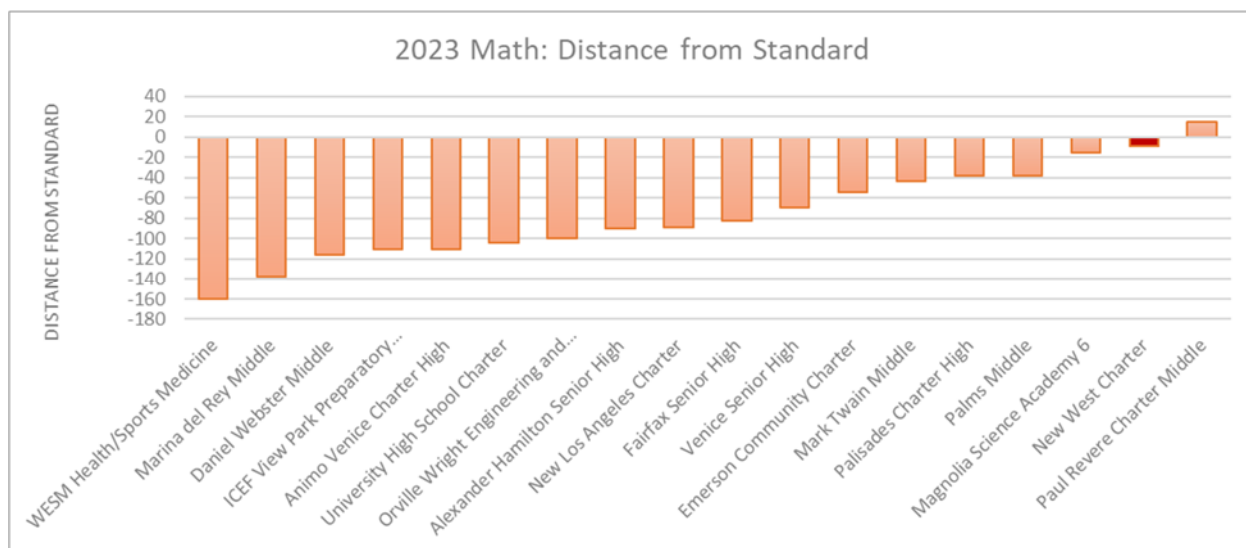
2023 Dashboard

² For purposes of Education Code Sections 47607 and 47607.2, "subgroup" means numerically significant subgroup as defined in Education Code Section 52052(a)(1). (Ed. Code 47607(c)(4).)



New West performed better than the majority of comparison middle and high schools on the 2023 Dashboard for All Students in both ELA and math. The schools selected have historically been used as comparisons to New West due to their proximity to the campus. The graphs below show where New West ranks based on the 2023 Distance from Standard in each of the academic indicators. It is ranked first among the schools for ELA and second for math.





New West also performed better than the majority of comparison middle and high schools, the District and the state for significant student groups. In the tables below, the groups that performed better than New West are colored green for each of the comparison schools and the groups that performed worse are colored red.

2023 ENGLISH LANGUAGE ARTS						
School		ALL	EL	SED	SWD	Hispanic/Latino
New West		48.3	-58	0	-30.7	14.9
Comparison MS	Daniel Webster Middle	-76.7	-132.6	-78.9	-147.2	34.1
	Emerson Community Charter	-0.4	-89.1	-41.9	-124.8	-13.6
	ICEF View Park Preparatory Middle	-35.7		-36.1	-126.2	-0.8
	Magnolia Science Academy 6	29.3	-22.2	31.1	-29.8	29
	Marina del Rey Middle	-86.2	-114.9	-89	-140.5	-35.3

	Mark Twain Middle	-0.1	-100	-46.1	-118.9	2.8
	New Los Angeles Charter	-27.8	-78	-32.2	-100.8	-36.6
	Orville Wright Engineering and Design Magnet	-40.1	-151.1	-58	-129.6	-80.8
	Palms Middle	11.7	-62.2	-12.5	-80.4	-32.3
	Paul Revere Charter Middle	47	-48.8	-6	-70.7	-61.7
Comparison HS	Alexander Hamilton Senior High	42.1	-104.7	21.6	-68.9	30.2
	Animo Venice Charter High	-12.9	-93.3	-19		-77.2
	Fairfax Senior High	16.3	-112.3	12	-103.7	-40.7
	Palisades Charter High	41.9	-102.3	14.3	-34.1	-29
	University High School Charter	-17.6	-210.6	-19.1	-186.2	-23.5
	Venice Senior High	30.5	-127.3	15.3	-133.4	-11.5
	WESM Health/Sports Medicine	-59.8		-84.9	-178.3	2.7
	LAUSD	-32.4	-87.8	-46.1	-111.8	-43.1
	State	-13.6	-67.7	-42.6	-96.3	-40.2

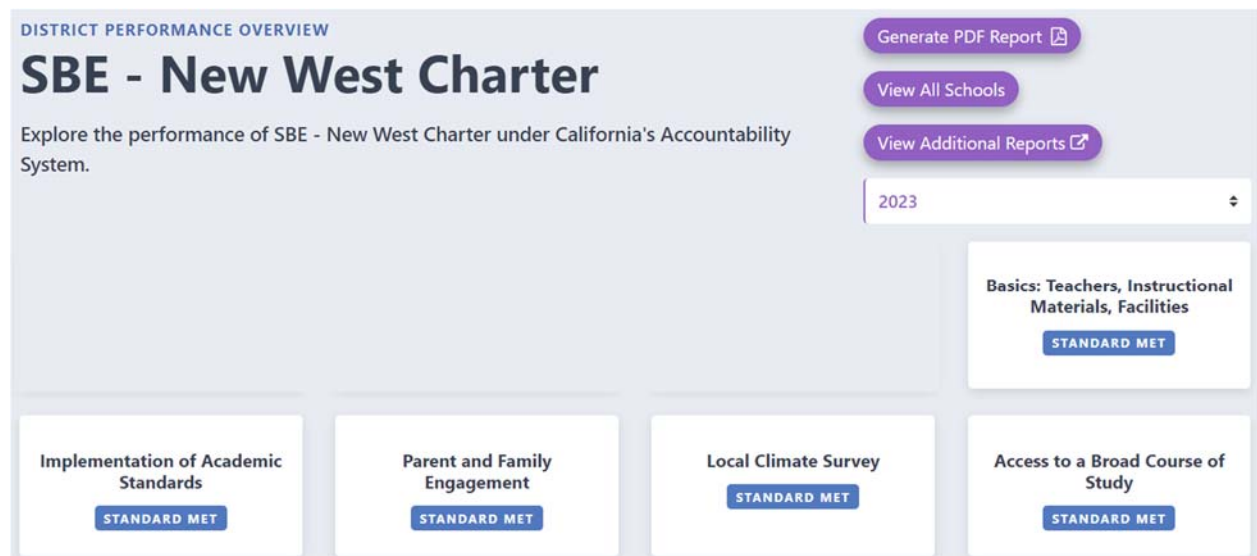
MATHEMATICS

School		ALL	EL	SED	SWD	Hispanic/ Latino
New West		-8.8	-115	-71.9	-90.5	-52
Comparison MS	Daniel Webster Middle	-115.8	-150.7	-117.2	-167	-113.1
	Emerson Community Charter	-54.6	-145.9	-95	-178.7	-92.1
	ICEF View Park Preparatory Middle	-110.6		-109.6	-187.3	-130.8
	Magnolia Science Academy 6	-15.3	-81.6	-13.2	-56.4	-15.8
	Marina del Rey Middle	-137.8	-161.1	-141.3	-182	-126
	Mark Twain Middle	-43.8	-145.2	-97.7	-167.9	-92.8
	New Los Angeles Charter	-88.4	-134.4	-91.7	-164.1	-89.1
	Orville Wright Engineering and Design Magnet	-99.8	-187.3	-114.3	-182	-93.9
	Palms Middle	-38	-101.5	-67.3	-111.4	-70.4
	Paul Revere Charter Middle	15.3	-85.8	-53.3	-161.5	-48.5
Comparison HS	Alexander Hamilton Senior High	-90.2	-199.9	-114.2	-181	-107.7
	Animo Venice Charter High	-110.4	-130.9	-109.3		-106.5
	Fairfax Senior High	-82.3	-190.5	-94.3	-183.3	-108.4
	Palisades Charter High	-38.2	-179.7	-78.7	-121.2	-63.8

University High School Charter	-104	-243.4	-104	-245.7	-118
Venice Senior High	-69.8	-172.6	-101.7	-202.5	-108
WESM Health/Sports Medicine	-160.3		-176.4	-240	-134.6
LAUSD	-67.3	-106	-78.4	-140.3	-78.9
State	-49.1	-93.4	-80.8	-127.3	-80.8

Charter School Dashboard Local Indicators (2023)

New West met the standard for all local indicators on the 2023 Dashboard. The following chart(s) reflect the Charter School’s 2023 Dashboard performance on the local indicators.



The 2022 Dashboard shows “standard not met” under New West Charter for the local indicators; however, required local indicators information was supplied to the CA School Dashboard in accordance with its instructions by the September 30 deadline (see screenshot below demonstrating all local indicators data was provided). School leadership made CDE aware of this error, and “standard met” shows on the 2022 Dashboard for “SBE - New West Charter,” although the state indicators do not appear on that version of the Dashboard.

Welcome, SBE - New West Charter!
Home
Optional Narrative
Help Desk
Logout
Priorities
Priority 1 ✓
Priority 2 ✓
Priority 3 ✓
Priority 6 ✓
Priority 7 ✓

California School Dashboard Coordinator Resources

Access to the Dashboard ([Click Here](#)) is now available!

Updates

Optional Narrative Box

To input information into the Optional Narrative Box, please select the Optional Narrative link above. We encourage you to use this area to explain your local context or identify any circumstances that may have impacted your local educational agency's performance. Please note that the text is limited to 500 characters and does not allow for hyperlinks (they will appear as text only).

Local Indicators

The local indicators can be uploaded into the Dashboard now. The deadline for uploading the local indicators into the Fall 2022 Dashboard is **September 30, 2022**. For additional information regarding the local indicators, go to the Local Indicators page on the California Department of Education's website located here: <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>

Measurements of Academic Performance – Verified Data

The law does not require high performing charter schools to provide data showing measurable increases in academic achievement or strong postsecondary outcomes, via verified data.

“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).) In November 2020, the California State Board of Education (“SBE”) approved the criteria to define “verified data” and the list of valid and reliable assessments and measures of postsecondary outcomes as required by Education Code Section 47607.2. Verified data is relevant to charter renewal if it meets the criteria below:

(B) There is clear and convincing evidence showing either of the following:

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

From the SBE-approved list of post-secondary measures, the Charter School demonstrates strong postsecondary outcomes compared to its peers based on the college going rate reported on DataQuest, derived from National Student Clearinghouse data.

Charter School Verified Data:

College Going Rate from National Student Clearinghouse

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
New West	74.0%	80.0%	79.1%	82.4%	90.6%	76.0%
Comparison HS Average	73.9%	65.7%	73.6%	72.6%	71.6%	69.8%
LAUSD	67.5%	54.5%	58.8%	56.4%	55.5%	55.0%
State	66.9%	65.2%	67.7%	64.9%	62.7%	62.2%

New West Charter has had a higher college going rate for its graduates than the comparison high school average in LAUSD, as well as the district and the state average every year from the class of 2016 to the class of 2021, the last class year reported on DataQuest as of May 2024.

A charter petition renewed pursuant to Section 47607(c)(2)(E) (high performing) is eligible for a five-, six-, or seven-year renewal term. **As clearly demonstrated by the evidence above, the Charter School meets the renewal criterion and exceeds it through outstanding postsecondary outcomes compared to its peers as demonstrated by verified data, and should be granted a renewal term of 7 years.**

Success of Key Features of Educational Program.

Overall, the educational program is exceeding expectations. College and Career Indicators are high; 89% are A-G complete (compared to the state at 44%). Forty-nine percent of learners have earned the state seal of biliteracy (compared to the state at 10%).

Success of the Charter School's Education Program in Meeting the Specific Needs of its Student Population, including Student Subgroups.

New West is serving its special education students well; they are beating the state in ELA and Math by 25 points. Historically, our socioeconomically disadvantaged ("SED") students have outperformed the state, however there was a recent minor dip in performance, although we are confident SED students will once again be at performance levels that are above the state. College and career indicators for these subgroups beat the state by 20 points; New West's Hispanic students are outperforming the state as well.

Areas of Challenge and How the School Has / Will Improve Such Areas.

New West's subgroup outlier are our EL students, although their performance is improving. However, because of our small EL population, fluctuations in individual student performance can reflect big swings in assessment outcomes. Regardless, New West has implemented additional professional development for teachers working with EL students, and is providing designated and integrated ELD

during the school day, as well as listening to these students and understanding what additional supports they need to succeed.

Student Population to be Served

New West provides for the free, nonsectarian, public education of students in grades 6-12th who desire a broad and comprehensive foundation in reading and language arts, mathematics, science, and history and social science, supplemented by a variety of enrichment programs in the visual and performing arts, world languages, health and physical education, and extracurricular and enrichment activities designed to enhance the core curriculum. The Charter School, which is open to any student who wishes to attend, enrolls a multi-cultural, multi-ethnic, socioeconomically diverse student body without respect to actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics, or any other characteristic described in Education Code Section 220. New West seeks to attract families who have a belief in a strong home/school/community partnership and who share in the mission, vision, and guiding principles of the Charter School.

As a charter school, New West has no formal boundaries in which students must reside to attend³. As a result, a study of the students' registered addresses in 2022 indicates that New West students come from 74 different zip codes. However, the same report also shows that nearly three-fourths of the students live in one of twelve, and more than half live in one of four zip codes. The top twelve zip codes are shown below.

Students' Zip Codes – Distribution Chart

Zip Code (listed in 2016 order)	Percentage of Students in 2016	Percentage of Students in 2019	Percentage of Student in 2022
90025	24.9%	22.5%	17.6%
90064	12.2%	11.4%	14.3%
90066	11.6%	9.0%	13.1%
90034	6.2%	6.4%	6.6%
90291	4.0%	4.0%	3.0%

³ NWC+ students must reside in Los Angeles County or an adjacent county.

90024	3.2%	6.8%	6.0%
90045	3.2%	2.2%	1.9%
90049	3.1%	3.6%	3.5%
90035	2.9%	3.5%	2.9%
90292	2.7%	2.3%	1.7%
90230	2.3%	1.9%	1.5%
90272	1.8%	2.7%	1.7%

Enrollment Rollout Plan

New West is currently authorized to serve 1,125 students in grades 6-12 in a site-based and Independent Study Program (NWC+). The chart below demonstrates our projected enrollment for the next charter term.

Projected Enrollment, New West Middle and High School, 2025–2032

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
6	150	150	150	150	150	150	150	150
7	150	150	150	150	150	150	150	150
8	150	150	150	150	150	150	150	150
9	150	150	150	150	150	150	150	150
10	150	150	150	150	150	150	150	150
11	113	150	150	150	150	150	150	150
12	119	113	150	150	150	150	150	150
Total	982	1,013	1,050	1,050	1,050	1,050	1,050	1,050

Projected Enrollment, NWC+, 2025–2032

Grade	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32
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9	25	25	25	25	25	25	25	25
10	25	25	25	25	25	25	25	25
11	25	25	25	25	25	25	25	25
12	25	25	25	25	25	25	25	25
Total	100	100	100	100	100	100	100	100

Goals and Philosophy

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

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

- A rigorous core curriculum that provides a strong foundation in reading and language arts, mathematics, science, and history and social science, supplemented with diverse enrichment opportunities in world languages, visual and performing arts, physical education and health, and information technology;
- A robust program of community service and extracurricular activities designed to have maximum synergy with the academic program;
- Clearly defined and closely monitored performance standards that assure progress toward the school's educational goals in full compliance with all applicable state standards;
- A cooperative community of parents and educators that shares responsibility for the school's governance, operation, and educational program in the best interests of the school's students;
- A goal of a small student body, taught in classes as small as resources permit (we aim for 30 students or less per class); and

- A personal learning environment that both encourages and challenges each student according to his or her ability through differentiated instruction within an integrated curriculum.

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

Graduates from New West will have the following qualities:

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

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.

At New West, our educational program prepares students to embody the skills and knowledge to meet 21st Century demands, defined below:

Quality Procedures

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

Technologically Literate Students

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

Community Contributors

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

Effective Collaborators and Communicators

- Work as a team to solve problems and accomplish mutual goals
- Demonstrate strong, positive leadership
- Listen attentively and respectfully to others and articulate their own ideas with clarity
- Adapt their communication style in response to their audience
- Read, comprehend, evaluate and discuss complex literary and informational texts

- Write clear and coherent arguments, narratives and explanatory texts using the writing process
- Students will have the ability to contemplate and discuss ideas and issues critically while questioning and inquiring about the world around them
- Students will be actively involved in their own learning, both in determining the nature of their educational endeavors and in being active participants in their learning experiences
- Students will analyze and understand complex systems
- Students will learn to think holistically, abstractly, and creatively
- Students will understand how to set and achieve goals in a variety of situations
- Students will learn to reason critically and creatively
- Students will communicate with clarity, focus, and understanding of the audience they are addressing.

Life Skills

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

How Learning Best Occurs – Instructional Design, Learning Theories, Methodologies.

Within the four core academic English Language Arts, Mathematics, History/Social Sciences, and Science, plus elective subjects, learning experiences (e.g., experiential learning) 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 concept and knowledge to be mastered in the core and elective curricula.

- **Backward Design.** “Backward Design” or “Understanding by Design” offers a powerful framework for designing courses through what is called “Backward Design.”⁴ It seems “backward” in that it starts from the opposite end of the planning process we typically go through to design courses—we usually start by thinking about how to teach our content. Backward Design, in contrast, leaves teaching activities until the end and starts with the desired results of that teaching. In other words, our teachers believe we cannot start planning how you’re going to teach until you know exactly what we want your students to learn.
- **Differentiated Instruction** is key to providing for the needs of children across the educational spectrum. By altering the complexity, depth, or novelty of the subject, the teacher can convey material in a way that is appropriate for the individual child.

⁴ Understanding by Design - Authors Jay McTighe and Grant Wiggins

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 lifelong 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 Lifelong Learning objectives and Community Service. New West integrates these instructional strategies into the core academic curriculum. For example, the effective use of technology, a life-long learning objective, is integrated through students' use of the Internet for research projects. The application of time management skills will be required of students for in-class and homework projects.
- **Project-based Learning** provides a key opportunity for integration of all subjects. Core and Elective develop project themes throughout the year. Students will work in small groups to research, write, find results and identify the medium for presentation. The student team will work with the teacher to develop the different phases of the project.

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

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

We must present a welcoming environment for all – students, teachers, parents, families, community members, and professionals.

We strive to be a small school with small class sizes, and must do everything possible to create a culture and climate of respect and safety.

We 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.

We must be academically excellent, developmentally responsive, and socially equitable.

To be New West as an excellent public school choice for Los Angeles families, New West must encourage cooperation, collaboration and responsibility. We achieve this by:

Staffing New West with 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.

Encouraging a multi-materials approach to instruction.

Encouraging inspiration, not information, to drive teaching techniques and teaching materials to cover the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), History-Social Science Framework, English Language Development (“ELD”) Standards, and remaining state content standard (collectively referred to herein as “Standards”), so that students actively feel curiosity, creativity, and a thirst for information.

Encouraging parental involvement, from the home-school agreement, through excellent communication between home and school, to parental volunteerism, contributes to the success of, and pride in, the Charter School. In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement of acceptance to, or continued enrollment at, the Charter School.

To sustain New West as an excellent public school choice for Los Angeles families, New West implements the following guidelines:

School Accountability. At New West, each and every member of the school community, from administrator to student, to teacher, family member and employee, is fully accountable for his or her role in the educational, financial and emotional success of the Charter School.

Standards-Based Curriculum. New West developed an educational program that is fully aligned with the State standards. New West delivers this curriculum to approximately 1,050 students in 6-12th grade through 50 full-time credentialed teachers, 2 full-time special education teachers, 1 special education director, 1 special education program coordinator, 2 special education interns, and a support staff.

Academic Excellence. New West provides multiple opportunities for students to explore a rich variety of topics and interests, using instructional strategies, which actively engage

students and foster curiosity and creativity. All students are expected to meet high standards.

Students as Assets. New West has a strong formalized advisor/advisee program for building assets. Students meet together regularly throughout the year with the same teacher. This program has strong team-building concepts outlined in various sources, such as Middle and High School Issues, and Scholastic Teen Issues. The advisor/teacher, and Grade Level Advisor teacher, works with the advisees/students to build a trusting, nurturing relationship that will allow them to deal with sensitive issues and concerns. Students gain emotional strength, self-knowledge and social skills through their participation in a well-defined advisory program. Students are guided to understand all the assets of their personalities and have the confidence to develop those assets.

Small Class Sizes. New West believes that size matters. Teachers can address many different levels of ability and learning styles and give exemplary differentiated instruction in a classroom of approximately 30 or less.

Heterogeneous Classes. New West concludes that in order to preserve a dynamic and challenging classroom, students must be grouped heterogeneously. This prevents a smart versus dumb classroom mentality, and better reflects real-life experience in the workplace. Classes will be inclusive, respectful and tolerant, and challenges each student according to his or her abilities. (Compacting instruction, then differentiating instruction through depth, complexity and/or novelty, is employed to address gifted students. The exception is mathematics, where students have the opportunity to be grouped in classes to enable them to accelerate beyond grade level).

Individualized Instruction. New West works towards creating an individualized learning approach for each student. New West evaluates and tests students extensively to adequately address the needs of each student. Early in the school year, a personalized approach is adopted towards supporting each student. Each student works collaboratively with his or her teacher in an effort to specify student's goals for meeting or moving beyond the Standards, incorporating data from testing and assessments. This personalized approach will also identify elements of asset development, study skills and team-skills on which the student can focus.

Digital Portfolios. All New West high school students are required to prepare and present a digital portfolio on a yearly basis. The digital portfolio focuses on a student's pathway to high school graduation and onto college. The portfolio is researched and created in the regular advisory classes.

Welcoming Environment. New West has created a school environment that is accessible, inclusive and welcoming for students, parents, families, teachers, administrators, and community members. Excellent and frequent communication between home, school and

the community continues to keep all parties informed and involved. This creates ownership and school pride.

Team Identity. New West finds the heterogeneous team (or family) model to be an attractive way to create school community and friendly competitive challenge. Grade level families are designed to prevent any student from falling through the cracks. The grade level family consists of the four core subject and elective teachers who remain responsible for the same group of students all year. These teachers review issues around each student, perceive trends or changes in behavior, and intervene in a timely fashion.

Scheduling in Middle School. New West has a longer school day (8:00am to 3:00pm) to allow a seven period rotation. One day a week, on early dismissal day, there is an abbreviated core class schedule.

Scheduling in High School. New West has a longer school day (8:30am to 3:30pm) to allow time to accommodate six, one-hour periods every day.

Mentoring by advisory teachers. New West has developed a strong mentoring component between students and their advisory teacher by allowing for regular meetings each week for support and advice. During this time, teachers/mentors work with students on asset building and have an opportunity to talk to their students. Touching base with the advisory group on a regular basis creates a much stronger bond between teacher and students. Advisory teachers also teach their advisory students a core subject during the day.

Character Development. It is critical to a positive school environment and to the individual success of each student that students develop strong character and become responsible, ethical members of society. Faculty role-modeling, home-school agreement, discipline policy, an emphasis on personal responsibility, and the community service component all focus on this practice.

Social Equity. New West values knowledge from the diverse cultures represented in the Charter School, in our nation, and in the world. New West continually adapts to meet its students' diverse and changing needs. Social events, such as mixers, dances and picnics for students and for families, help the Charter School feel a true sense of community.

Study Skills. New West offers study skills education. Study skills education is reinforced in the core classes, in study specific classes and in an after-school program. Students need to learn time management, research skills and a personal understanding of doing one's best work.

Parental Involvement. Key to the success of New West is strong parental involvement. New West is a parent-driven charter school model, with strong parental representation on

the Governing Board, a strong home-school agreement, and a desire to address the needs of parents as well as students.

New West believes that all of the above elements and more contribute to the success of the middle and high school students, and the school as a whole.

Addressing the Requirements of Education Code Section 47605(c)(5)(A)(ii)

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

LCFF STATE PRIORITIES	
GOAL #1	
<p>New West Charter School will close the achievement gap for our subgroup students and continue to strive to achieve a high level of academic excellence by ensuring all students are on track to graduate college and be career ready.</p>	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Ensure all teachers are fully credentialed and appropriately placed • Provide all students with access to their own copies of standards-aligned instructional materials for use at school and at home • Full implementation of all adopted standards and access to a broad course of study. • Ensure 100% enrollment of students in courses required by the state for middle and high school • Maintain faculty to teach the range of A-G approved courses for all high school students • Establish rigorous standards for each department to ensure vertical articulation via ongoing professional development: grade-level peer review of curriculum (syllabi), instruction (best practices), and assessments (reading, writing, speaking, performance tasks). • Ongoing professional development for teachers along with release time to develop accurate assessment of all students in core and elective classes: standardization of grades will be evident in middle and high school; benchmark assessments will be aligned in all core and elective classes; SBAC interim assessments • Provide ELs with support to achieve grade level standards: EL coordinator monitors progress and provides small group instruction; teachers progress monitor ELs and RFEPs; EL and RFEP intensive supports to include small group language support, and Grade Slam, a customized and individual 	

- tutoring program; improve access for Spanish-speaking families to information about the school, student grades, and academic expectations; provide professional development in ELD
- Provide Socioeconomically Disadvantaged (SED) students with support to achieve grade level standards: teachers progress monitor based on SED (socioeconomically disadvantaged) status to ensure equity; tutoring, technology and small group intensive support groups during the school day.
 - Provide SPED program supports to ensure students achieve grade level standards: ensure high quality special education teachers and specialized support (educational psychologist) are available; add additional support staff and paraprofessional staff to provide more small group and one-to-one instruction; general education and RSP teachers collaborate during PD sessions to identify specific achievable goals for students with the framework of SBAC
 - Engage in teacher recruitment and retention strategies, including active recruitment, longevity pay and stipends for teachers, and community building events.

Expected Annual Measurable Outcomes

Outcome #1: All New West students will demonstrate increased achievement in English Language Arts.

Metric/Method for Measuring: ELA CAASPP

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	70.26%	+1%	+1%	+1%	+1%	+1%	+1%	+1%
English Learners	25.0%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Socioeconomically Disadvantaged	49.43%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Students with Disabilities	34.28%	+1%	+1%	+1%	+1%	+1%	+1%	+1%
Foster Youth	*	*	*	*	*	*	*	*
Asian	86.95%	88%	88%	89%	89%	89%	89%	89%
African American/Black	42.85%	+3%	+3%	+3%	+3%	+3%	+3%	+3%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	57.02%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	76.79%	78%	78%	79%	80%	80%	80%	80%
White	73.96%	+1%	+1%	+1%	+1%	+1%	+1%	+1%

Outcome #2: All New West students will demonstrate increased achievement in mathematics.
Metric/Method for Measuring: Math CAASPP

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	48.05%	+1%	+1%	+1%	+1%	+1%	+1%	+1%
English Learners	5.0%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Socioeconomically Disadvantaged	26.43%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Students with Disabilities	15.71%	+1%	+1%	+1%	+1%	+1%	+1%	+1%
Foster Youth	*	*	*	*	*	*	*	*
Asian	71.74%	+1%	+1%	+1%	+1%	+1%	+1%	+1%
African American/Black	19.05%	+3%	+3%	+3%	+3%	+3%	+3%	+3%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	30.58%	+3%	+3%	+3%	+3%	+3%	+3%	+3%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	60.71%	+1%	+1%	+1%	+1%	+1%	+1%	+1%
White	51.29%	+1%	+1%	+1%	+1%	+1%	+1%	+1%

Outcome #3: Teachers are fully credentialed and appropriately placed.
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline (21-22)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	95%	100%	100%	100%	100%	100%	100%	100%
English Learners	95%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	95%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	95%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	95%	100%	100%	100%	100%	100%	100%	100%
African American/Black	95%	100%	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	95%	100%	100%	100%	100%	100%	100%	100%

Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	95%	100%	100%	100%	100%	100%	100%	100%
White	95%	100%	100%	100%	100%	100%	100%	100%

Outcome #4: All students have access to their own copies of standards-aligned materials
Metric/Method for Measuring: SARC

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	100%	100%	100%	100%	100%	100%	100%	100%
African American/Black	100%	100%	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	100%	100%	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%	100%	100%

Outcome #5: Implementation of all adopted standards and access to a broad course of study
Metric/Method for Measuring: Percentage of implemented or fully implemented standards

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%

Foster Youth	*	*	*	*	*	*	*	*
Asian	100%	100%	100%	100%	100%	100%	100%	100%
African American/Black	100%	100%	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	100%	100%	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%	100%	100%

Outcome #6: Enrollment in courses required by the state for middle and high school
Metric/Method for Measuring: Course enrollment records

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	100%	100%	100%	100%	100%	100%	100%	100%
African American/Black	100%	100%	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	100%	100%	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%	100%	100%

Outcome #7: Graduates meet UC/CSU entrance requirements

Metric/Method for Measuring: Percentage of students meeting UC/CSU entrance requirements as noted on student records

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	100%	100%	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged	100%	100%	100%	100%	100%	100%	100%	100%
Students with Disabilities	100%	100%	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*	*	*
Asian	100%	100%	100%	100%	100%	100%	100%	100%
African American/Black	100%	100%	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	100%	100%	100%	100%	100%	100%	100%	100%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	100%	100%	100%	100%	100%	100%	100%	100%
White	100%	100%	100%	100%	100%	100%	100%	100%

Outcome #8: Students are college ready
Metric/Method for Measuring: CDE College/Career Indicator

APPLICABLE STUDENT GROUPS	Baseline (2023)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (schoolwide)	56.1%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	48.5%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%
Students with Disabilities	33.3%	+1%	+1%	+1%	+1%	+1%	+1%	+1%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*

American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	47.8%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	55.0%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%
White	56.9%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%

Outcome #9: EL students are improving at least one level on ELPAC
Metric/Method for Measuring: Dashboard ELPI

APPLICABLE STUDENT GROUPS	Baseline (2023)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	*	*	*	*	*	*	*	*
English Learners	44%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%	≥55%
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

Outcome #10: Increase in EL reclassification rate
Metric/Method for Measuring: Dashboard

APPLICABLE STUDENT GROUPS	Baseline (20-21)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	*	*	*	*	*	*	*	*

English Learners	11%	8%	10%	12%	14%	16%	18%	20%
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

Outcome #11: Maintain high college acceptance rate
Metric/Method for Measuring: Student records

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	97%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
English Learners	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
Socioeconomically Disadvantaged	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
Students with Disabilities	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
Foster Youth	*	*	*	*	*	*	*	*
Asian	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
African American/Black	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%

White	>95%	>95%	>95%	>95%	>95%	>95%	>95%	>95%
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Outcome #12: Students meet Fall-to-Winter growth targets in reading
Metric/Method for Measuring: NWEA MAP

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	43.0%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
English Learners	50.0%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Socioeconomically Disadvantaged	34.4%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Students with Disabilities	47.1%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Foster Youth	*	*	*	*	*	*	*	*
Asian	43.9%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
African American/Black	36.8%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	39.2%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	41.9%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
White	44.4%	+2%	+2%	+2%	+2%	+2%	+2%	+2%

Outcome #13: Students meet Fall-to-Winter growth targets in math
Metric/Method for Measuring: NWEA MAP

APPLICABLE STUDENT GROUPS	Baseline (21-22)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	44.6%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
English Learners	15.0%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Socioeconomically Disadvantaged	41.9%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Students with Disabilities	35.8%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Foster Youth	*	*	*	*	*	*	*	*
Asian	50.8%	+2%	+2%	+2%	+2%	+2%	+2%	+2%

African American/Black	50.0%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	44.3%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	32.7%	+2%	+2%	+2%	+2%	+2%	+2%	+2%
White	45.6%	+2%	+2%	+2%	+2%	+2%	+2%	+2%

GOAL #2	
<p style="text-align: center; font-weight: bold;">Maintain a safe campus learning environment that fosters students' intellectual and emotional maturity and simultaneously inspires and challenges each student to fulfill his/her individual potential as a personal lifelong objective and as contributing members of society.</p>	<p style="text-align: center; font-weight: bold;">Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input checked="" type="checkbox"/> 1</div> <div style="width: 33%;"><input type="checkbox"/> 4</div> <div style="width: 33%;"><input type="checkbox"/> 7</div> <div style="width: 33%;"><input type="checkbox"/> 2</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 6</div> </div> <hr/> <p style="text-align: center; font-weight: bold;">Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> Give students opportunities to create connections across student groups and interest through a robust roster of student clubs and affinity groups Department awards that recognize student for academic achievement and experiential learning on and off campus Provide ongoing commitment to culturally responsive choices and pedagogical practices, student policies, and academic pathways to ensure students are valued in every context Commit to continued equitable access for all students' educational needs Commit to continue diverse faculty recruitment in all aspects of school organization Provide frequent and regular DEI professional development for all school staff Improve gender-based outcomes: break sex/gender student stereotypes related to college majors and career fields (Girls Who Code, Career Day Guests, Advisory Lessons) Provide programs to diversity New West's offerings to students with different needs: independent study, online options, and partnership programs Register all graduates into alumni association Administrators and counselors will: measure students' college and career readiness through their periodic surveys; motivate students to follow their lead by inviting to come back to campus as guest speakers; maintain connections for a wide range of opportunities from internships and jobs to fundraising opportunities Schoolwide revised discipline plan designed by school administration: monitor at-risk groups with behavior referrals; behavior incentives Professional development to support effective classroom management Advisory curriculum 	

- Data Coordinator and grade level advisors monitor student attendance
- Attendance incentives
- Meet with parents of chronic absentees
- Maintain efficient custodial maintenance staff to ensure school facilities are well-maintained and any necessary repairs will be addressed in a timely manner
- Ensure campus follow protocols to prevent spread of Covid-19

Expected Annual Measurable Outcomes

Outcome #1: Low rates of chronically absent students

Metric/Method for Measuring: P-2 attendance report; Dataquest; Dashboard

APPLICABLE STUDENT GROUPS	Baseline (2023)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (schoolwide)	7.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
English Learners	0.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
Socioeconomically Disadvantaged	9.5%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
Students with Disabilities	11.5%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
Foster Youth	*	*	*	*	*	*	*	*
Asian	0.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
African American/Black	0.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	5.7%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	7.1%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%
White	9.1%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%	<5.0%

Outcome #2: Low suspension rates

Metric/Method for Measuring: Dataquest; internal reports; Dashboard

APPLICABLE STUDENT GROUPS	Baseline (2023)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (schoolwide)	0.6%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%
English Learners	*	*	*	*	*	*	*	*

Socioeconomically Disadvantaged	1.6%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%
Students with Disabilities	1.4%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%
Foster Youth	*	*	*	*	*	*	*	*
Asian	0.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%
African American/Black	0.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	0.4%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	0.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%
White	0.9%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%	<2.0%

Outcome #3: Low expulsion rate

Metric/Method for Measuring: Dataquest; internal reports

APPLICABLE STUDENT GROUPS	Baseline (2023)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Students with Disabilities	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	*	*	*	*	*	*	*	*
Asian	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
African American/Black	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
White	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

Outcome #4: Parents and students feel safe and included at school

Metric/Method for Measuring: Annual local survey

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	92.5%	95%	95%	95%	95%	95%	95%	95%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

Outcome #5: Teachers feel school is safe and feel connected

Metric/Method for Measuring: Annual local survey

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	92.5%	95%	95%	95%	95%	95%	95%	95%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*

African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

Outcome #6: Maintain high 4-year cohort high school graduation rates
Metric/Method for Measuring: Dataquest; internal reports

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	83.1%	95%	95%	95%	95%	95%	95%	95%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	75.8%	95%	95%	95%	95%	95%	95%	95%
Students with Disabilities	61.9%	95%	95%	95%	95%	95%	95%	95%
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	82.6%	95%	95%	95%	95%	95%	95%	95%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	80%	95%	95%	95%	95%	95%	95%	95%
White	81%	95%	95%	95%	95%	95%	95%	95%

Outcome #7: Maintain low drop-out rates
Metric/Method for Measuring: Dataquest; internal reports

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
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All Students (schoolwide)	8.8%	0%	0%	0%	0%	0%	0%	0%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	9.1%	0%	0%	0%	0%	0%	0%	0%
Students with Disabilities	4.8%	0%	0%	0%	0%	0%	0%	0%
Foster Youth	*	*	*	*	*	*	*	*
Asian	0%	0%	0%	0%	0%	0%	0%	0%
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	8.7%	0%	0%	0%	0%	0%	0%	0%
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	10%	0%	0%	0%	0%	0%	0%	0%
White	8.6%	0%	0%	0%	0%	0%	0%	0%

Outcome #8: School facilities are in “good” repair
Metric/Method for Measuring: Facility inspections; Dashboard

APPLICABLE STUDENT GROUPS	Baseline (22-23)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	Met	Met	Met	Met	Met	Met	Met	Met
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*

Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

GOAL #3	
Increase and strengthen parental support, stakeholder, and community engagement.	<p>Related State Priorities:</p> <p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6 </p>
	<p>Local Priorities:</p> <p> <input type="checkbox"/>: <input type="checkbox"/>: </p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Increase parental access to NWC Governance Council parent representation: a middle, high school, and NWC+ parent representative • Family events: semester events with administration; individual family meetings with school administration team; individual grade level back-to-school nights; high school-specific advisory and college and career meetings with the school counselor and administration • Identify individual parent liaison with Brockton Elementary • Hire part-time fundraising/grant coordinator to increase fundraising outreach opportunities: increase fundraising through various channels including individuals, corporations, foundations, celebrities, grants, and online/social media fundraising portals • Provide funds for athletics transportation • Improve online communications—newsletters, blasts, flyers sent home on a regular basis-use of professional communications coordinator • Improved school website providing easy access to increased information • Ensure online parental portal in SIS so that parents can access and monitor their child’s progress 24/7 • Increase home-school meeting opportunities providing more after school drop-in activities for parents with students in both core and elective classes and clubs • Summer bridge and Spring into NWC and NWC+ events planned for families joining NW for the first time 	
Expected Annual Measurable Outcomes	
<p>Outcome #1: Percentage of parents participating in parent events in person and online</p> <p>Metric/Method for Measuring: Local dashboard</p>	

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	2030-2031	2031-2032
All Students (schoolwide)	85%	85%	85%	85%	85%	85%	85%	85%

English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

Outcome #2: Percentage of parents responding to annual parent survey
Metric/Method for Measuring: Local dashboard

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	85%	85%	85%	85%	85%	85%	85%	85%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*

White	*	*	*	*	*	*	*	*
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Outcome #3: Parent representation in all key decisions made by the New West Charter Governance Council
Metric/Method for Measuring: Local dashboard

APPLICABLE STUDENT GROUPS	Baseline (23-24)	2025- 2026	2026- 2027	2027- 2028	2028- 2029	2029- 2030	2030- 2031	2031- 2032
All Students (schoolwide)	100%	100%	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*	*	*
Socioeconomically Disadvantaged	*	*	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
African American/Black	*	*	*	*	*	*	*	*
American Indian/Alaska Native	*	*	*	*	*	*	*	*
Filipino	*	*	*	*	*	*	*	*
Hispanic/Latinx	*	*	*	*	*	*	*	*
Native American/Pacific Islander	*	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*	*
White	*	*	*	*	*	*	*	*

Instructional Design

Core Curriculum and Instructional Materials.

New West has adopted a State Standards-based, college preparatory curriculum closely following the CCSS, NGSS and other 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 accessible guidelines for the Standards to be presented to students and their families, so that they may understand the grade-level expectations of New West and the State.

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

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

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.

During the summer of 2022, New West re-evaluated its entire educational program, including its curriculum and instructional materials, to establish a more inclusive and equitable pathway toward shaping students' experiences in our middle and high school programs. In doing so, we invited teachers to review their course content through the lens of promoting diversity, equity, and inclusion in all subject areas.

Educational materials are selected from State-adopted lists to ensure that they reflect State Standards for the core subjects of reading and language arts, mathematics, science, history/social science and elective subjects. As an example, the English Department has developed a vision that emphasizes a greater selection of nonwhite, non-Western texts, development of students' skills in multimodal texts, and a greater range of student choice in reading and writing.

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

Instructional Methodologies and Curriculum Support Implementation and Mastery of State Standards

All of New West's courses have been designed in alignment with the California State Standards and all science courses have been designed to match state standards and Next Generation Science Standards. The faculty receives training and support on a yearly basis to ensure students receive individualized support and solid and proven instructional strategies.

New West uses a variety of scientifically supported instructional strategies and methodologies to help students reach mastery of California State Standards in grades 6-

12. One of the foundational strategies used and taught to incoming teachers is Understanding By Design ("UbD"). UbD is a framework for designing curriculum, instruction, and assessment that focuses more on student understanding and transfer of learning than traditional instructional approaches. Teachers produce unit plans modeled on this framework where they first determine what learning outcomes (what big skills or ideas do teachers want/need students to know) from a unit, then backwards plan what types of evidence they will collect to determine student progress, then proceed to planning daily and weekly activities for their class. UbD helps teachers and students see the big picture and where they will be going and how they will get there.

Another strategy used extensively across all grade levels is the 5 E Lesson Cycle. 5 E Lessons Cycles are an inquiry-based approach to teaching that involves:

1. Engage - teachers engage students in a new concept using novel or unique approaches to get them interested in learning more.
2. Explore - students explore concepts using teacher curated resources that are a diverse selection of elements from readings, hands on activities, visuals, movie clips, music, and more in order to give them a chance to explore their own understanding of a concept.
3. Explain - the purpose of this step is for students to make sense of their understanding and be able to explain that to others.
4. Extend - this stage allows students the chance to use new knowledge to expand on the concepts they have learned, make connections to other related concepts, and apply their understanding to the world around them.
5. Evaluate - both the teacher and student determine how much has been learned or mastered in this stage through some type of assessment.

The 5 E Lesson Cycle approach was first pioneered by our Science department and has found its way into the rest of the subjects as well. The 5 E Lesson Plan is designed to help students develop a deeper understanding of concepts and to encourage critical thinking, dialogue, and problem-solving skills.

Differentiated instruction is also used at New West Charter School, which involves tailoring instruction to meet the individual needs of students. The New West Resource Department goes above and beyond providing PD in yearly and monthly sessions and is always available during Grade Level meeting times to help teachers further differentiate material and classroom lessons to meet the needs of their diverse learners. This approach recognizes that students have different learning styles, abilities, and interests, and that instruction should be adapted to meet these differences. Teachers use a variety of instructional strategies, such as small group instruction, flexible grouping, and tiered assignments and questions, choice boards for assessments, and others to differentiate instruction and meet the needs of all students.

Subject Areas, Courses, Instructional Materials

English Language Arts

New West Charter's English Language Arts program strives to equip each student with a rigorous and well-rounded training in traditional and multimodal literacy skills, as well as expose students to narratives about the human condition from the perspectives of a diverse range of cultures and experiences.

Along with these new initiatives, the New West English department is fully aligned with the Common Core State Standards. Courses are designed to develop critical thinking skills, cultivate student literacy, and increase reading comprehension through the study of a variety of texts from numerous genres, cultures, and media. Likewise, at every grade level, students compose rigorous formal writing in response to a variety of genres and media, and composed for a variety of audiences.

The New West Charter English Language Arts program ascribes to the philosophy that all students need to interact with complex texts that require students to determine the meaning of words from context, to discern levels of meaning, to identify central ideas, to draw inferences, to support those inferences through textual evidence, and to evaluate methods authors use to convey meaning. The department carefully determines a text's complexity by its lexile level, as well as the author's content, use of literary devices, and application of linguistic and narrative ambiguity; thus, the program continually considers the concept of grade-appropriate growth and challenge, and adapt to each student's needs concerning the respective standard.

The English Department is particularly committed to aligning its curriculum to the initiatives of Diversity, Equity, and Inclusion ("DEI"), using research-driven methodology to narrow the achievement gap. This includes, but is not limited to: incorporating greater student choice in reading and writing assignments; increasing the reach of writing and analysis to multimodal texts like film, music, advertisements, photography, multimedia presentations, graphic works, podcasts, etc.; and developing each student's sense of civic responsibility and commitment to racial, ethnic, socio-economic, religious, gender, and sexual equity. Each English classroom will not only include texts from a wide array of cultural experiences, but also explore the complex, worldwide issues that reveal systemic racism, sexism, heterocentrism, ableism, and other forms of xenophobia. The intent is to value each and every student's background and identity, engage them in meaningful social change, and prepare them to navigate increasingly divisive and difficult conversations in the adult world.

English Language Arts, Middle School

[CORE] English Language Arts, Middle School, "English 6". English 6 incorporates a variety of media to help students understand the art of storytelling, the various modes of writing, and the craft of speaking and listening. It scaffolds literature by introducing students to easily accessible texts, like graphic novels and short stories, then progressively increasing the length and complexity of texts until the students are comfortable and

competent with full-length, age-appropriate novels. The course trains students to interact with literature through annotating, questioning, predicting, summarizing, and analyzing--lifelong strategies that will equip them to engage with more difficult literature and media in subsequent years.

[CORE] English Language Arts, Middle School, "English 7". While English 6 is primarily focused on the art of narrative, English 7 aims to focus on exploration of identity and its influence on storytelling.

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

[CORE] English Language Arts, Middle School, "English 8". In this course, students begin to build the skills necessary for high school and beyond, including literary analysis, strong reading comprehension in a variety of genres, and a complete understanding of narrative structure. They hone these skills through a broad array of mentor texts that span both fiction and nonfiction, reviewing previously learned literary terms, and adding new terms to their repertoire.

Works of the year intend to expose students to a variety of cultural groups, including a realistic portrayal of the Jewish community and an individual with autism. Students also are allowed the opportunity to expand their understanding of what constitutes a "text," which includes such multimodal pieces as film and podcasts. Students will also be transitioned into writing full-length essays, which will prepare students for the expectations set within the high school English classroom.

English Language Arts, High School

Four years of ELA courses in the New West Charter High School are required for graduation. All high school English course descriptions also include that of the New West Charter+ English program. All courses are vertically articulated and closely aligned in intent and purpose, and all use the CCSS as the foundation of their instruction.

[CORE & COLLEGE PREP] English Language Arts, High School, "English 9". English 9 is thematically concerned with Coming of Age narratives that invite 9th graders to evaluate and analyze their identities and values. In conjunction with texts from a variety of authors, English 9 focuses on the writing process with the goal of preparing students for the formal writing expectations of subsequent English and Social Studies courses.

The course's pedagogy scaffolds the curriculum to offer extensive guided practice in reading and writing to support and respond to students' different ability levels, with an eye on closing achievement gaps. Among other things, such scaffolds include more short stories and novellas, comprehension-based assessments, and multimodal performance tasks.

[COLLEGE PREP] English Language Arts, High School, "Honors English 9". Honors English 9 is a yearlong course that seeks to prepare willing students for the challenges and rigors of a collegiate academic environment. Though closely aligned with the thematic intent of CP English 9 - that of coming-of-age - students engage in texts that are more challenging in length and complexity.

Through a variety of instruction, assessments, and writing assignments, students are also introduced to the rigors of an Honors-level English course at New West, with higher expectations in analytic thought, reading comprehension, and writing fluency. This course serves as a proper foundation for success in Honors courses throughout high school.

[COLLEGE PREP] English Language Arts, High School, "English 10: World Literature". World Literature is designed to expose students to perspectives and narratives from around the globe, including Africa, Europe, Northern Asia, Southern Asia, and Latin America. Consequently, we study translations of acclaimed texts by a diverse cast of authors. The course also integrates numerous nonfiction articles and video clips that tie the literary elements of the curriculum to real-world people and issues. An important goal of the class is to promote an understanding of the texts in their cultural and historical contexts and to examine enduring human values throughout a variety of literary traditions.

The course's pedagogy scaffolds the curriculum to offer extensive guided practice in reading and writing to support and respond to students' different ability levels, with an eye on closing achievement gaps. Among other things, such scaffolds include abridged or modernized adaptations of novels, comprehension-based assessments, and multimodal performance tasks.

[COLLEGE PREP] English Language Arts, High School "Honors English 10: World Literature". Honors World Literature is designed to expose students to perspectives and narratives from around the globe, including Africa, Europe, Northern Asia, Southern Asia, and Latin America. Consequently, we study translations of acclaimed texts by a diverse cast of authors. The course also integrates numerous nonfiction articles and video clips that tie the literary elements of the curriculum to real-world people and issues. An important goal of the class is to promote an understanding of the texts in their cultural and historical contexts and to examine enduring human values throughout a variety of literary traditions.

The course's pedagogy promotes more student-led assignments and discussions, as well as more independent practice than the CP curriculum. It likewise employs longer and more challenging texts, as well as additional texts, so students can read both complex and comparative literature. At this level, students generate more formal projects, essays, presentations, and other performance tasks that align with typical college course expectations. Finally, the rigorous expectations of critical thinking translate into more nuanced and inferential assessment strategies.

[COLLEGE PREP] English Language Arts, High School "English 11: American Literature". American Literature seeks to answer the question, *What is the American experience?* by analyzing texts that celebrate the voices of a broad variety of American identities, including Native Americans, African Americans, Asian Americans, and European Americans. Within each thematic unit, students will analyze the confluence of identity and the American Dream, as well as evaluate the American ideal of racial and ethnic equality, past and present.

The central writing assignment of English 11 is the American Experience Essay, an autobiographical work that encourages students to place themselves within the larger framework of American culture. This not only personalizes the central theme of the course, but also serves as a foundation for many students' college admissions essays. Students of both the College Prep and the Honors section are encouraged to attend and/or present their essays at the annual American Experience Night.

The course's pedagogy scaffolds the curriculum to offer extensive guided practice in reading and writing to support and respond to students' different ability levels, with an eye on closing achievement gaps. Among other things, such scaffolds include shorter text selections, comprehension-based assessments, more teacher-led in-class reading, and multimodal performance tasks.

[COLLEGE PREP] English Language Arts, High School, "Honors English 11: American Literature". Honors American Literature seeks to answer the question, *What is the American experience?* by analyzing texts that celebrate the voices of a broad variety of American identities, including Native Americans, African Americans, Asian Americans, and European Americans. Within each thematic unit, students will analyze the confluence of identity and the American Dream, as well as evaluate the American ideal of racial and ethnic equality, past and present.

Students within the Honors section also write the American Experience Essay (see above).

The course's pedagogy promotes more student-led assignments and discussions, as well as more independent practice than the CP curriculum. It likewise employs longer and more challenging texts whose units culminate in more formal projects, essays, presentations, and other performance tasks that align with typical college course

expectations. Finally, the rigorous expectations of critical thinking translate into more nuanced and inferential assessment strategies.

[COLLEGE PREP] English Language Arts, High School, "English 12: The Individual in Modern Society". This course is deeply committed to the ideals of student choice, diverse cultural representation, and incorporation of multimodal texts.

Students will be challenged to develop critical thinking necessary to making informed choices and reflecting on the consequences of those choices. In the first semester, students will select their own novel, fiction or nonfiction, and thoroughly annotate, reflect upon, and analyze this novel, utilizing skills and strategies reviewed in class. They will also develop their own independent writing project, based on weekly entries that they perform in their Writer's Notebooks. Last, they will begin learning Critical Theories - Marxist, Gender, Cultural, and Ecological - in which they will apply to contemporary texts, both traditional and multimodal.

The second semester continues the analysis of texts using the Critical Lenses, and ends by challenging students to read a memoir and identify and analyze the life experience of the author in relation to the Critical Theories.

The intent is to challenge students to read, analyze, and create texts that reflect the demands and complexities of the contemporary world - and to hone the ways in which they can contribute to their own communities.

[COLLEGE PREP] English Language Arts, High School, "Honors English 12: Critical Encounters in Literature".

Students in the Honors course seek to explore the many different academic lenses that change the way one views and interprets literature, the world at large, and themselves. The central text of the course is *Critical Theory Today*, a collegiate textbook that equips students with multiple Critical Theories, including New Criticism, Marxist Criticism, Feminist and Queer Criticism, Psychoanalytic Criticism, and Postcolonial and Critical Race Criticism.

Each unit focuses on building students' knowledge of one theory, and then moves to application of the theory on multiple texts, including multimedia, "Classic" literature, and contemporary literature.

Students are held more accountable for their learning through tests, quizzes, group and individual presentations, and a variety of writing assignments. The formal writing of the course deeply involves personal choice, but demands a collegiate level of polish and attention to detail. In the second semester, students will write a college-length analysis essay, applying one of the Critical Theories to a text of their choice, of any media, nation, or era.

English Language Arts Instructional Materials	
Sixth Grade	<i>The New Kid</i> , by Jerry Craft (Graphic Novel) <i>Flying Lessons and Other Stories</i> , by Ellen Oh (Short Stories) <i>Tristan Strong Punches a Hole in the Sky</i> , by Kwame Mbalia (Mythology) <i>Other Words for Home</i> , by Jasmine Warga (Realistic Fiction)
Seventh Grade	<i>A Long Walk to Water</i> , by Linda Sue Park <i>The Hunger Games</i> , by Suzanne Collins <i>The Breadwinner</i> , by Deborah Ellis <i>The Outsiders</i> , S. E. Hinton
Eighth Grade	<i>Born a Crime</i> , by Trevor Noah <i>The Diary of a Young Girl</i> , by Anne Frank <i>The Curious Incident of the Dog in the Nighttime</i> , by Mark Haddon <i>Lily & Dunkin</i> , by Donna Gephart
Ninth Grade	<i>The Poet X</i> , by Elizabeth Acevedo (CP) <i>Lord of the Flies</i> , by William Golding (CP) <i>House on Mango Street</i> , by Sandra Cisneros (Honors) <i>Girl in Translation</i> , by Jean Kwok (Honors) <i>Scythe</i> , by Neal Schusterman (Honors)
Tenth Grade	<i>The Odyssey</i> , by Homer <i>The Tragedy of Macbeth</i> , by William Shakespeare <i>Like Water for Chocolate</i> , by Laura Esquivel <i>Purple Hibiscus</i> , by Chimamanda Ngozi Adichie <i>Things Fall Apart</i> , by Chinua Achebe (Honors) <i>The Memory Police</i> , by Yoko Ogawa <i>A Thousand Splendid Suns</i> , by Khaled Hosseini
Eleventh Grade	<i>The Great Gatsby</i> , by F. Scott Fitzgerald Poetry of the Harlem Renaissance <i>A Raisin in the Sun</i> , by Lorraine Hansberry (CP) <i>Homegoing</i> , by Yaa Gyasi (Honors) <i>Into the Wild</i> , by John Krakauer (Honors)
Twelfth Grade	<i>Critical Media Studies: An Introduction</i> , by Brian L. Ott and Robert L. Mack (CP) Independent novel selection (CP) <i>Between the World and Me</i> , by Ta-Nehisi Coates (CP) <i>Dear Ijeawele: A Feminist Manifesto</i> , by Chimamanda Ngozi Adichie (CP) Literary circles memoir selection (CP) <i>Critical Theory Today</i> , by Lois Tyson (Honors) <i>Interpreter of Maladies</i> , by Jhumpa Lahiri (Honors) <i>Utopia</i> , by Sir Thomas More (Honors)

	<i>The King of Trees</i> , by Ah Cheng (Honors) <i>Convenience Store Woman</i> , by Sayaka Murata (Honors) <i>The Stranger</i> , by Albert Camus Contemporary novel selection for Psychoanalysis (Honors)
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* Teachers of all grade levels include a variety of shorter works, including short stories, poetry, articles, and essays to supplement core literature, reinforce skill and content acquisition, and transition units.

English Language Arts Assessment Regimen

Assessment	Purpose	Grade Level	Timeline
Formative, Teacher-created tests & quizzes	Measure standards mastery and modify instruction as needed	6-12	Weekly
Summative	Measure standards mastery	6-12	Beginning of year, end of units, end of semesters
Reading	Assess development of decoding skills, reading strategies, vocabulary acquisition, and reading comprehension	6-12	Beginning of year, end of units, regular intervals as determined by teachers
Writing	Timed, in-class writings and formal writings (e.g., narratives, literary analyses, and research essays) to assess writing skills. Scored with rubrics.	6-12	Once per semester
SBAC	State Standardized Test	6, 7, 8, 11	Annually
NWEA	National Computer-Adaptive Test	6-11	Twice Annually

In each grade level, fiction, nonfiction, poetry and prose are used to build literacy skills, reading comprehension and skills of literary and rhetorical analysis. They are also used to teach vocabulary skills.

Web sites, web images and videos are used to provide historical context and to provide visual representations of the events that occur in the texts. Multiple resources are used, including Google Classroom and AI detection software, to reduce plagiarism.

Teachers utilize the online resource NewsELA to incorporate short informational and persuasive readings into units that are thematically relevant. These readings can also be modified in their lexile level, thus serving as a crucial scaffold for ELD students and struggling learners.

The OWL at Purdue website is a resource for students that provides grammar and usage support and instructions for documenting sources. The scope and sequence documents and the list of writing vocabulary and essential skills are department-created documents made available to parents and students that teachers use to guide their instruction and to ensure all skills are covered by the time a student graduates from New West.

Grades 6 - 9 utilize IXL, an online adaptive software, that reinforces important ELA concepts, such as grammar, literary devices, and thematic interpretation. IXL completion is incorporated into these grade levels with the intent to build foundational skills early in the New West students' journey to literacy and critical thinking skills in Upper High School.

The guides to MLA documentation are documents created by the department chair and made available to students. Teachers use these to instruct students in citing sources and creating bibliographies or lists of works cited. Students in grades 6-8 are taught to understand dictionary entries and these skills and are reinforced in grades 9-12.

Mathematics

The mathematics program at New West is fully aligned with the CCSS. Mathematics in grades 6-12 is organized into the conceptual categories defined by the CCSS:

- Number and Quantity
- Algebra
- Functions
- Modeling
- Geometry
- Statistics and Probability

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

Standards for Mathematical Practice	
<i>Make sense of problems and persevere in solving them.</i>	<i>Reason abstractly and quantitatively.</i>
<i>Construct viable arguments and critique the reasoning of others.</i>	<i>Model with mathematics.</i>

<i>Use appropriate tools strategically.</i>	<i>Attend to precision.</i>
<i>Look for and make use of structure.</i>	<i>Look for and express regularity in repeated reasoning.</i>
California Department of Education (2013) California's Common Core State Standards. https://www.cde.ca.gov/be/st/ss/documents/ccssmathstandarAug2013.pdf	

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

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

Projects across all grade levels connect students to real world situations that allow students to see a mathematical connection to their lives. As an example, Geometry students explore the relationships of angles created by parallel lines crossed by a transversal by creating city maps that incorporate aspects of their own cultures and neighborhoods. Structures found in their own neighborhoods (schools, religious institutions, markets, restaurants, etc.) are strategically placed on their maps to indicate angle relationships.

[CORE] Mathematics, Middle School, “Math 6”. Math 6 (taught exclusively in 6th grade) has five main areas of focus: operations within the rational number system; ratios and

proportional relationships; writing, interpreting, simplifying, and solving expressions and equations; foundations of geometry; and probability and statistics.

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

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

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

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

students will display numerical data in plots on a number line including dot plots, histograms, and box plots.

Mathematics, Middle School, Pre-Algebra, 7th Grade. (Taught primarily in 7th grade and to select advanced 6th grade students.) Pre-Algebra has five main areas of focus: developing understanding of and applying proportional relationships; developing understanding of operations with rational numbers; working with expressions and linear equations; geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and drawing statistical inferences about populations based on samples.

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

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

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

Probability and statistics is once again incorporated to build on a student's previous work with single data distributions to compare two data distributions and address questions about differences between populations. Students begin informal work with random

sampling to generate data sets and learn about the importance of representative samples for drawing inferences.

Mathematics, Middle/High School, Algebra I. (Taught primarily in 8th grade; to select advanced 7th grade students; and is offered to 9th grade students who have not previously completed Algebra 1) The Algebra course is composed of four major units of study: number and quantity, algebra, functions, and statistics and probability. In each of the major units of study, concepts will be explored using multiple representations so that students develop essential procedural and conceptual understandings in Algebra.

Algebra 1 begins with students reviewing the real number system through exponential, rational, and irrational numbers. Using these foundational skills, students will become adept at identifying and defining the algebraic properties used to simplify and solve multistep equations and inequalities. These skills will then be applied to writing and solving multistep equations and inequalities for word problems representing real life scenarios. Each of the concepts will be continuously revisited and reinforced throughout the remainder of the course.

Students will continue on to use algebra to generalize, interpret, and analyze key patterns observed when working with linear functions. Particular attention is paid to patterns that relate to the concept of slope and how this concept manifests in graphs, tables, and equations. Students will also explore multiple methods of graphing linear functions including: creating a table; finding the x- and y-intercepts; using the slope-intercept form; and point slope form. With a strong linear functions foundation, students will transition into applying procedural graphing knowledge and skills to more conceptual tasks as they solve systems of equations and inequalities both graphically and algebraically. Students will apply these mathematical practices to solving real world applications using systems of equations and inequalities to explore various possible solutions to problems. Exponential functions are reinforced and applied to scenarios of exponential growth and decay.

As the semester progresses, students begin to master the basic factoring techniques used extensively in the remainder of the Algebra curriculum. The concept of factoring will be applied to graphing, analyzing, and interpreting the relationship between quadratic equations and their graphs. Students will use multiple factoring techniques including completing the square and the quadratic formula to find the roots of a quadratic function. Students will then apply their procedural knowledge to more conceptual tasks as they solve physical problems including motion, force, gravity, and acceleration.

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

Mathematics, Middle/High School, Geometry. (Taught primarily in 9th grade; to select advanced 8th grade students; and is offered to 10th grade students who have not previously completed Geometry) The course will allow students to strengthen their inductive and deductive reasoning as they examine and develop arguments, contradictions, and proofs. A significant number of definitions, postulates, and theorems will be mastered by students as they perform basic proofs and then apply these proofs to real world problem solving situations. The course includes several major units of study beginning with the basic components of geometry and then proceeding to concepts involving two and three-dimensional geometric figures. The basic components unit includes a review of key notations and visual representations that will be used throughout the course. Central to this unit are the angles, relationships and properties that emanate from parallel lines cut by transversals.

Building on the basic components of geometry, students progress to an extensive examination of triangles by exploring the concepts of congruence and similarity through rigid motion demonstrated by transformations in the coordinate plane. They will apply these concepts when working with two column and flowchart proofs of triangle congruence and similarity. The triangle unit includes a closer examination of right triangles. Students will know and apply the Pythagorean theorem, distance formula, special right triangle relationships, and trigonometric functions to find unknown lengths and angles in right triangles.

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

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

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

[COLLEGE PREP] Mathematics, High School, Algebra II. (Taught primarily in 10th grade; to select advanced 9th grade students; and is offered to 11th grade students who have not previously completed Algebra II) Algebra II provides a review and extension of the concepts taught in Algebra I. Throughout this course, students will develop learning strategies, critical thinking skills, and problem solving techniques to prepare for future math courses in high school and college.

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

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

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

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

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

[COLLEGE PREP] Mathematics, High School, Honors Algebra II. (Offered to 9th, 10th, and 11th grade students seeking a more rigorous math course) Algebra II provides both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. The honors level course content and student experience will be demonstrably more challenging than what is offered through the regular college preparatory courses in the same field. Assignments and evaluations will include more challenging problem solving and writing requirements. Honors level Algebra II classes require students to discover and build the formulas we use instead of being directly given them. Honors classes often move at a faster pace and students work more independently during practice exercises instead of being led by the teacher. Honors Algebra II assessments require students to demonstrate a deep understanding of the content and apply their knowledge to unique cases of each problem type. The writing assignments at the Honors level are held to a more rigorous standard in terms of vocabulary, evidence and precise language to describe their reasoning.

[COLLEGE PREP] Mathematics, High School, Trigonometry / Pre-Calculus. (Taught primarily in 11th grade; to select advanced 10th grade students; and is offered to 12th grade students who have not previously completed Trigonometry/Pre-Calculus) Trigonometry/Pre-Calculus is designed to strengthen student conceptual understanding and mathematical reasoning of techniques used in trigonometry, geometry, and algebra. Mathematical Analysis standards require students to know and apply to problem solving situations: polar coordinates and vectors; complex numbers; the fundamental theorem of algebra; conic sections; roots and poles of rational functions; functions and equations defined parametrically; and the limit of a sequences and functions. Trigonometry standards build on those concepts previously learned in the Geometry course. Students develop an understanding of angle measurements in degrees and radians and use this concept to graph in a variety of forms the sine, cosine, tangent, cotangent, secant, and cosecant functions.

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

In the Linear Algebra portion of the course the standards indicate an extensive examination and application of the algebraic and geometric interpretations of matrices

and vectors. The goal of Linear Algebra is for students to learn the techniques of matrix manipulation so that they can solve systems of linear equations in any number of variables. Students must understand and know how to apply the Gauss-Jordan method and the Cramer's rule of solving matrices.

[COLLEGE PREP] Mathematics, High School, Honors Trigonometry / Pre-Calculus. (Offered to 10th, 11th, and 12th grade students seeking a more rigorous math course) Topics in Mathematical Analysis, Trigonometry, and Linear Algebra are often combined to create a pre-calculus course needed to prepare students for the study of Calculus. The course is designed to strengthen student conceptual understanding and mathematical reasoning of techniques used in trigonometry, geometry, and algebra. Mathematical Analysis standards require students to know and apply to problem solving situations: polar coordinates and vectors; complex numbers; the fundamental theorem of algebra; conic sections; roots and poles of rational functions; functions and equations defined parametrically; and the limit of a sequences and functions. Trigonometry standards build on those concepts previously learned in the Geometry course. Students develop an understanding of angle measurements in degrees and radians and use this concept to graph in a variety of forms the sine, cosine, tangent, cotangent, secant, and cosecant functions.

[COLLEGE PREP] Mathematics, High School, Honors Calculus AB. (Offered to 11th and 12th grade students seeking a more rigorous math course) The prerequisites to learning and using calculus are the algebra, trigonometry, and analytical geometry skills students have developed in the preceding Algebra II and Pre-calculus classes. In addition to the rigor and depth that will permeate all aspects of this course students will hopefully also develop an appreciation for the versatility and usefulness that the study of Calculus provides to professional fields related to mathematics, science, design, technology, and engineering. The course begins with an examination of limits and continuity. Students will be required to calculate limits of function values and to test functions for continuity. Once students are able to calculate limits, they can then proceed to finding derivatives. The derivatives unit illustrates the role calculus plays in measuring the rates at which things change. Students will explore the circumstances in which derivatives exist, the basic derivative techniques, rates of change, trigonometric derivatives, major rules and laws, common differentiation tasks, and an extensive application of derivatives in real world situations.

The focus of the course then shifts from derivatives to finite sums and integrals. Students will examine the close connections between derivatives and integrals through the examination of the contributions of Leibniz and Newton to the study of Calculus. During the integral unit students will be required to work extensively with integration and derivatives as these concepts relate to the graphs of exponential, inverse, logarithmic, inverse trigonometric, and hyperbolic functions. Students will know and apply several major integration rules and theorems including the Fundamental Theorem of Calculus, L'Hopital's rule, Mean Value theorem, and Rolle's theorem. In addition, students will apply

all the above techniques and theorems of integration to finding the volumes of rotational solids and arc lengths. Calculus students then transition to the study of differential equations, sequences, and series. The section pertaining to differential equations requires students to have knowledge of the separation of variables, the types of solutions, and exponential growth and decay. Students must also be able to visualize differential equations in terms of linear approximations, slope fields, and Euler's method as a final exploration to conclude the unit.

[COLLEGE PREP] Mathematics, High School, Probability and Statistics. (Offered to 11th and 12th grade students) This course covers the study of probability, interpretation of data, and fundamental statistical problem solving. Foundational concepts for the course relate to the study of collecting, organizing, analyzing, and interpreting numerical information from populations or samples. Building on these techniques for gathering data students will begin to explore ways of organizing and presenting data as part of a branch of statistics called descriptive statistics. Graphs provide an important way for students to show how data is distributed. Several graphic displays will be examined and students will be required to construct these displays by hand and using technology (graphing calculators and Excel or Google Sheets). Students master the commonly used measures of the center known as mean, median, and mode. In addition, commonly used measures of spread such as variance, standard deviation, and range are examined as they relate to the mean of a data set. The box and whisker plot is introduced as an alternative method of examining spread and distribution about the median for data sets that are skewed or bimodal. With the introduction of linear regression models and inferences related to these models, students will analyze scatter diagrams in terms of the linear relationships between x and y data points. The correlation coefficient will further highlight the mathematical features of the linear relationship and allow students to further analyze the strength of the relationship. Students will connect the linear algebra concepts of slope and y -intercept while finding the least square line, the linear regression model, and the variation in the explanatory variable.

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

The final stages of the course shift the focus to critical analysis of statistical and probability processes and results. Using point estimates and confidence intervals students are able to make effective estimations about a population using data that is gathered from a sample of the population. Hypothesis testing is a major component of this type of inferential statistics. Students will be required to define and use all the terms

associated with hypothesis testing and be able to explain the logic behind hypothesis testing. The concept of Null Hypothesis will be examined in depth as well as the relationship between the outcomes of the hypothesis testing and Type I and Type II errors. Students will be able to apply the critical value and P-value approach to hypothesis testing. Tests of significance will be performed in order to determine the probability of rejecting the Null Hypothesis, when it is in fact true. Paired data samples will be introduced and applied problems in social science, natural science, and business administration will be examined frequently in the study of matching pairs as students look at inferences involving paired differences, differences of mean, and differences of proportions. Statistical inferences will conclude with the applications of the chi-square probability distribution and inferences for correlations and linear regression. Students will perform multiple tasks and experiments to develop an understanding and apply the uses of a *chi*-square distribution and the *chi*-square test.

[COLLEGE PREP] Mathematics, High School, Honors Probability and Statistics. (Offered to 11th and 12th grade students seeking a more rigorous math course) Honors Probability and Statistics will provide both breadth and depth of exploration in the subject area, developing writing, research, and analytical skills. The honors level course content and student experience will be demonstrably more challenging than what is offered through the regular college preparatory courses in the same field. Assignments and evaluations will include more challenging problem solving and writing requirements. Honors Probability and Statistics is a unique mathematical course combining lessons and activities that incorporate elements from a wide range of subjects including psychology, English, science, technology, and history. The course will include extensive topics in statistics defined as the study of collecting, organizing, analyzing, and interpreting numerical information from data. The statistical elements will also be applied to the study of probability as the likelihood that an event will occur. Together probability and statistics are tools that allow us to analyze data within a specific context in order to make informed decisions or predictions. Students will be required to demonstrate mastery using multiple perspectives that include but are not limited to: written analysis of concepts and connections; visual representation and manipulation; symbolic notation and justification; and relevant connections to real world situations. Students will be required to take detailed and reflective notes, analyze studies and experiments, gather and organize data, problem solve, write detailed constructed responses/reflections; and create and design their own year long statistical study.

Mathematics Courses Instructional Materials

Grade Level	Course	Instructional Materials
6	Math 6	Lindsay Perro, Beyond the Worksheet Curriculum
Accelerated 6, 7	Pre-Algebra	Gina Wilson, All Things Algebra Curriculum
Accelerated 7, 8	Algebra I	Gina Wilson, All Things Algebra Curriculum

Accelerated 8, 9, 10	Geometry	Gina Wilson, All Things Algebra Curriculum
9, 10, 11	Algebra II	Gina Wilson, All Things Algebra Curriculum
11, 12	Pre-Calculus / Trigonometry	Gina Wilson, All Things Algebra Curriculum
11, 12	Calculus AB	Jean Adams, Flamingo Math Curriculum
11, 12	Probability and Statistics	Goldie's Math Emporium

The instructional materials listed above provide a source for guided notes, activities and assessments.

Teachers in the New West Mathematics department rely primarily on uniquely teacher-created standards aligned curriculum. Using a variety of materials to provide a wide range of instructional strategies and supports promotes instruction for students with diverse learning needs.

There are several areas of focus when selecting instructional materials such as:

- Ensuring that materials offer the learner the opportunity to practice concepts and skills related to the standard. This promotes fluency of basic skills and provides a gateway for students to access high level thinking.
- Providing opportunities for extension and discovery. This is a central component of a Common Core aligned curriculum and provides activities and practice problems that enrich and extend current grade-level mathematics content.
- Fostering an engaging learning environment by supporting concepts through the use of multimedia including video; images; hands-on experience; interactive games; Desmos; and IXL, which aligns with Common Core State Standards.

In addition to integrating IXL into day to day instructional materials, IXL is available to all students at New West as a means of enhancing and enriching their mathematical knowledge. It is used as a “just-in-time” prescriptive resource to provide review of concepts and to strengthen skills necessary for their current grade level. Students have 24/7 access to instruction in math skills ranging elementary level through basic calculus concepts.

Teachers use these resources to monitor and evaluate learner’s levels of understanding and as tools to guide further instructions where necessary. Materials selected are based on rigor, alignment with the Common Core State Standards, and opportunities to meet the needs of all learners.

Mathematics Assessments

Assessment	Purpose	Grade	Timeline
Department-created diagnostic placement test	Mathematics placement	6	Summer prior to 6th grade
Teacher-created summative written or project based unit assessments	Measure mastery of unit standards	6-12	End of unit
Teacher-created formative assessments	Measure progress of mastery of objective and influences adjustments in pacing and reteaching of curriculum	6-12	As needed throughout unit
Semester final written or project based assessment	Measure mastery standards taught throughout the semester	9-12	End of semester
SBAC	State Standardized Test	6, 7, 8, 11	Annually
NWEA MAP Growth Exam	Measure mathematical growth	6-12	Semesterly

Sciences

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

The NGSS DCI arrangement for middle school divides the curriculum into specific disciplines of Earth and space science, life science, and physical science. High school standards further divide the science curriculum into biology, chemistry, physics, and Earth and space science. Students are expected to master age-appropriate content standards that are specific to each discipline while meeting increasing levels of complexity each year in the areas of investigation and experimentation.

The standards that are woven throughout the NGSS across all disciplines and grade levels address science and engineering practices. Students are expected to incrementally increase their role in experimentation, modeling, and problem solving as they advance from grade to grade. For example, students in grade six are expected to construct appropriate graphs from data and develop qualitative statements about the relationships between variables. In grade eight, students are expected to construct appropriate graphs from data and make quantitative statements about relationships, including linear and nonlinear relationships. High school students in all disciplines are expected to use more advanced mathematical approaches to problem solving and communicating

relationships such as quadratic equations, and trigonometric, exponential, and logarithmic functions.

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

[CORE] Science, Middle School, 6th Grade Earth and Space Science. Students in 6th grade develop an understanding of the core ideas in Earth and space science by modeling the flow of energy and cycling of matter within and among different systems. The controlling properties of important materials are investigated and students construct explanations based on the analysis of real science data. Students examine the ways that human activities impact Earth's other systems. There are significant and complex issues surrounding human uses of land, energy, mineral, and water resources and the resulting impacts of their development, and New West 6th grade science students work to understand these issues from a variety of viewpoints. We also model Earth's place in relation to the solar system, Milky Way galaxy, and universe to explain astronomical and other observations of the cyclic patterns of eclipses, tides, and seasons. Students examine scientific data in order to understand the processes and events in Earth's history.

Science, Middle School, 7th Grade Life Science. The 7th grade science course uses a phenomena-driven, inquiry-based approach that stresses authentic science practices, while guiding students' own sense-making of the concepts presented through accountable science talk and collaboration. The units are aligned to the [Life Science NGSS Performance Expectations](#) (MS-LS1, MS-LS2, MS-LS3, and MS-LS4). In Unit 1, students investigate how a foot injury heals in order to learn about cells and systems. In this unit, students carry out investigations to observe the microscopic structure of cells; critically read scientific texts to obtain information about the structure and function of, and interactions between, systems and subsystems in the human body; develop and use models to explain the healing process, and construct an explanation of how growth happens. The cross-cutting concepts of systems and subsystems, cause and effect, and patterns are addressed. In Unit 2, students continue their investigation of cells and systems through a case study of a girl with mystery illness (celiac disease). By analyzing and interpreting data, students gather evidence to show that a chemical reaction to burn food (cellular respiration) is happening inside the cells of our bodies. Students develop models to explain how food is rearranged through chemical reactions forming new molecules that support growth and release energy, and they use this model to explain our case study students' seemingly unrelated symptoms. The cross-cutting concepts of systems & subsystems and energy & matter are central to this unit. In Unit 3, students investigate where maple syrup comes from. Through a series of investigations, students develop an argument about where plants get their energy and matter, and develop a model to explain how the atoms that make up plants are continually cycled between the living and nonliving parts of a system through photosynthesis and cellular respiration. In Unit 4, students use videos, photos, data sets, and readings to investigate what causes

an animal to get extra-big muscles. Students figure out how muscles typically develop as a result of environmental factors such as exercise and diet. Then, students work with cattle pedigrees, including data about chromosomes and proteins, to figure out genetic factors that influence the heavily muscled phenotype. Students obtain information from articles that the MSTN gene causes the myostatin protein, which impacts muscle growth. From there, students explore selective breeding in cattle. Students then use what they've learned from explaining cattle musculature to help them explain other trait variations they've seen. They investigate plant reproduction, including selective breeding and asexual reproduction (in plants and other organisms) and other examples of traits that are influenced by genetic and environmental factors. Students figure out that environmental and genetic factors together play a role in the differences we see among living things.

Assessments for all units are authentic and three-dimensional (addressing DCIs, SEPs, and CCCs), requiring students to apply their learning in new contexts.

[CORE] Science, Middle School, 8th Grade Physical Science. Physical science is composed of two major units of study with investigation and experimentation as an underlying theme throughout the course. Students explore the concepts of basic physics and basic chemistry, and will establish a solid foundation upon which they can build for their high school science courses.

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

The physics units will address concepts of basic kinematics, including motion, forces, energy, and waves. We will study each of these concepts separately before examining the relationship between forces, motion and energy in projectile motion.

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

[CORE & COLLEGE PREP] Science, High School, Biology. College Preparatory Biology is a one year laboratory science course where students develop understanding of key concepts that will help them make sense of life science and build upon the students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and

crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. Biology students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and human impacts to living systems.

[COLLEGE PREP] Science, High School, Honors Biology. Biology Honors is a one year laboratory science course, designed to give students a deeper understanding of the major concepts and theories governing life sciences. It will require a much more in-depth level of understanding. Multiple opportunities are provided to develop content knowledge in biology through the readings, videos, discussions, assignments, and other interactive experiences. Students learn biology concepts in an inquiry-based learning environment where they use the basic science strategies to pose questions, develop a hypothesis, analyze and evaluate collected data, and search for answers supported with evidence. Students develop understanding of key concepts that will help them make sense of life science and build upon the students' science understanding of disciplinary core ideas, science and engineering practices, and crosscutting concepts from earlier grades. There are four life science disciplinary core ideas in high school: 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity. The performance expectations for high school life science blend core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge that can be applied across the science disciplines. Biology students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem solving. Students in Biology study a variety of topics that include: structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and human impacts to living systems.

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

[COLLEGE PREP] Science, High School, Honors Chemistry. Honors Chemistry is a one-year laboratory science course designed to provide high school students with a

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

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

[COLLEGE PREP] Science, High School, Honors Physics. Honors Physics is a one year laboratory science course. Students can expect extra labs and projects that are honors only are outlined throughout the document. In general honors physics will go more in depth than college prep physics. Honors will explore more difficult mathematical techniques. For example: trigonometry, solving systems of equations, more complex unit analysis and scientific notation. Labs will be more rigorous and data focused. Students will be more mindful of accuracy in lab procedures.

[COLLEGE PREP] Science, High School, Earth and Space. College Preparatory Earth and Space is a one year laboratory science course. Students will develop their understanding of the three disciplinary core ideas in Earth and Space Science. Those include 1) Earth's Place in the Universe, 2) Earth's systems, and 3) Earth and Human Activity. The high school performance expectations in Earth and Space Science build on the middle and high school ideas and skills and allow students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines. Students will complete performance expectations addressing the three disciplinary core ideas. Students will demonstrate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, and engaging in argument.

[COLLEGE PREP] Science, High School, Honors Earth and Space. Honors Earth and Space is a one year laboratory science course. This course is designed to give students a deeper understanding of the major concepts and theories governing Earth Science. It will require a much more in-depth level of understanding. Multiple opportunities are provided to develop content knowledge in Earth and Space Science through the readings, videos,

discussions, inquiry based performance tasks, and other interactive experiences. Students will develop their understanding of the three disciplinary core ideas in Earth and Space Science. Those include 1) Earth's Place in the Universe, 2) Earth's systems, and 3) Earth and Human Activity. The high school performance expectations in Earth and Space Science build on the middle and high school ideas and skills and allow students to explain more in-depth phenomena central not only to the earth and space sciences, but to life and physical sciences as well. These performance expectations blend the core ideas with scientific and engineering practices and crosscutting concepts to support students in developing usable knowledge to explain ideas across the science disciplines. Students will complete performance expectations addressing the three disciplinary core ideas. Students will demonstrate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, and engaging in argument.

Science Instructional Materials

Grade Level	Course	Instructional Materials
6	Earth Science	Teacher created materials and curriculum.
7	Life Science	Teacher created materials and curriculum Opensci.org, Stanford SCALE
8	Physical Science	Teacher created materials and curriculum
High School	Biology	Teacher created materials and curriculum
High School	Chemistry	Teacher created materials and curriculum
High School	Physics	Teacher created materials and curriculum interactive online course textbook landgreen.github.io/physics
High School	Earth and Space Science	Teacher created materials and curriculum https://serc.carleton.edu

Science Assessments

Assessment	Purpose	Grade	Timeline
Unit Final Assessments	Three dimensional assessment (of DCIs, SEPs, and CCCs) that asks students to apply their learning to a new problem/ new context	6	End of unit
NWEA map growth	Assess growth and adaptive	6	Twice

science assessment	achievement		annually
Unit Final Assessments	Three dimensional assessment (of DCIs, SEPs, and CCCs) that asks students to apply their learning to a new problem/ new context	7	End of unit
Final Model & Explanation	Students revise their models to explain the unit anchoring phenomenon	7	Mid-Unit, End of Unit
NWEA map growth science assessment	Assess growth and adaptive achievement	7	Twice annually
Unit Final Assessments	Three dimensional assessment (of DCIs, SEPs, and CCCs) that asks students to apply their learning to a new problem/ new context	8	End of unit
California Science Test (CAST)	State standardized test	8, 11	Annually
NWEA map growth science assessment	Assess growth and adaptive achievement	8	Twice annually
Cumulative Project	Measure motion, forces and energy content standards mastery	8	Near the end of 2nd semester
Unit Final Assessments	Three dimensional assessment (of DCIs, SEPs, and CCCs) that asks students to apply their learning to a new problem/ new context	9	End of unit
Cumulative semester finals	Retention and mastery of semester standards	9	End of semester
Keystone Project Labs	Measure standards mastery in biology	9	2 per semester
NWEA map growth science assessment	Assess growth and adaptive achievement	9	Twice annually
Unit Final Assessments	Three dimensional assessment (of DCIs, SEPs, and CCCs) that asks students to apply their learning to a new problem/ new context	10	End of unit
NWEA map growth science assessment	Assess growth and adaptive achievement	10	Twice annually

Unit Final Assessments	Three dimensional assessment (of DCIs, SEPs, and CCCs) that asks students to apply their learning to a new problem/ new context	11	End of unit
Cumulative Semester Finals	Retention and mastery of standards	11	End of each semester
NWEA map growth science assessment	Assess growth and adaptive achievement	11	Twice annually
Unit Final Assessments	Three dimensional assessment (of DCIs, SEPs, and CCCs) that asks students to apply their learning to a new problem/ new context	12	End of unit
Cumulative Semester Final	Retention and mastery of standards	12	End of semester

History / Social Science

The social studies curriculum is based on the core knowledge in history and social sciences aligned with the History-Social Science Standards and Framework and Common Core State Standards. Students take a journey to the past in order to understand the present and inform the future. Across all grade levels, each history class demands that students carefully analyze themes, trends, and major ideologies within each civilization of focus.

Students develop the same critical thinking skills that historians and social scientists utilize in the field to study the past and its relationship to the present. Teachers design their courses by providing an array of primary and secondary sources, non-fiction books, reputable Internet sources (articles, videos, websites, news channels), documentaries, and films. By doing so, teachers expose students to resources that provide different perspectives of a concept and/or event. This way, students have the opportunity to understand history through multiple and multi-cultural lenses and reckon with the possibility of opening a “new truth” within history.

Teachers align their Instruction based around guiding essential questions, academic vocabulary, and performance tasks that provide varied opportunities for students to demonstrate their content knowledge and mastery of skills. Informal and formal assessments are used in each unit to check for understanding. Curriculum is designed to be mindful of all types of learners—auditory, visual, kinesthetic, students working above grade level, students with disabilities, students with 504s, and English Learners. The instruction and resources provided are appropriately scaffolded, differentiated and/or modified in order to assist and challenge the varying learners in demonstrating their comprehension.

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

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

This department has also taken seriously its position on the front lines of New West's renewed and ongoing commitment to celebrating the diversity of its student body, which reflects the reality of an increasingly multicultural world. History and social science teachers have undergone a rigorous review of their curricula with the goal of centering previously marginalized narratives from people of color, women, representatives of the LGBTQIA+ community, and anyone else who has previously been underrepresented in historical texts. History stays alive as long as our department remains committed to diversity, equity, and inclusion across all grade levels and subjects.

History / Social Science, 6th Grade Ancient Civilizations. The Ancient Civilizations course takes us on a journey from the very beginning of human history to the formation of the first sophisticated societies. Students learn about how evolutionary changes made it possible for early humans to adapt and survive in a brutal environment to establish communities, kingdoms, city-states, and empires. The students will look at major turning points such as the agricultural revolution from being nomadic to settlers. It is from this point, humans created well-known ancient river civilizations such as Mesopotamia, Egypt, Greece, Rome, India and China. Each of the major civilizations will be analyzed via the acronym GRAPES (geography, religion, art, political structure, economy, and society). In doing so, students will develop higher levels of critical thinking by considering why civilizations rise and fall alongside acknowledging their contributions to society. Students analyze the interactions among the various cultures emphasizing their enduring contributions and the link between the ancient and contemporary worlds.

History / Social Science, 7th Grade Medieval History. This class is a tour through the events that shaped the modern world. Powered by hands-on simulations and experiential exercises, the Standards-based curriculum takes students on an unforgettable journey through time. New economic systems and religious beliefs arise, and social hierarchies

are compared in societies in Western Europe, the Middle East, China, Japan, West Africa, and among the Mayan, Aztec, and Inca people.

After beginning where 6th grade history concluded with the fall of the Roman Empire, the curriculum shifts perspectives to the growth of societies, and eventually kingdoms and empires, in Ghana and Mali. The next area of focus is the “New World,” although students will focus on the people of present-day Central and South America long before their encounter with Europeans. A series of simulation activities and examination of primary sources will lead to a greater understanding of what united and separated the three great civilizations.

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

Such political and religious developments are seen throughout the rest of the world as students study the origins and spread of Islam, Christianity and Judaism. Students study China’s political development and its influence on Japan’s feudal society and “Golden Age.” Throughout each unit of study, one of the areas of greatest emphasis will remain the many connections between people from different areas as they discovered each others’ existence and mingled together, for good and ill.

History / Social Science, 8th Grade Early American History. In eighth grade history, students will learn the significance of the earliest colonists by exploring the development of social, economic, political structures and how they impacted society.

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

The second semester starts with a critical look at the nation's rapid westward expansion and the resulting impact on Native indigenous Americans, Mexico, and tensions between slave and free states. A detailed explanation of the causes, course, and consequences of

the Civil War follows with a focus on Reconstruction's failure to secure equal rights for African Americans and the precursors to WWI by examining international tensions.

[CORE & COLLEGE PREP] History / Social Science, 10th Grade Modern World History. In Modern World History, students review the principles and ideas of democracy and citizen participation from its early beginnings in Greece and Athens to analyze how each influenced revolutions in the United States, France, and the Americas. As countries underwent reconstructing and defining new political structures, the Industrial Revolution and capitalism encouraged European and American expansionism around the world causing turmoil and rebellions. These policies of imperialism negatively affected areas in the Americas, Africa, and Asia that have apparent inequities present in today's global affairs. Through colonization, countries began to militarize with emerging nationalistic sentiments amongst ethnic minorities causing a wave of angst leading to the two World Wars. The lasting political, economic, and social effects of World War 1 and World War 2 set the stage for the atrocities committed through proxy wars during the Cold War. Studying the Korean War, Soviet-Afghan War, the Cuban Missile Crisis and the Vietnam War will give students a critical lens in looking at the contemporary issues around the Russian-Ukrainian conflict, the Israel-Palestine conflict, the border tensions between Armenian and Azerbaijan, as well as the rocky relationship between China and Taiwan. The course ends by surveying global issues and concerns hoping to encourage students to be global citizens and advocate for changes in domestic and international policies.

[COLLEGE PREP] History / Social Science, 10th Grade Honors Modern World History. The honors course runs more independently than the college prep course. There is less emphasis on completing assignments for grades, but rather a focus on learning for discussions held in class. More simulations and debates are held in the honors course to delve deeper into themes and trends that happen throughout world politics. Students in the honors program write a mini-dissertation research paper called the Reading Program. Students come up with a global topic that they want to research and potentially "solve". Students read a minimum of 3 approved non-fiction books related to their chosen topic, write a paper discussing the problem and create their own action plan. At the end of the year, students act as the "expert" of their topic by presenting their action plan to the whole class as part of their final. Some topics include: The Israel-Palestine crisis, single-use plastics, fast fashion, AI, gender pay inequalities, social media and mental health, the tensions between China and Taiwan, animal poaching, etc.

[CORE & COLLEGE PREP] History / Social Science, 11th Grade United States History. This course starts with a review of the later half of 8th history focusing on the establishment of American democracy, the trials of slavery, and the effects of Reconstruction. Students will have a solid foundation of the economic, social, political, and military history of the United States with an emphasis on the huge turning points between the 1920s through the 1980s. Students will build upon their global knowledge learned in 10th grade analyzing where the United States fits in the global picture over this period of time and the steps the country took to become a global superpower.

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

Students will explore the main causes, course, and ultimate lasting effects of World War Two focusing on FDR's foreign policy, the average American soldier and contributions of different military groups (Navajo Code Talkers, Tuskegee Airmen, etc.). At the conclusion of the war, students will examine the attempts to rebuild Europe and begin to focus on the conflict between capitalist and communist countries focusing on US foreign policy since WWII and major Cold War events. Lastly, students will examine the major steps taken to gain equal civil and voting rights in the US from the 1940s through the Civil Rights era in the 1960s but also look at the feminist movements of the 60s and 70s.

[COLLEGE PREP] History / Social Science, 11th Grade Honors United States History. Students learn about the trials, tribulations, and successes of making the "American Dream" a reality. In doing so, honors students are provided many opportunities to be the "expert" on topics centered around American culture and policies. Students create and present engaging presentations that peak inquiry and elicit discussions. Rather than absorb information, they create and redefine honest narratives.

[CORE & COLLEGE PREP] History / Social Science, 12th Grade American Government. Students in grade twelve pursue a deeper understanding of the institutions of American government. It moves from a broad study of foundational topics and constitutional legal ideals into an application of these topics and ideals to contemporary times. They will participate and learn through structured class simulations, college level class discussions, multimedia presentations (including the internet, documentary and feature films, broadcast news including television and radio, and a host of others), individual and group projects, formal research essays, and field trips to sites that reinforce or connect topics from class to the real world. They will begin the year reviewing the fundamental philosophies and origins of modern American political thought. They will study such great thinkers as Locke, Montesquieu, Machiavelli, and William Blackstone and their contributions to the developments of American government. Students will be able to explain how the US Constitution reflects a balance between protecting individual rights, separating powers in the governments, and granting citizens different ways to participate in political life. The goal is to engage high school students in a critical examination of their government and the exercise of their responsibilities as United States citizens, especially voter empowerment.

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

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

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

[COLLEGE PREP] History / Social Science, 12th Grade Honors American Government. Students in honors take a deeper approach in understanding the complexities of the American government in contemporary society. Their essays are more research based, argumentative, and provide a critical lens into the world they will impact via their civic engagement and duties.

[CORE & COLLEGE PREP] History / Social Science, 12th Grade Economics. In addition to studying government in grade twelve, students will also master fundamental economic concepts (supply and demand, incentives, etc.) and terms and understand the concept, benefits and drawbacks of a free market economy. Students will learn how to use the tools (graphs, statistics, equations) from other subject areas to understand the operations and institutions of economic systems (including real and nominal data) and analyze different economic behaviors and how they interact with the economy.

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

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

payments accounts, economic integration, terms of trade, economic development and the role for international trade, foreign direct investment, foreign aid and international debt.

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

To hone in their understanding, most of the semester is focusing on two key aspects: The Stock Market Game and entrepreneurship. Students invest (not with real money) in stocks through a virtual simulation of the stock market and monitor their stocks throughout the course by understanding why their particular investments are increasing or decreasing over time. In addition, students work on their final project for the class that is emulated after the show, Shark Tank. Students work either individually, in pairs or small groups to come up with a product or idea they want to create and sell. Students work through the intricacies of a business plan, are advised by parent volunteers that critique and provide suggestions on their plans, and will creatively present their product to the class and the “Sharks” (parent volunteers who have businesses that act as the judges) as their final.

[COLLEGE PREP] History / Social Science, 12th Grade Honors Economics. Students in honors take a deeper approach in understanding the complexities of the American free market system in contemporary society. They evaluate new forms of currency (crypto, NFTs, etc) and what it means in a globalized world. Their essays are more research based, argumentative, and provide a critical lens into the fundamentals of economic structures.

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

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

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

History / Social Science Instructional Materials

Grade Level	Course	Instructional Materials
6	Ancient Civilizations	<i>History Alive!</i> teacher subscription (access to suite of digital resources including written and visual primary sources, full textbook) Teacher created presentations Guided notes Review games Simulations Stations/gallery walks Teacher curated video clips Newsela Quizlet Infographics Mr. Nicky History music videos
7	Medieval History	<ul style="list-style-type: none"> - Visual primary sources (paintings, tapestries, sculptures, photographs of historical sites and artifacts) - Written primary sources (accounts of events, accounts of processes, literary excerpts) - Teacher-created presentations (Google Slides, containing text and visuals) - Simulation activities (role cards distributed to students, procedures guided by teacher, debrief questions completed during and after activity) - Secondary sources excerpted from <i>History Alive!</i> textbook - Curated video clips and documentary excerpts covering specific places and events - Kinesthetic activities as a tool for demonstrating understanding of historical concepts
8	Early American History	Teacher created presentations Teacher created research materials for student writing project Newsela Primary & secondary sources PearDeck GoogleSuite

		PAPER JSTOR Magic School AI
High School	World History	Teacher created presentations CNN10 GoogleSuite Primary and secondary sources (e.g. political cartoons, data charts, speeches, etc) The World History Project CrashCourse: World History Simulations Stations Debates Field trip: Museum of Tolerance Excerpts from: <i>Impact California Social Studies - World: IMPACT California Social Studies: World History, Culture, & Geography</i> by McGraw Hill (2019)
High School	US History	The DBQ project Teacher created presentations GoogleSuite Stations CrashCourse: United States History <i>Don't Know Much About History</i> by Kenneth C. Davis <i>IMPACT California Social Studies: United States, History & Geography</i> by McGraw Hill (2019) Digital Inquiry Group
High School	American Government	CNN10 Teacher created presentations Colbert Report: Series on PACs Podcasts <i>Sapiens: A Brief History of Humankind</i> by Yuval Noah Harari <i>Trust Me I'm Lying</i> by Ryan Holiday
High School	Economics	Stock Market Game Adam Smith's <i>Invisible Hand</i> Shark Tank - Business Plan Guest speakers Ta-Nehisi Coates's article on redlining
High School	Psychology	Teacher created presentations <i>Behave</i> by Robert Sapolsky RadioLab podcasts

History / Social Science Assessments

Assessment	Purpose	Grade	Timeline
Formative assessments	To check for understanding and mastery of content (e.g. multiple choice, short answer, select all that apply, essay, fill in the blank, matching)	6, 7, 8, 10, 11, 12	Once a month
NWEA MAP	To check for understanding and mastery of content.	6, 7, 8, 10, 11, 12	2-3 times per year
Document Based Questions (DBQs)	Analyze multiple primary and secondary sources related to the same subject. Students will write a 5 paragraph essay responding to an open-ended prompt.	6, 7, 8, 10, 11, 12	Once per semester in lower grades; twice in upper grades
Group projects	Students have between 1-2 weeks to work in and sometimes outside of class on a variety of options including but not limited to skits, posters, recorded performances, models, and other means of showing mastery of a given topic.	6, 7, 8, 10, 11, 12	Once per semester
Simulations	Students are assigned roles and follow a series of teacher-directed procedures emulating historical events to create a greater understanding of the individual and group experiences being studied. A written assessment of varying length follows to allow everyone to demonstrate their understanding.	7, 10, 11, 12	2-5 times per semester
Debates	The class is divided into 2 debating sides. Within each side, smaller groups work together to create claims and counterclaims. Each small group will present their case in class.	7, 8, 10, 11, 12	Once per semester
Class discussions	Students share their thoughts and opinions, citing evidence where necessary, about a topic, with an emphasis on connecting the historical material with present-day analogous or directly related events.	6, 7, 8, 10, 11, 12	2-4 times per month
Performances (dramatization)	Students work in groups and assign roles in rehearsal and performance of	7, 10	Once per year

	an audio-visual presentation of an historical story or event.		
Research papers	The research papers are inquiry-based that allow students to create an action-plan to potentially solve an issue.	8, 10, 11, 12	Serves as their second semester final
Presentations	Presentations can range from individual, pair, or group. Students will create their presentation with a medium of their choice and serve as an expert on the topic.	6, 8, 10, 11, 12	Once per semester
Platforms (EdTech)	Informal and formative assessments involving whole class participation via platforms such as but not limited to: GoogleForms, Quizizz, Kahoot, PearDeck, Nearpod.	6, 8, 10, 11	Once every two months
Socratic Seminars	After extensively exploring a specific event or topic, students divide into groups for a strictly formatted discussion, relying on accurately cited evidence, that allows the class to create a collaborative understanding regarding a complex question.	11, 12	2-3 times per semester

World Languages

The New West Charter middle and high school language program hones students' reading, writing, listening and speaking skills through a cultural lens. By introducing students to cultural products from Spanish and Latin speaking countries, students practice the language in as authentic a way as possible in a classroom. Students take part in cultural celebrations by producing "ofrendas" for Dia De Los Muertos or produce their own Roman tunic to wear at a simulated ancient gathering. These activities allow students to produce, and experience a language in an authentic, culturally appropriate way.

As students move through the program, the difficult topics are reviewed as students improve their cultural awareness as well as their vocabulary and syntactic knowledge. Students use and process the target language to show their understanding in listening, speaking, writing and reading. Students participate in group discussions, show their understanding of authentic texts and conversations from writing and on video and present researched projects to an audience in the target language.

Middle school classes are offered in grades 6-8. There are three levels, beginner, intermediate and advanced. Beginner and Intermediate Middle School Spanish offer the content of High School Spanish I over the course of one year. The Senderos A and B textbooks are designed to present the same level of a yearlong high school course over the course of 2 years. The advanced course is similarly broken up. Advanced Spanish offers about a half a year's worth of High School Spanish II. Middle school students who complete these courses can take placement tests to qualify for higher level high school courses. Students who finish Intermediate Spanish can test into High School Spanish II and students who finish Advanced Spanish can test into High School Spanish III.

Middle School Latin is offered in 8th grade. The Middle School class covers about two-thirds of the content as does the high school course. Since the High School Latin II class begins with a hefty review unit, students who receive a "B" or greater in Middle School Latin qualify for Latin II in high school.

[COLLEGE PREP] Heritage Speaker, High School. This class is designed for students who already have a level of fluency in Spanish and better suits their needs. Many students come to high school who already speak Spanish but would benefit from formal instruction, especially in reading and writing.

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

Typical projects/activities at this level: Small-talk conversations about the weather, how one is feeling, likes and dislikes. How to ask a teacher to go to the bathroom.

[CORE & COLLEGE PREP] World Languages, Middle/High School, Level 2 Language Class–Spanish and Latin. Level 2 language classes are a continuation to the introduction to the target language and appropriate communities focusing on four modes of expression including: listening, speaking, writing and reading. The main goal of these courses is for students to develop, on a daily basis, receptive and productive skills that will allow them to communicate efficiently in the target language. Through age- and stage-appropriate thematic topics for Level 2 such as: daily greetings, family, friends, leisure/hobbies, shopping and restaurants and authentic resources such as songs, movies and documentaries related to appropriate culture, students learn to create more

complex sentences using different tenses and moods, when writing in short paragraphs and speaking and writing, they will comprehend important ideas and details in contextualized texts and become more accurate in written and oral expression.

Typical projects/activities at this level: Mock situation roleplay: How to order at a restaurant. Calling customer support for help. Chatting with someone while gaming. Talking about a favorite celebrity. In Latin II, students prepare a cookbook entry and a meal for a potluck dinner “cena Romāna.” Students present the process in Latin either through video or a slideshow.

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

Typical projects/activities at this level: Mock situation roleplay: Job Interview. Formal debate, expressing opinions on cultural/political topics. Moving from presentational projects on Spanish-speaking countries to expressing opinions about aspects of culture, equity/societal issues and environmental issues. In Latin at this level, students compose and present their own poetry in dactylic hexameter in addition to exploring authentic texts composed in antiquity.

World Languages Instructional Materials

Grade Level	Course	Instructional Materials
MS/HS Latin		Latin I - II: Cambridge Latin Course 1-3 Latin III: Millionaire’s Dinner Party (M. G. Balme), Pharr’s Aeneid Latin IV Honors: Pharr’s Aeneid Rotating selections from Caesar, Ovid and other Latin writers.
MS/HS Spanish		Our Spanish program is aligned to the “Senderos” Series This is a culture-based course that includes textbooks and online activities specially designed for middle to high school language learners.

	<p>Middle school (Grades 6-8): Senderos A-B High School I: Senderos I High School II: Senderos II High School III: Senderos III High School IV Honors: Senderos IV</p>
Assorted Materials, Methods, Strategies	<p>Assorted instructional methods and strategies are used to deliver World Languages courses in order to meet individual needs, students' learning styles, and encourage opportunities to be engaged in higher-order thinking.</p> <p>In addition, the methods and strategies are chosen to cover the different areas of expression (writing, speaking, reading and listening). These strategies include:</p> <ul style="list-style-type: none"> - Google Slides (visual learner and technology use) - Handouts/pictures/illustrations - Think-pair-share/Group work activities (to lower affective filters) - Graphic organizers (Venn diagram) - Echo reading - Songs (analysis of lyrics or used as a base to illustrate/induce grammatical points) - TPR/story administered telling/gestures - Realia/props (magazines, recipes, real dishes, money, tickets, board games) - Manipulative/puzzles - Youtube clips/videos - Foreign movies - Documentaries (tv5.org/CD from textbooks, CNN) - Guest speakers (Spanish native) - Cross curriculum activities (aligned with the 21st century skills map) - Peer reviews/editing - Oral presentation - Skits/role playing - Constructed dialogue - Grammar drills - Warm-up (writing journal) - Poems/literature excerpt - Linguistic lab activities - Discussions/debates

World Languages Assessments

Students will be assessed using different tools such as:

- Class Participation. Assessed daily and measures several components of the areas of expression such as reading, listening and speaking.

- Homework/In-class Assignments. administered daily and assess students' skills in writing and reading.
- Quizzes. Students are assessed after each vocabulary and grammatical component seen in lessons. Quizzes given can be: fill in the blank, multiple choice or open-ended questions. This type of assessment gives students and teachers immediate feedback of what has been learned and what needs to be improved.
- Comprehensive exams covering the four areas of language acquisition (listening, reading, writing, speaking assessments) are administered following each unit. This type of assessment gives students the opportunity to see what area of language acquisition needs improvements.
- Projects are given through the unit to give students the opportunity to work collaboratively and to express ideas and thoughts using the different modes of communicative skills in different forms and contexts. Projects include PowerPoint presentation or different technologic tools, dialogues and role-play, drawings, storytelling, written assignments, comics, advertisements, portfolio, essays, reports, songs, videos or dance.

Assessment	Purpose	Grade	Timeline
Class Participation	Speaking skills	MS/HS	Weekly
Quizzes	Measure standards mastery	MS/HS	After each lesson
Comprehensive Exams	Measure standards mastery	MS/HS	End of every unit, monthly
Projects	Cumulative understanding	MS/HS	Oncer per unit
Video Recordings	Student mastery of speaking that aligns with unit	MS/HS	Bi-monthly for Levels 1-2; Weekly for Levels 3-4
Exit Tickets	Assess daily class objective	MS/HS	End of every class

Visual and Performing Arts

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

Most VAPA courses are divided into levels to promote growth and progress within the discipline. The *Dance* department offers Introduction, Beginning, Beginning advanced, Intermediate, and Performance Team classes. as well as a Dance Team at the high school level. At the high school level, Dance 1, Dance 2, Dance 3, and Dance Team are offered. Auditions occur at the end of each school year to place students in the appropriate skill level. Students are provided with specific benchmark techniques that are required for each skill level.

The *Music* department offers courses in concert choir and the New West Ensemble at the high school level. Vocal ensemble, advanced band, advanced strings, beginning band, and beginning strings are offered at the middle school level. Auditions occur at the end of each school year to place students in the appropriate skill level.

The *Visual Art* department offers courses in Studio Art 1, Studio Art 2, and Advanced Studio Art at the high school level. At the middle school level, Art 6, and Art 7 are offered.

Film Production and Yearbook program offers courses in Film Production and Yearbook, as well as an Introduction to Film Production offered at the middle school level.

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

The standards are based on the artistic processes for visual and performing arts:

- Creating
- Performing/Presenting/Producing
- Responding
- Connecting

The department uses the California Arts standards as a framework to develop the specific curriculum that meets the needs of our student population. Students are provided with an opportunity to create works that express artistic ideas. These works are performed, presented, and/or produced for the New West community in annual concerts, galleries, and shows. Students can articulate their artistry and thoughts through appropriate vocabulary and specific syntax. Responding to other artworks and connecting through dialogue demonstrates an understanding and respect for various perspectives. Being able to discuss art creates a bonded community that connects artistic ideas and works. This produces a strong Visual and Performing Arts community that is one of the appealing sectors of the New West structure.

The Visual and Performing Arts department thrives on exposing students to art outside of the New West community. Students attend field trips and perform at community events. The music department performs at the annual Los Angeles Marathon to provide entertainment for the bystanders and attends concerts at the Walt Disney Concert Hall.

The Visual department had an opportunity for a cross-curricular field trip by attending the Academy Award Motion Pictures museum to analyze various filmmaking and art. The Dance program performed in Long Beach as a guest artist at the Cabrillo High School Dance invitational and has attended dance performances at the Music Center and Wallis Annenberg Performing Arts Center.

In addition to allowing students to creatively express themselves, cross-curricular lessons and projects are a focus at New West. In the music and film curriculum, filmmakers produced short films that were accompanied by a soundtrack for musicians to perform and create specific scores for the film. The dance and art department collaborated in a “Recyclable Fashion show” with the artists creating fashion from recyclables with dancers modeling the final product.

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

The benefits of arts education at New West include:

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

The Visual and Performing Arts program at New West Charter School encourages and provides opportunities for development in creativity and expressive power, accountability, collaborations, perceptions, self-confidence, performance/stage presence, improvisation, and expressive outlets. Our students walk away from the program with a genuine overall respect and appreciation for artistry and acceptance of self-expression.

Students will:

- Comprehend how the techniques and practices of dance, music, and visual art are used for creative thought and artistic expression
- Execute basic production processes in the areas of dance, singing, stage direction, choreography, and design
- Acquire knowledge of diverse historical and multicultural dimensions and traditions of dance, art, and music

- Formulate assessments of quality, both, creatively and critically in works of dance, art, music, and other related art forms.

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

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

Middle and High School Dance

To foster independent thinking and to provide students with a nurturing and challenging educational environment through a rich diversity of dance disciplines, techniques, technologies, and productions. To provide superior teaching and individualized mentoring; our classroom focuses on the studio, the stage, and incorporates cross-curricular lessons and projects.

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

[COLLEGE PREP] Visual and Performing Arts, High School, Dance 1–Beginning. Beginning Dance is a yearlong course that concentrates on movement awareness and reverence for the physical body and its athletic and expressive capabilities. This course will introduce students to the art of dance. Students become acquainted with basic techniques in ballet, modern, jazz, hip-hop, and the historical and cultural information within these dance forms. Gaining movement skills and finding self-confidence and enjoyment through movement is a focus of this course. The class is designed for all students without previous experience in dance and can prepare students for Intermediate Dance. This course will begin with an introduction to basic dance vocabulary including the history of dance, and knowledge of influential choreographers. In addition, elements of dance, performance qualities, and choreography are taught throughout the course. By the end of this course, students will be able to discuss, interpret, and analyze different works of dance choreography that have been performed by their peers, and influential dancers and choreographers. No audition is required for placement.

[COLLEGE PREP] Visual and Performing Arts, High School, Dance 2–Intermediate. Dance 2 is a yearlong proficient leveled course for students with at least one or more years of dance experience. The dance experience must include formal ballet training and technique skills. Intermediate Dance will allow students to increase their body awareness, technique, strength training, and endurance. Through exploration of a variety of dance styles students will advance their dance vocabulary and enhance their dance technical

skills. Students will continue to explore the elements of dance through improvisation and self-choreographed dances; as well as perform rehearsed routines in front of live audiences. By the end of this course, students will be able to explore the historical and cultural context of dance, as well as develop their works of art. An audition is required for placement.

[COLLEGE PREP] Visual and Performing Arts, High School, Dance 3–Advanced. Dance 3 is a yearlong advanced-level course for students with several years of prior dance experience in ballet, jazz, modern, hip-hop, and contemporary dance styles. This class will allow dancers to increase their strength and flexibility. Students will execute movements in a variety of genres; demonstrating the ability to memorize choreography and execute technique with proper alignment and musicality. The purpose of Dance 3 is to instruct students to build upon the skills that were taught in Beginning and Intermediate Dance. The course will begin with advanced instruction in improvisation and will develop advanced technical progressions, tricks, jumps and turns. Dance 3 is intended to prepare students for a competitive team at the high school level. Therefore, students will focus highly on technique, performance, and choreography. An audition is required for placement.

[COLLEGE PREP] Visual and Performing Arts, High School, Dance Team. Dance Team is a yearlong advanced-level course for students with several years of dance experience in ballet, jazz, modern, hip-hop, and contemporary dance styles. Students can be selected for this course with approval from the instructor or by individual audition only. This course is for students who have a strong passion for performing and have goals of continuing dance in college or working on becoming a professional dancer in the dance industry. Students in this course will perform at all school functions, community events, and competitions. Dancers will learn advanced/professional technical skills and will focus on connecting emotionally to choreography and performance. Instruction will also include strength and flexibility classes to work on the range of motion and conditioning of the body. An audition is required for placement.

Visual and Performing Arts, Middle School, Introduction to Dance. Introduction to Dance is a yearlong course that includes ballet, jazz, hip-hop, contemporary, choreography, and multicultural dance forms. The course will provide students with the opportunity to acquire basic overall knowledge to develop structure, dance and performance skills, and specific movements to expand their creative potential and appreciation of different dance genres. Students will learn terminology and history with opportunities for collaborative student choreography. No audition is required for placement.

Visual and Performing Arts, Middle School, Beginning Dance. It is a yearlong course that includes ballet, jazz, hip-hop, contemporary, choreography, and multicultural. The course will provide students with the opportunity to acquire basic overall knowledge to develop dance skills and expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student

choreography. This class is intended for students with 1-2 years of experience. An audition is required for placement.

Visual and Performing Arts, Middle School, Beginning Advanced. It is a yearlong course that includes ballet; jazz, hip-hop, contemporary, choreography, and multicultural. The course will provide students with the opportunity to acquire basic overall knowledge to develop dance skills and expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This class is intended for students with 2-3 years of experience. An audition is required for placement.

Visual and Performing Arts, Middle School, Intermediate Dance. It is a yearlong course that includes ballet, jazz, hip-hop, contemporary, choreography, and multicultural. The course will provide students with the opportunity to acquire dance technique at an intermediate/advanced level and overall knowledge to develop dance skills; as well as expand their creative potential and appreciation of different dance styles. Students will learn terminology and history with opportunities for collaborative student choreography. This class is intended for students with at least 2-3 years or more of dance experience; having demonstrated an understanding of basic and beginning fundamentals in Intro to Dance, Beginning, and Beginning Advanced Dance. An audition is required for placement.

Visual and Performing Arts, Middle School, Performance Team. Performance team's main purpose is to promote school spirit, provide entertainment at performances, and represent the school at community events. An audition is required for placement. The mission is to provide dancers with a successful and meaningful educational experience. Team members have personal goals of high academic achievement, increasing their dance ability, learning effective time management, inquiring leadership skills, and forming strong friendships. The success of this team is due to a strong commitment from the dancers, parental involvement, and experienced coaches. The dancers exhibit good sportsmanship, and positive attitudes toward team members, competitors, schoolmates, and parents. Team members must show determination, dedication, and desire to be productive members.

Dance Assessments

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

Summative Assessments: Students are given unit exams and projects that are directly related to a specific dance genre. Exams check for understanding in the following areas:

history, vocabulary, and knowledge of specific influential choreographers and dance pioneers.

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

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

Middle and High School Music

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

[COLLEGE PREP] Visual and Performing Arts, High School, Concert Choir. Concert Choir is a beginning/ intermediate-level vocal ensemble. Students will perform at school events, competitive festivals, non-competitive festivals, etc. This course stresses the improvement of vocal and performance techniques. Concert Choir emphasizes exposure to choral music of all styles and periods. Students will improve individual musicianship and collaborative ensemble skills.

[COLLEGE PREP] Visual and Performing Arts, High School, New West Ensemble (Intermediate). The Intermediate Music Ensemble is a beginning/intermediate-level instrumental ensemble. Students will perform at school events, competitive festivals, non-competitive festivals, etc. This course stresses the improvement of instrumental and performance techniques. IME emphasizes exposure to concert band/ orchestra music of all styles and periods. Students will improve individual musicianship and collaborative ensemble skills.

[COLLEGE PREP] Visual and Performing Arts, High School, New West Ensemble (Beginning). Intro to Music class is a beginning-level instrumental ensemble. Students will perform at school events and non-competitive festivals. This course stresses the improvement of instrumental and performance techniques. This class emphasizes exposure to music of all styles and periods. Students will improve individual musicianship and collaborative ensemble skills.

[COLLEGE PREP] Visual and Performing Arts, High School, New Music Ensemble (Advanced). The Advanced Music Ensemble is a high-level instrumental ensemble that performs works from a variety of styles and composers. Students will perform at school events, competitive festivals, non-competitive festivals, etc. Performers will gain insight into the demands of performing in a high-level ensemble daily. Students will work to improve their ensemble playing by strengthening their individual musicianship.

[COLLEGE PREP] Visual and Performing Arts, High School, Rock Ensemble. Rock/ Commercial Music Ensemble is a course exploring rock idioms and related styles. Students will learn music theory, improvisation techniques, music literacy, and songwriting techniques required to facilitate a deeper understanding of the rock language. Students will learn about collaboration and ensemble work with opportunities to perform inside and outside of class. Students will write and produce original songs.

Visual and Performing Arts, Middle School, Beginning Band. In Beginning Band, students learn the fundamentals of a wind or brass instrument. Students learn how to read music on a staff and start with the basics to create sound on their instrument. This is a year-

long elective, with a minimum of two performances throughout the year. In this performance-based class, students are expected to practice daily and work together as a team. *Available instrumentation: Flute, Oboe, Clarinet, Saxophone, Trumpet, Trombone, Euphonium, Tuba.*

**No audition required*

Visual and Performing Arts, Middle School Beginning Strings. In Beginning Strings, students learn the fundamentals of a string instrument. Students learn how to read music on a staff and start with the basics to create sound on their instrument. This is a year-long elective, with a minimum of two performances throughout the year. In this performance-based class, students are expected to practice daily and work together as a team. *Available instrumentation: Violin, Viola, Cello, Double Bass.*

**No audition required*

Visual and Performing Arts, Middle School, Beginning Percussion. Percussion students learn the fundamentals of a snare drum, bass drum, xylophone, bells, cymbals, and various auxiliary percussion instruments. Students learn how to read music on a staff and start with the basics to count and keep a steady beat. This is a year-long elective, with a minimum of two performances throughout the year. In this performance-based class, students are expected to practice daily and work together as a team.

**No audition required*

Visual and Performing Arts, Middle School, Intermediate Band. This course is available by audition only. Students must have at least one year of experience on their instrument to be eligible. Students continue to read music and perform with each other on more challenging music with increasingly independent parts. This is a year-long elective, with a minimum of two performances throughout the year. In this performance-based class, students are expected to practice daily and work together as a team. This class is a pathway toward the 8th Grade Ensemble.

Visual and Performing Arts, Middle School, Intermediate Strings. This course is available by audition only. Students must have at least one year of experience on their instrument to be eligible. Students continue to read music and perform with each other on more challenging music with increasingly independent parts. This is a year-long elective, with a minimum of two performances throughout the year. In this performance-based class, students are expected to practice daily and work together as a team. This class is a pathway toward the 8th Grade Ensemble.

Visual and Performing Arts, Middle School, 8th Grade Ensemble. This intermediate/advanced level course is available by audition only. Students must have at least two years of prior experience on their instrument to be eligible and must be in 8th grade. Students will explore more intermediate and advanced level music skills in preparation for the high school music program. 8th Grade Ensemble combines strings, woodwinds, brass, and percussion students into one ensemble. Students are expected to practice daily in

preparation for concerts, festivals, and competitions. This class serves as preparation for the performing ensembles offered at the high school level.

Music Assessments

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

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

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

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

Middle and High School Visual Arts

The Visual Arts program focuses on building technical skills, developing creative problem-solving techniques, and connections to art history and career opportunities. We believe that visual art provides students with a creative outlet to express themselves and ideas, and to share their own unique points of view with their peers to develop an understanding of each other and an opportunity to connect with each other. Art is a powerful tool that connects English language arts, history, science, and math. We believe

in cross-curricular planning, and that art is a powerful tool to help students comprehend and apply content from core subjects.

[COLLEGE PREP] Visual and Performing Arts, High School, Studio Art 1. This course stresses improvement of instrumental and performance techniques. The year emphasizes exposure to concert band and/or orchestra music of all styles and periods. The ensemble plays for campus functions, concerts, and may represent the school at music festivals. Attendance at performances is mandatory.

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

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

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

By the end of this course students will be able to discuss, interpret, and analyze works of art by identifying the use of the elements of art and the principles of design, understand the varied purposes of art throughout time, and in their own culture as well as the culture

of others. Students will also be more independent in their study of Art in this course, and investigate various careers in the art world.

Visual and Performing Arts, Middle School, Art 6. Art 6 is a California Visual Arts Standards-based, foundational visual arts course for 6th graders of all skill levels. This class introduces students to the elements of art and principles of design, focusing on line, shape, color, form, space, balance, contrast, pattern, emphasis, and unity. Students explore a variety of materials such as pencils, colored pencils, paint, watercolors, oil and chalk pastels, and ink. Students learn how to properly apply the rules of perspective in a work of art, learn about the proportions of the face, and how to create interesting and successful compositions. In addition to creating art, students read, write, and talk about art. Art history, looking at a variety of worldwide traditions, and criticism are important components of the class. Students learn how to describe and analyze works of art, as well as develop their own informed opinion as to what makes a work of art successful.

Visual and Performing Arts, Middle School, Art 7. Art 7 is an art course for 7th graders of all school levels. This class still has a standards-based curriculum. Students will review elements of art and principles of design for students who took art in 6th grade and for students new to art class. This course covers a variety of traditional two-dimensional materials. Art criticism and art history and important parts of the curriculum, and students continue to develop their abilities to read, write, and talk about art as well as develop an opinion about works of art.

Arts Assessments

Formative Assessments: Sketchbooks are interactive notebooks that allow students to take notes relating to art-specific vocabulary and connections to art history. Sketchbooks are also where students develop their ideas for projects and practice skills and get feedback from the teacher and their peers.

Summative Assessments: Projects are the most important form of assessment. Each unit builds skills and knowledge to allow students to create a final artwork that demonstrates what they have learned in the unit. All projects are graded according to a rubric, which looks at craftsmanship, technical skills, creativity, and artistic growth. Students are instructed to complete an essay that describes and analyzes a work of art at a museum.

Critical Assessments: Art history and criticism assess students' understanding of vocabulary terms and their ability to formulate, orally and written, their own opinions about a work of art and substantiate their opinion. Critiques assess students' understanding of vocabulary and techniques, and how well they were applied for each unit project. They are a chance for students to reflect on their learning from the unit.

Assessment	Purpose	Grade	Timeline
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Sketchbooks	Measure standards mastery	MS/HS	At the end of a 4 to 5 week unit
Projects	Summative Assessment Measure standards mastery with scoring rubric	MS/HS	At the end of a 4 to 5 week unit
Art History and Criticism	Measure standards mastery	MS/HS	Middle of a unit
Museum Paper	Measure standards mastery with writing scoring rubric	MS/HS	End of each semester
Critiques	To reflect	MS/HS	At the end of a 4 to 5 week unit

Film Production and Yearbook

[COLLEGE PREP] Visual and Performing Arts, High School, Film Production. It is designed to encourage and challenge students to extend themselves in the learning process of appreciation and the creation of film. The course expects students to willingly discuss topics in class, take on roles within a larger production team, and learn and implement skills in the creation of film. Students are encouraged to be independent learners--assignments may be given for which the student will seek additional information outside of the classroom. It is expected that the Film Production student will do all the work assigned in the class, including all the elements of pre-production, shooting, and post-production. The course will be specifically looking at the way film is planned, shot, and created through a chronological and thematic viewing of film through the ages, as well as a lot of hands-on training and execution.

Visual and Performing Arts, High School, Film Yearbook. Yearbook is designed to encourage and challenge students to extend themselves in the learning process of the creation and publication of the school's Yearbook. The course expects students to willingly take on roles within a larger publication team, as well as learn and implement skills in the book's creation. Students are encouraged to be independent learners--assignments may be given for which the student will seek additional information outside of the classroom. The course will be specifically looking at the way publications are planned, created, and published through hands-on training and execution.

Film Assessments

Formative Assessments: Students are often assigned classwork that assesses them based on the portions of the unit. These assessments usually take less time and are hyper-focused on building block elements. Students may take vocabulary quizzes, complete guided practice based on an example, or expand on lessons by executing technical performances.

Summative Assessments: Projects are the most important form of summative assessment. Each unit builds skills and knowledge to allow students to create a final film assignment that demonstrates what they have learned in the unit. All projects are graded according to a rubric, which looks at such aspects as cinematography, technical performance, and the process of pre-production.

Critical Assessments: Film history and criticism assess students' understanding of vocabulary terms and their ability to formulate, orally and written, their own opinions about a film, as well as substantiate their opinion. Students are often asked to critique each other's works, as well as do so with a plethora of professional films throughout history and from different perspectives.

Assessment	Purpose	Grade	Timeline
Speaking and Listening	Measures student ability to criticize film	MS/HS	About once a month
Projects	Summative Assessment Measure standards mastery with scoring rubric	MS/HS	At the end of a 4 to 5 week unit
Classwork	Measure standards mastery through formative assessments	MS/HS	About 2-3 times a unit
Homework/Technical Performance	Measure standards mastery through formative assessments	MS/HS	About 2-3 times a unit

Physical Education and Health

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

- Social, emotional, and personal development. (*affective domain*)
- Physical and motor development. (*psychomotor domain*)
- Knowledge and understanding. (*cognitive domain*)

- Development of health-related fitness. (*psychomotor, cognitive, and affective domains*)
- Development and knowledge of safety practices. (*psychomotor and cognitive domain*)

Social, emotional, and personal development creates an experience of enjoyment and achievement through physical activity. This further enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Daily interaction between students aids in developing an understanding of fair gameplay and team spirit. Physical fitness and skills for individual and team sports skills are taught to promote and improve physiological growth and development as well as to encourage participation in fitness activities that are the keys to a healthier, happier, and more productive life. Middle school students participate cooperatively with others and understand reasons for rules and procedures. High school students initiate and exhibit responsible behaviors and positively impact the behaviors of others in physical activity settings inside and outside of school.

Physical and motor development focuses on the five components of fitness: muscular endurance, muscular strength, cardiovascular endurance, flexibility, and body composition. Students apply the five components of fitness while demonstrating movement patterns needed to perform a variety of physical activities. As motor patterns become more refined and proficient throughout the middle years, they can be transitioned into specialized skills and patterns and used in more complex learning settings. High school students will demonstrate a level of competence in several physical activities that they are likely to continue beyond graduation.

Knowledge and understanding of physical activity are developed for students to have a generalized concept of movement activities and acquire benefits as participants and spectators. Students will have an overall understanding of the appropriate basic rules, tactics, and strategies of movement activities and traditional and non-traditional sports. Through active participation, students can be inventive, make decisions, and solve problems.

Development of health-related fitness maintains and enhances health-related fitness through vigorous physical activity that helps to promote a healthy lifestyle. Middle school students continue to learn about the components of fitness: how they are developed and improved, how they interrelate, and how they contribute to overall fitness to develop and implement a personal fitness plan. High school students plan, implement, evaluate, and modify a personal, goal-driven fitness plan that enables them to achieve and maintain the level of fitness needed to meet their personal goals for various work-related, sports, and leisure activities.

Development of safety is implemented and demonstrated in daily instruction by teachers and students. Adopting safe practices in all physical activities protects students from the

risk of injury to themselves and others. Safety rules of being prepared, being a good listener, cooperating and following all rules, and being aware of surroundings while in motion are common daily practices in classes.

These five focus areas concentrate on the individual development of the whole student. The whole student approach ensures the student's mental and physical safety, engaged in activities, supported by peers and teachers, and challenged academically and physically in a safe and secure environment.

Physical Education, High School

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

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

Physical Education, High School. The goal and objective of this class are to enhance Physical Education knowledge for all. Units and topics will be presented and will have independent and group work time to further develop and deepen your knowledge. Accountability, organization, and independence will be developed in this class. For each unit, students will be required to participate in the sport activity, watch videos, read articles, and complete assessments all relating to the unit of study. The class also focuses on building a healthy active lifestyle beyond high school. Throughout the class, California Physical Education Content Standards will be incorporated.

Physical Education, High School Health. It is essential that young people leave high school with a concrete understanding of the health-related choices that await them and the importance of establishing healthy habits early in their adult lives. Students taking this course will learn how to establish effective diet and nutrition practices, including moderation, reading food labels, and understanding the nutritional contents of various foods. They will examine the benefits of effective nutritional practices and the possible consequences of poor eating habits. Students will learn about the conception stages of pregnancy, and responsibilities of raising children, as well as contraceptive methods and use in preventing pregnancy and reducing risks of certain sexually transmitted infections.

Students will understand the impacts, legal issues, and risks of drug and alcohol use and describe how to practice health-enhancing behaviors. By the end of this course, students will be able to demonstrate proper first aid and CPR procedures.

Physical Education, High School, Weight Training. The primary goal of the weight training course is to improve muscular strength, flexibility, endurance, and safety knowledge. This weight training course will strive to engage all students daily and promote active participation. Students will be provided with opportunities to improve their health-related physical fitness as well as understand advanced concepts related to physical fitness and concepts of weight training. This course also provides an opportunity setting for students to learn appropriate social interaction skills. Throughout the class, California Physical Education Content Standards will be incorporated.

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

Physical Education, Middle School

Middle School Physical Education at New West will engage 6th-8th grade students daily and promote staying active throughout the day. We will show students proper exercise techniques, muscle definitions, and various exercises. Classes incorporate team sports like flag football, basketball, baseball, and soccer including some non-traditional sports like ultimate frisbee, team handball, and rugby. Students are provided with opportunities to improve their health-related physical fitness, concepts of healthy nutrition, and guidelines as well as understand advanced concepts related to personal health fitness and physical activity. This course also provides an opportunity setting for adolescents to learn appropriate social interaction skills.

Physical Education, Middle School. The goal and objective of the class is to enhance Physical Education knowledge for all. Units and topics will be presented and will have independent and group work time to further develop and deepen their knowledge. Accountability, organization, and independence will be developed in this class. For each unit, students will be required to participate in the sport activity, watch videos, read articles, and complete assessments all relating to the unit of study. Throughout the class, California Physical Education Content Standards will be incorporated.

Physical Education, Middle School, Walking for Fitness. The class is designed to meet the needs of daily physical exercise for lifelong fitness and health. Walking is one of the

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

Physical Education, Middle School, 8th Grade Weight Training. The class is designed to focus on improvement of muscular strength, flexibility, endurance, and safety. The weight training course will strive to engage all students daily and promote maximal active participation. Students will be provided with opportunities to improve their health-related physical fitness as well as understand advanced concepts related to physical fitness and physical activity. This course also provides an opportunity setting for adolescents to learn appropriate social interaction skills. Throughout the class, California Physical Education Content Standards will be incorporated.

Physical Education & Health Instructional Materials

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

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

Physical Education & Health Assessments

Assessment	Purpose	Grade	Timeline
PE: Skills Assessments (Formative)	Unit skills assessment that assesses students on knowledge and retention of skills learned during the unit.	MS/HS	End of each unit.
PE: Journal Assessments (Formative)	Written journal assessments on content covered in each unit.	MS/HS	Middle of each unit and End of each unit.
PE: Unit Assessments (Summative)	Final summative assessment used at the end of each unit to assess students on all content learned.	MS/HS	End of each unit.

PE: Physical Fitness Testing (PFT) FITNESSGRAM	State Standard Test	7TH AND 9TH GRADE	Annually
Health: Writing Assessments (Formative)	Current events and writing assessments to cover content learned in each unit.	MS/HS	Middle of each unit and End of each unit.
Health: Projects (Formative Assessments)	Project-based learning assessments. Each unit incorporates 1-2 projects to assess content learned in each unit.	MS/HS	Middle of each unit and End of each unit.

Additional Measurable Outcomes of Physical Education and Health Courses:

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

Innovative Curricular Components of the Educational Program

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.

Intervention and Enrichment Programs

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

Athletics Program

New West also offers an extensive athletics program. The Charter School shall comply with the requirements of Education Code Section 49475 with respect to any athletic program (as defined in Education Code Section 49475) offered by or on behalf of the Charter School.

Students at New West are offered a wide range of athletic programs, diverse athletic facilities, and a dual focus on developing student-athletes of character and teaching lifelong lessons.

Current athletics programs offered at New West.

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

Girls Golf (HS)	Girls Basketball (MS & HS)	Boys Soccer (MS)
		Girls Soccer (MS)
		Boys Golf (HS)

Athletics Facilities. New West's athletics facilities include: Stoner Park (one block from campus) for all sports practices and training, Stoner Park Gym for boys/girls volleyball and basketball games, Gardena Recreation Center for boys/girls soccer, Westwood Recreation Center for all sports and a future connection with LA Fitness for our high school athletes for training and conditioning.

High School Athletics Accomplishments. Through the years, New West Athletics has grown into a well-established athletics program that has become one of the main student interests on campus. In recent years, New West has been considered a competitive school and a strong contender in the city of Los Angeles. Dedicated coaches, administration, and students contributed to the overall success of the program. Numerous titles, trophies, and championships have been awarded to the talented athletes and coaches of New West.

Athletics Titles and Recognition		
Sport	League Championship	LA City Section Championships
Girls Cross Country (Division 5)	2017, 2018, 2019, 2021, 2022	2021- Division 5 2022- Division 5
Boys Cross Country (Division 5)	2017, 2018, 2019, 2021, 2022	2018- Division 5 2019- Division 5 2022- Division 5
Girls Track and Field (Division 5)	2018 2019, 2022	
Boys Track and Field (Division 5)	2019, 2022	
Boys Golf (Division 5)		Two individual players qualified to CIF LA CITY Playoffs on their 1st season One player made it to the State Championship
Girls Volleyball	2017, 2021, 2022	2016- Division 5

(Division 4)		
Boys Volleyball (Division 3)	2017, 2018	2018- Division 5
Girls Basketball (Division 4)	2023	
Boys Basketball (Division 3)	2022	
Girls Soccer (Division 1)	2018, 2019, 2020, 2022, 2023	2019- Division 2
Boys Soccer (Division 5)	2022	

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

Student Athlete Academic Accomplishments.

**The academic team excellence award is given to the team with the highest GPA of the specific sport and season through the entire city of Los Angeles.*

Girls	Boys
Cross Country 2018- Academic Team Excellence Award- GPA=3.88	Volleyball 2018- Academic Team Excellence Award- GPA=3.43
Track and Field 2019- Academic Team Excellence Award- GPA=3.73	Cross Country 2018- Academic Team Excellence Award- GPA=3.52
Soccer 2019/2020- Academic Team Excellence Award- GPA=3.79	

Student Clubs–High School

New West's high school students participate in more than 30 active clubs on campus, reflecting its diversity and students' diverse interests. Many student groups meet on a regular basis at lunch or after school, benefit from strong teacher leadership, and host multiple events throughout the year. Four of the most prominent student organizations are:

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

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

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

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

A sample list of active clubs in the 2022-23 is below.

Persian Heritage Club	Run Club	Women in Music
Marine Biology Club	Gender Sexuality Alliance	Hygge Tutoring
Latinos Unidos	Engineering Club	Black Student Union

Film Club	Girls Support Girls	Mental Health Matters
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Instructional Methods and Strategies Used to Deliver the Curriculum, and How These Ensure Student Mastery of the California Content and Performance Standards

New West Charter School uses various instructional methods and strategies mentioned above to deliver curriculum and ensure student mastery of the California Content and Performance Standards. First, the school teaches and uses the Understanding By Design (UbD) framework to help teachers design curriculum, instruction, and assessment that focuses on student understanding and transfer of learning. By first focusing on what skills students will master at the end of the unit, teachers plan backwards to design class activities and assignments to build toward that end goal. These plans are reviewed by both department chairs and supervising administrators throughout each semester to ensure plans meet New West professional standards.

To ensure student mastery of content using the 5 E Lesson Plan, New West teachers incorporate the following strategies:

1. Clearly define the learning objectives: Before beginning the lesson, teachers define the learning objectives in student friendly language. Teachers then communicate what students are expected to learn and understand by the end of the lesson.
2. The Engage stage of the 5 E Lesson Plan is designed to get students interested in the topic and motivated to learn more. Teachers can use a variety of strategies such as hands-on activities, videos, pop culture visuals, or group discussions, and more to get students engaged. This is where we see the most creativity in our school!
3. Explore the topic. Here students are encouraged to investigate the topic further. Teachers provide numerous opportunities for students to ask questions, make predictions, and gather data to build their understanding of the concept.
4. Explain the concept involves the teacher presenting information to students in a clear and concise manner, using student friendly resources. Teachers also explain key concepts, definitions, and relationships in a way that is accessible to all students during this part of the lesson. The big goal is that students can explain the concept to a peer at the end of this stage.
5. Elaborate on the concept: In the Elaborate stage, students are given opportunities to apply what they have learned to real-world situations or to related concepts. Teachers use activities such as case studies, experiments, or real-world simulations to help students deepen their understanding.
6. Evaluate student understanding: The Evaluate stage involves assessing students' learning and understanding. Teachers can use a variety of assessment strategies such as quizzes, tests, or performance-based assessments, engineering challenges, and more to evaluate student mastery of content.

Lastly, Teachers use various differentiated instruction techniques during class activities to ensure student mastery of content. These techniques include direct instruction with supported note templates or teacher provided notes, small group and independent

practice, peer review, teacher/student feedback conversations, and a range of formative and summative assessments delivered at different times in the learning process to drive future instruction.

Supporting Students' Development of Technology-related Skills and Student Use of Technology

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

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

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

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

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

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

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

New West High School Graduation Requirements

The table below presents how New West's graduation requirements meet or exceed the minimum standards for admission to University of California (UC) and California State University (CSU) degree programs **and** hold students accountable for demonstrating their growth in alignment with the Student Learner Outcomes (SLO) through the creation of a digital portfolio of their best work (students complete these at all high school grade levels).

	Graduation Requirements Courses & Credit Years		Admission Reqs (Years)
Subject	New West	State of CA	CSU & UC
	All New West High School Courses are A-G Approved		
English	English 9/Composition; English 11; The Individual in Modern Society; World Literature; American Literature; British Literature & Composition <i>4 Credit Years</i>	3	4
Math	Algebra; Geometry; Algebra II; Trigonometry / Pre-Calculus; Calculus AB; Calculus BC <i>3 Credit Years</i>	2	3
Social Science / History	World History; U.S. History; American Government and Economics <i>3 Credit Years</i>	3	2
Lab Science	Biology; Chemistry; Physics; Environmental Science; Oceanography <i>3 Credit Years, 2 Credit Years must be Lab Science</i>	3	2

Foreign Language	Spanish; French; Latin <i>2 Credit Years</i>	1	2
VAPA	Studio Art (all levels); Music (all levels); Dance (all levels) <i>1 Credit Year</i>	1	1
Physical Education	<i>2 Credit Years</i>	2	n/a
Health	<i>1 Credit Semester</i>	n/a	n/a
Digital Portfolios	<i>4 Digital Portfolios (one each year)</i>	n/a	n/a
Total	<i>19 Credit Years Total; Courses must be passed with a grade of C or better to receive credit.</i>	13	14

Credit Recovery Options

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

How Transfer Students will Meet Graduation and College Entrance Requirements

New West welcomes transfer students into its high school programs with the goal of helping them graduate and achieve their college and career goals.

The program's administrators meet with each transfer student upon enrollment to get to know them as people, review their transcripts, and figure out the best combination of classes for them. When a student is found to be behind in credits, the administrators identify those deficiencies and put together a plan to get them back on track as soon as possible. When a newcomer's file shows that they benefit from academic assistance (504s, IEPs, and/or EL status), the administrators will make sure the Grade Level Advisors, teachers, and Special Education Department are made aware of those needs. Likewise, when a transcript shows that a student is ready for an academic challenge, efforts are made to get them into Honors periods on-campus and/or concurrently enrolled in classes at one of the local community colleges (Santa Monica College, West Los Angeles College, Los Angeles City College, etc.) to meet their educational needs.

The school's graduation standards meet or exceed the "A-G" requirements for admission to the campuses of the University of California and the California State University system, ensuring that all students "walk the stage" well-positioned to continue their education at four-year colleges. Student progress is monitored at every grade level by their teachers

and administrators. Meanwhile, New West's College & Career Counselors work closely with students to identify their strengths in grades 9-11 and showcase them on applications for schools and scholarships as seniors.

Graduation Exemption for Students Who Qualify (Foster Care, Homeless, Former Juvenile Court, Military Family, Migratory, and Newcomer)

As a public school, New West welcomes all students regardless of their family's circumstances. Every effort is made to help students connect with the resources and opportunities they need to succeed. This can include adapting graduation requirements as necessary for students in foster care, experiencing homelessness, involved with juvenile courts, in a military family, are migratory, or are newcomers to the country in alignment with the law.

How the Instruction Program Provides Options to Ensure Students Meet CDE's College/Career Indicator

New West works to ensure that all students meet the CDE's standards for college and career readiness by focusing on these indicators:

- *Advanced Placement Exams:* New West students eager for an academic challenge are encouraged to take the Honors versions of our courses and take the associated AP Exams and/or enroll in classes at one of the nearby community colleges. Santa Monica College, West Los Angeles College, Los Angeles Community College and more offer high school students the opportunity to take classes on their campuses for free through their "concurrent enrollment" programs. Students who complete courses through SMC, WLACC, LACC or others earn credits that are guaranteed to be honored by colleges and universities (unlike AP test results), so our school does not offer AP classes on our campus.
- *A-G Completion:* New West's graduation standards meet or exceed the "A-G" minimum requirements for admission in every subject area. As a result, every New West graduate is well-positioned for eligibility for admission to a four-year college. Per AB1994, all A-G courses will be transferable to colleges/universities or other public schools, and parent notification regarding transferability for all courses offered will be included in enrollment materials, student recruitment materials, and on published course offerings. Courses will be approved through UC Doorways and WASC to ensure transferability. Parent notifications will be provided in English and Spanish.
- *Career Technical Education Pathway Completion:* New West works with counselors at Santa Monica College to allow students interested in earning a CTE credential to enroll in the requisite classes for their concurrent enrollment program.
- *College Credit Course (formerly called Dual Enrollment):* New West has partnered with Santa Monica College to host "dual enrollment" courses on our campus. Classes are conveniently held on New West's campus after school so that the maximum number of students can take advantage of the amazing opportunity to earn credit towards high school graduation and college at the same time.

- *Leadership/Military Science*: New West does not host an ROTC program, but our school does regularly invite military recruiters to come to campus to teach students about career opportunities in the US Army, Navy, Marines, and Air Force, and we're proud of the students currently in the service.
- *Smarter Balanced Summative Assessments in English Language Arts/Literacy and mathematics (Grade 11)*: New West students participate in "benchmark" MAP testing in the fall and winter through NWEA. The tests measure student progress in each subject area and allow teachers to adjust the curriculum as needed in response to the results. NWEA testing also helps to familiarize students and staff with the type of questions and tasks they'll be asked to complete on the state tests. As a result, the vast majority of New West students go into the spring SBAC testing regimen feeling confident and prepared to do their best.
- *State Seal of Biliteracy*: New West's English Learner Coordinator helps students officially demonstrate their fluency by signing up for the associated tests and then walking them through the "Insignia Request Process" each year. Earning this distinction is important because it allows students to officially describe themselves as bilingual on applications for colleges, scholarships, and jobs.
- *Transition Classroom and Work-Based Learning Experiences*: New West's Special Education department works closely with staff, parents, and other community resources to help all students achieve the goals outlined in their Individualized Education Plans. The school is proud to play a key role in helping students transition to independent living by facilitating the start of internships, jobs placement, and enrollment in college classes and other specialized programs.

WASC Accreditation

Between its opening in Fall 2003 through the Spring of 2011, New West served grades 6-8 and therefore did not need an accreditation status. New West earned initial accreditation status in Spring 2014 for grades 6-12, is currently accredited, and has completed its second cycle of full self-study as of February 2023 obtaining a full 6 year accreditation, until 2029.

How New West Informs Parents, including Parents with Limited English, about Course Transferability and College Entry Requirements

In compliance with Education Code Section 47605(c)(A)(iii), New West will provide students and parents/guardians with access to course catalogs in English and Spanish (with translation in other languages as needed), notifying them about the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements. All New West courses meet the UC/CSU "A-G" course requirements for college entrance eligibility into the UC/CSU systems.

Academic Calendar and Schedules

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

- Total Instructional Days for 6-8 and 9-12 grades: **180** (Title 5 California Code of Regulations Section 11960)
- Instructional Minutes for 6-8 grades: **54,000** (Education Code Section 47612.5(a)(1))
- Instruction Minutes for 9-12 grades: **64,800** (Education Code Section 47612.5(a)(1))

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

New West has modeled its school calendar closely on the LAUSD calendar to be consistent with other public schools in the community. The New West calendar currently has 180 instructional days, and 58,275 and 65,181 instructional minutes, respectively, in Middle and High School. 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 37 pupil free afternoons on Wednesdays when students are dismissed early (middle school only). New West's instructional staff use this pupil free time for classroom preparation, curriculum development, professional development, staff meetings, and other activities relevant to the Charter School's educational program.

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 learners). Most will be optional (e.g., enrichment classes, such as music, art, dance, foreign languages, leadership, accelerated Math and Science 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.

Academic Calendar, New West Charter School, 2024-25.

NWC 2024 – 2025 SCHOOL CALENDAR- DRAFT

July 2024

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

August 2024

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

September 2024

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

October 2024

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

November 2024

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

December 2024

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

CODES

- Teacher In-Service
- School Holidays/Weekend
- Parent Conferences

School Begins – August 14, 2024

School Ends – June 10, 2025

Total Days - 190

Instructional Days - 180

In-Service/Preparation - 10

INSTRUCTIONAL PERIODS

1st Semester for Middle & High School

(17 weeks) 8/14/24- 12/18/24

Report cards mailed out 1/10/25

1st Semester High School Finals

12/16, 12/17, 12/18

2nd Semester for Middle & High School

(22 weeks) 1/8/25-6/10/25

Report cards mailed out 6/20/25

2nd Semester High School Finals

6/6/25, 6/9/25, 6/10/25

**California State Testing (Smarter
Balanced Assessments)**

April/May 2025

STUDENT HOLIDAYS NO SCHOOL

Aug. 30- Admissions Day

Sept. 2- Labor Day

Oct. 2- Unassigned

Nov. 11- Veterans Day

Nov. 25 - 29- Thanksgiving Break

Dec. 19- Jan. 8- Winter Break

Jan. 16-17- PD/ Parent Conferences

Jan. 20- Martin Luther King Jr. Holiday

Feb. 17- Presidents' Day

Mar. 31- Cesar Chavez Holiday

Apr. 14- Apr. 18- Spring Break

Apr. 24- Unassigned

May. 26- Memorial Day

June. 19- Juneteenth

Parent Events:

Back to School Events 6-8pm

6th (8/27/24 & 7th Grades (8/28/24)

8th Grade (8/29/24)

NWCHS All grades (8/28/24 and 8/29/24)

NWC+ All grades (8/28/24)

Teacher – Parent Conferences

Middle School: 1/15/25-1/17/25

High School: 1/15/25-1/17/25

NWC+ - 1/15/25-1/17/25

January 2025

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

February 2025

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

March 2025

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

April 2025

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

May 2025

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

June 2025

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

Sample Daily Schedules.

Middle School, Sample Daily Schedules

Mon / Tues / Thurs	6	7	8
Period 1, 8:00 am – 8:50 am	Beg. Band	Life Science	Creative Writing

Period 2, 8:53 am – 9:43 am	English 6 (+desig + integ ELD)	Geometry	Spanish
Nutrition, 9:43 am – 9:58 am			
Period 3, 10:01 am – 10:51 am	Math 6	Medieval Times	Phys Ed.
Period 4, 10:54 am – 11:44 am	Phys Ed.	Dance	Algebra
Lunch, 11:44 am – 12:21 pm			
Period 5, 12:24 pm – 1:14 pm	Ancient Civ.	English 7	Physical Science
Period 6, 1:17 pm – 2:07 pm	Art	French	English 8 (+desig + integ ELD)
Period 7, 2:10 pm – 3:00 pm	Earth Science	Speech & Debate	US History

Mon / Tues / Thurs Instructional Minutes: 36,050

Wednesday	6	7	8
Period 1, 8:00 am – 8:35 am	Beg. Band	Life Science	Creative Writing
Period 2, 8:38 am – 9:13 am	English 6 (+desig + integ ELD)	Geometry	Spanish
Period 3, 9:16 am – 9:51 am	Math 6	Medieval Times	Phys Ed.
Nutrition, 9:51 am – 10:06 am			
Period 4, 10:09 am – 10:44 am	Phys Ed.	Dance	Algebra
Period 5, 10:47 am – 11:22 am	Ancient Civ.	English 7	Physical Science
Period 6, 11:25 am – 12:00 pm	Art	French	English 8 (+desig + integ ELD)
Lunch, 12:00 pm – 12:30 pm			
Period 7, 12:33 pm – 1:08 pm	Earth Science	Speech & Debate	US History

Wednesday Instructional Minutes: 8,575

New West Charter School Charter Renewal 2025-2032

Friday	6	7	8
Period 1, 8:00 am – 8:40 am	Beg. Band	Life Science	Creative Writing
Period 2, 8:43 am – 9:23 am	English 6 (+desig + integ ELD)	Geometry	Spanish
Advisory, 9:26 am – 10:26 am			
Nutrition, 10:26 am – 10:41 am			
Period 3, 10:44 am – 11:24 am	Math 6	Medieval Times	Phys Ed.
Period 4, 11:27 am – 12:07 pm	Phys Ed.	Dance	Algebra
Lunch, 12:07pm – 12:50 pm			
Period 5, 12:53 pm – 1:33 pm	Ancient Civ.	English 7	Physical Science
Period 6, 1:36 pm – 2:16 pm	Art	French	English 8 (+desig + integ ELD)
Period 7, 2:19 pm – 3:00 pm	Earth Science	Speech & Debate	US History

Friday Instructional Minutes: 12,600

Early Dismissal	6	7	8
Period 1, 8:00 am – 8:30 am	Beg. Band	Life Science	Creative Writing
Period 2, 8:33 am – 9:03 am	English 6 (+desig + integ ELD)	Geometry	Spanish
Period 3, 9:06 am – 9:36 am	Math 6	Medieval Times	Phys Ed.
Period 4, 9:39 am – 10:09 am	Phys Ed.	Dance	Algebra
Nutrition, 10:09 am – 10:24 am			
Period 5, 10:27 am – 10:57 am	Ancient Civ.	English 7	Physical Science

Period 6, 11:00 am – 11:30 am	Art	French	English 8 (+desig + integ ELD)
Period 7, 11:33 am – 12:03 pm	Earth Science	Speech & Debate	US History

Early Dismissal Instructional Minutes: 1,050

Total Instructional Minutes for Middle School: 58,275

High School, Sample Daily Schedules

Mon – Thurs	9	10	11	12
Period 1, 8:30 am – 9:30 am	Ensemble	Spanish 2	American History	Ensemble
Period 2, 9:33 am – 10:33 am	English 9	Dance 2	American Lit	British Lit
Brunch, 10:33 am – 10:48 am				
Period 3, 10:51 am – 11:51 am	Biology	World Lit	Phys Ed.	Honors US Gov
Period 4, 11:54 am – 12:54 pm	Phys Ed.	Modern World History	Trigonometry & Pre-Calculus	Phys Ed.
Lunch, 12:54 pm – 1:21 pm				
Period 5, 1:24 pm – 2:27 pm	Spanish 1	Chemistry	Study Hall	Honors Probability & Statistics
Period 6, 2:30 pm – 3:30 pm	Geometry	Honors Algebra II	Environmental Science	Honors Spanish 4

Monday – Thursday Instructional Minutes: 49,368

Friday	9	10	11	12
Period 1, 8:30 am – 9:20 am	Ensemble	Spanish 2	American History	Ensemble
Period 2, 9:28 am – 10:23 am	English 9	Dance 2	American Lit	British Lit
Advisory, 10:23 am – 10:49 am				

Brunch, 10:49 am – 11:07 am				
Period 3, 11:10 am – 12:05 pm	Biology	World Lit	Phys Ed	Honors US Gov
Period 4, 12:08 pm – 1:03 pm	Phys Ed	Modern World History	Trigonometry & Pre-Calculus	Phys Ed.
Lunch, 1:03 pm – 1:30 pm				
Period 5, 1:33 pm – 2:31 pm	Spanish 1	Chemistry	Physics	Honors Probability & Statistics
Period 6, 2:34 pm – 3:30 pm	Geometry	Honors Algebra II	Earth & Space Science	Honors Spanish 4

Friday Instructional Minutes: 12,600

Rally Day Schedule	9	10	11	12
Period 1, 8:30 am – 9:20 am	Ensemble	Spanish 2	American History	Ensemble
Period 2, 9:28 am – 10:13 am	English 9	Dance 2	American Lit	British Lit
Brunch, 10:13 am – 10:28 am				
Period 3, 10:31 am – 11:21 am	Biology	World Lit	Phys Ed	Honors US Gov
Period 4, 11:24 am – 12:14 pm	Phys Ed	Modern World History	Trigonometry & Pre-Calculus	Phys Ed.
Period 5, 12:17 pm – 1:14 pm	Spanish 1	Chemistry	Physics	Honors Probability & Statistics
Lunch, 1:14 pm – 1:44 pm				
Rally, 1:47 pm – 2:37 pm				
Period 6, 2:40 pm – 3:30 pm	Geometry	Honors Algebra II	Earth & Space Science	Honors Spanish 4

Rally Days Scheduled in the 2024-2025 Academic Year: 9

Rally Day Instructional Minutes: 3,213

New West Charter School Charter Renewal 2025-2032

Total Instructional Minutes for High School: 65,181

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No ▾									0	36000	0	-36000
1	No ▾									0	50400	0	-50400
2	No ▾									0	50400	0	-50400
3	No ▾									0	50400	0	-50400
4	No ▾									180	54000	0	-54000
5	No ▾									180	54000	0	-54000
6	Yes ▾	169	350	4	240	37	245	5	210	180	54000	70225	16225
7	Yes ▾	169	350	4	240	37	245	5	210	215	54000	70225	16225
8	Yes ▾	169	350	4	240	37	245	5	210	215	54000	70225	16225
9	Yes ▾	136	363	9	357			35	360	180	64800	65181	381
10	Yes ▾	136	363	9	357			35	360	180	64800	65181	381
11	Yes ▾	136	363	9	357			35	360	180	64800	65181	381
12	Yes ▾	136	363	9	357			35	360	180	64800	65181	381
		M-R		Rally				F					

Professional Development

Professional development is a key component of the educational culture at New West, with a focus on improving student learning. All professional development opportunities, meetings, and evaluations center around the question of how they will enhance student learning. Each year, New West devotes 10 days fully paid days a year of Professional Development along with scheduled weekly meetings. The PD scheduling is as follows:

- New Staff Orientation - 1 Day
- Before School - 5 Days
- Mid-Year - 3 Day
- End Of School - 2 Days
- Weekly Staff, Grade Level, Department, & PD Meetings

Before School

Before the start of the school year, the entire New West faculty engage in 5 days of training to onboard new staff members, build school positive culture and staff camaraderie, engage in professional development sessions, and have plenty of dedicated time for classroom preparations.

- New Staff Orientation - 1 Day
 - In 2018, New West started devoting an entire day to help onboard new hires to the school - both teaching and non-teaching staff. We felt the need to create a space and time for all new hires to meet each other and get acquainted with their new classrooms and settings, gather their technology

and digital accounts and settle in all before meeting the returning the following day.

- During these full day sessions, the administration and leadership team also work to orient staff to the “New West Way” and include interactive sessions about our school history, mission, and culture, how observation and evaluation works, and what supports new teachers have.
- **Before School Professional Development - 5 Days**
 - Following New Staff Orientation, we welcome our entire staff back for 5 days of Professional Development. During these five days, we devote time for:
 - Required trainings (First Aid/CPR, Mandated Reporter, etc.)
 - Reviewing previous years standardized assessment results (usually the school’s SBAC scores and last round of MAP testing) and give department and grade levels time to analyze the results to drive instruction for the year. This process allows teachers and academic departments to evaluate trends in student achievement and discuss ways to meet the academic needs of all students.
 - Multiple PD sessions taught by our most experienced academic and resource teachers and counselors sharing best practices, educational technology tools, or ways to increase social and emotional learning inside the classroom.
 - New West’s Restorative Justice Practices and School Wide Positive Behavior Intervention & Support
 - Time is also set aside these days for teacher to have ample time for classroom preparations
 - We also invite outside guests to share their knowledge as well and have PD sessions from the El Dorado SELPA, The Teaching Well, and Dr. Aisha Lowe. Topics have included supporting Special Education students, teacher wellness and mindfulness practices, and our continuing work with our Diversity, Equity and Inclusion initiatives such as striving to diversify every curriculum.
 - Grade Level Hand Off Meetings happen during this time with the preceding grade’s teacher meeting with next year’s teachers to go over student trends, achievements, students with IEP and 504 accommodations, and general best practices they have learned to get the most out of their students.

Midyear Professional Development - 3 Days

- Teachers and staff return 3 days before the start of the second semester to have devoted time for finalizing semester 1 grades and have time for classroom preparations and preparing for Parent/Teacher Conferences.

- Additional PD sessions can be organized based on staff needs during the first semester observations and evaluations.

End Of Year Professional Development - 2 Days

- Teachers spend two extra days after the school year has concluded to finalize Semester 2 grades, make recommendations for summer school and course recommendations for those students that may need remediation or those that should be scheduled for advanced honors classes next year.
- The school's leadership team will meet one final time to review year-long grade level achievement data, highlights of the year, and areas of focus for the next school year. The team will agree upon what Professional Development opportunities they want to implement for the next school year.

Ongoing Progressional Development

Throughout the school year, regular Wednesday meetings are held to ensure student success. Each Wednesday is set aside for Grade Level, Department, Faculty, and school-wide Professional Development meetings.

In grade-level meetings, teaching teams meet to regularly review student grades, identify students that may be struggling personally or academically, and to share best practices and classroom highlights. Students that are identified as struggling and in need of more focused attention, are scheduled for a Student Success Team ("SST") meetings. In an SST meeting, teachers, students and parents work together to devise and implement a plan tailored to address the issues keeping the student from finding more success and help to improve their learning conditions (ex: counseling, tutoring, support class, seat or schedule change, classroom-based accommodations etc.). If success is not attained, the SST will reconvene to investigate whether additional action, such as a 504 or IEP, should be pursued if appropriate. 504 and IEP meetings are also commonly held after school or during any common planning period the teachers may have during the school day.

Department Meetings are a chance for teachers of the same subject to meet together to foster collaboration, share what is working well, what challenges teachers are facing, and examine student achievement data in their science classes and on standardized tests, and engage in subject specific Professional Development as designed by the Department Chair. This last year, Departments spent a considerable amount of time Vertically Aligning each grade level focusing on what content and skills are taught at each grade level so all teachers in the department have a better understanding of what is being asked of students before and after they have their class. The current year was spent examining how to make curriculum and classroom practices.

School-wide, middle/high school, and NWC+ faculty meetings are held once a month to update staff about school policies and news, upcoming events, and set time aside to take care of any administrative tasks the school may need teachers to complete.

In addition to grade level and department meetings, Wednesdays are often used for school-wide professional development sessions. These sessions can take many forms, including workshops, seminars, and training sessions. The purpose of professional development is to help teachers and staff develop new skills and knowledge, which can then be applied in the classroom. Professional development can cover a wide range of topics, including new teaching techniques, assessment practices, technology integration, and social-emotional learning.

New West's comprehensive approach to ongoing professional development and evaluation ensures that all teachers continually improve their skills and strategies to better meet the academic needs of their students. The focus on improving student learning is at the heart of all efforts, and the school is committed to providing all students with the necessary tools and experiences to excel academically.

Classroom Observations / Evaluations / Feedback

At New West, teacher observation, evaluation, and feedback is a crucial part of ensuring that teachers at New West are up to the standard of the New West Way and are meeting the needs of their students and continuously improving their teaching practices.

Within the school year, a teacher will be regularly observed once each semester by their program administrator, Department Chair, and Grade-Level Lead Teacher. Each observation can be scheduled or unannounced and the observer generally stays for the entire period. During the observation, the observer takes note of various aspects of the lesson, such as the teacher's instructional strategies, student engagement, and classroom management techniques. After the observation, the observer and teacher meet to discuss the strengths and areas for improvement, and to set goals for the teacher's future development while using the school Effective Teaching Protocols checklist created with staff and administrator input. Throughout the cycle, all teachers engage in professional development opportunities once a month to enhance their skills and knowledge. The ultimate goal of this cycle is to support teachers in their growth and development as educators, which ultimately benefits their students and the entire school community.

Teacher's final evaluations are based on Administrator and Department Chair observations. Observations made by the Grade Level Teacher are purely for the teacher's benefit and not evaluative in nature. A teacher's final evaluation is determined using a 5-Domain Teacher Evaluation Rubric which evaluates teachers in academic content knowledge, classroom management, summative and formative assessments, differentiation, and employee contributions.

Teacher Recruitment, Training, & Retaining

Attracting, training, and retaining high-quality teachers is critical to the success of New West Charter School. By investing in their teachers, schools can create a strong and dynamic teaching staff that is equipped to meet the needs of their students and achieve

long-term success. Below is New West's plan to recruit, train, and retain New West Teachers.

Recruiting Teachers:

1. New West offers competitive compensation packages compared to neighboring charter and district schools, including full health benefits and contribution to calSTRS and/or calPERS.
2. Utilize a variety of recruitment channels from edjoin.com to Indeed.com, and make it easier for candidates to directly apply for positions via our website.
3. Maintain good working relationships with local universities (LMU, USC, and UCLA) to create a talent pipeline and familiarity with New West.

Training Teachers:

1. New West will commit to hiring a Instructional Coach to begin building an all encompassing teacher preparation and development program. All new teachers and identified struggling teachers will work directly and consistently with the Instructional Coach to ensure classrooms are productive, safe, and effective for all students.
2. Offer ongoing professional development opportunities before, during, and after the school year. New West also encourages and funds teachers participation in workshops, conferences, and online courses, to help teachers continually improve their skills and knowledge.
3. Provide regular coaching and feedback to teachers, particularly in their first few years of teaching, to help them develop effective teaching practices.
4. Establish mentorship programs, pairing experienced teachers with new hires to provide support and guidance.
5. Encourage teachers to pursue advanced degrees, certifications, or endorsements to expand their skillset and qualify for leadership positions within the school.

Retaining Teachers:

1. New West has partnered with the Ventura County of Education to enroll all eligible teachers in a state-approved Induction Program. Teachers can choose to pay outright for the program or sign a commitment to stay at New West for at least 2 years and get reimbursed for the cost.
2. Foster a culture of collaboration and respect by providing regular opportunities for teachers to connect and collaborate with colleagues.
3. Recognize and reward teacher achievements and contributions to the school through the school's Legacy bonus.
4. Create regular fun events for staff to attend after hours to build community.
5. Solicit regular feedback from teachers and respond promptly to concerns or issues raised, demonstrating a commitment to their well-being and satisfaction.

Providing New Teachers Professional Development to Support Implementation of the Educational Program. As described in detail later in this charter, New West provides

professional development to new teachers prior to the start of the school year, with one full day dedicated to orienting them to New West. The remaining five full days of professional development take place with the returning teaching staff and include training on how to implement the New West educational program with fidelity. In their beginning years of teaching, new teachers are supported by experienced teachers and school leadership through observation and feedback cycles.

Meeting the Needs of All Students

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.

English Learners. New West Charter School will meet all applicable legal requirements for English Learners (EL), including long-term English Learners and English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications, English Language Proficiency Assessments for California (ELPAC) administration in accordance with federal and state requirements, and training, reclassification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The focus of support for EL students is to ensure equal access to differentiated instructional material and supports so these students make grade-level progress on the core curriculum and achieve English language proficiency in all areas of communication, including listening, speaking, reading and writing, and graduate college and career ready. The Charter School has adopted and implemented its own English Learner Master Plan, which is available for review upon request.

Home Language Survey

In order to identify students who are English Learners in a timely manner and provide appropriate instructional support and services, all parents will be required to complete a Home Language Survey, which is part of the enrollment forms, upon a student's initial enrollment into a California public school.

ELPAC Testing

All students who indicate that their home language is other than English and who have not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, will be assessed using the ELPAC Initial Assessment (IA) within 30 days

of initial enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1st of that school year. English Learners will take the ELPAC Summative Assessment (SA) annually thereafter until redesignated as Reclassified Fluent English Proficient (RFEP). The ELPAC SA is only given to students who have previously been identified as an EL, based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be redesignated as RFEP, to help inform proper educational placement and to report progress for accountability. The ELPAC SA testing window will be a four month window after January 1 (February 1–May 31).

The Charter School will notify all parents of its responsibility for ELPAC testing and of ELPAC results within 30 days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act (ESSA) for annual English proficiency testing.

Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil's 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. This includes a description of the reclassification process and the parents' opportunity to participate. This process encourages 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. This would demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

Strategies for English Learner Instruction and Intervention

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

English Learners with an overall ELPAC score of 1-2 are provided with the following:

- Specific English Language Development and primary language support, as needed, by a credentialed English Language Arts (ELA) teacher and English Language Development (ELD) Teacher.

- All teachers understand the strategies to support the EL student.
- The ELD Teacher will aid the classroom teacher where necessary. New West will employ one part-time ELD Teacher and increase or decrease this amount as dictated by need.

English Learners with an overall ELPAC score of 3-4 are provided with following:

- All teacher and ELD Teacher qualified to support English Learners
- ELA Teacher and ELD Teacher intervenes with English Learners to ensure EL progress toward reclassification (e.g., intervention on written conventions).

New West Charter School English Language Development Program

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

The charter school will provide ELs at all English language proficiency levels with meaningful access to the full curriculum. This includes, but is not limited to, identification of specific instructional strategies and interventions in both designated and integrated ELD through the use of the English Language Arts/English Language Development Framework."

	Specific Instructional Strategies	Interventions
ELD 1	<ul style="list-style-type: none"> - Provide many visual aids - Reduce amount of work being asked for a particular assignment - Student would be able to demonstrate understanding in a variety of ways 	<ul style="list-style-type: none"> - Provide student with outline or pre-populated graphic organizer - ELD Teacher and ELA Teacher collaborate on best outcomes - ELD Teacher and ELA Teacher collaborate on providing student with attainable options
ELD 2	<ul style="list-style-type: none"> - Provide some visual aids - Assess need for reduction in amount of work being asked for a particular assignment - If needed, student would be 	<ul style="list-style-type: none"> - Provide student with aids to completing outline or graphic organizer - ELD Teacher and ELA Teacher collaborate on best outcomes

	able to demonstrate understanding in alternate ways	- ELD Teacher and ELA Teacher collaborate on providing student with attainable options
ELD 3	<ul style="list-style-type: none"> - Provide visual aids as needed - Student is able to complete assignment expectations - Student would be able to demonstrate understanding according to assignment expectations 	<ul style="list-style-type: none"> - Reviewing student's completed outline or graphic organizer - Reviewing and giving input on completed assignment - If needed, continue reviewing and giving input on completed assignment

Goals: The goals of the ELD program are, (a) to accelerate English Learners' acquisition of basic intercommunication skills, as well as cognitive academic language proficiency to enable them to participate fully in the mainstream classroom, (b) to continue to advance quality instruction through high quality differentiated materials and ongoing professional development that allow teachers to better meet the needs of our diverse language learners, and (c) to meet the needs of the whole child by increasing family engagement.

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

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

Monitoring Progress of English Learners (ELs) and Reclassified to Fluent English Proficient (RFEP) Students: In accordance with the ESSA, The Charter School shall monitor RFEPs for four (4) years using the following criteria.

1. English language proficiency scores on the ELPAC are Early Advanced and/or Advanced with no individual sub-score less than Intermediate.
2. Comparison of the performance in basic skills against the performance of English proficient students of the same age, demonstrating whether the student is sufficiently proficient in English to participate effectively in a curriculum designed for students of the same age whose native language is English.
3. Teacher evaluation of a student's academic English skills and abilities.
4. Parent/guardian opinion and consultation in a discussion about their child's English language proficiency and meeting the guidelines for reclassification.

Monitoring Long Term English Learners (LTELs): LTELs are monitored using an Overall Performance sheet that checks their grades and scores.

Monitoring and Evaluation of Program Effectiveness: The Charter School evaluates the effectiveness of its education program for ELs by (a) adhering to Charter School-adopted academic benchmarks by language proficiency level and years in a support program to determine annual progress; (b) monitoring teacher qualifications and the use of appropriate instructional strategies based on program design; (c) monitoring student identification and placement; (d) monitoring parental program choice options; (e) monitoring availability of adequate resources.

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level. New West Charter instructors and administrators will regularly analyze data from formative assessments as well as in-class coursework and quizzes to monitor students' progress toward academic goals. Students may be identified as achieving above grade level in a given area as a result of any of the assessments.

Given the rigorous nature of the academic program at New West Charter personalized learning that takes place in all classrooms, all students will be challenged to reach their intellectual potential through the regular instructional program. Differentiation is an inherent part of the academic program, and students who have been identified as gifted or who are achieving at high levels will receive differentiated, personalized instruction at their level. New West Charter therefore does not offer a formal separate Gifted and Talented Program.

Students who are achieving above grade level will be challenged to reach their potential in the following ways:

- Access to a rigorous, high quality, college preparatory curriculum
- Coursework that allows them to advance through material as quickly as they are able to, creating the opportunity for them to access higher-level content
- Project-based learning
- Honors and CP classes
- Extracurricular activities that allow them to explore new hobbies and interests and develop their leadership skills

New West Charter parents will be informed about their students' progress in multiple ways. All parents will receive progress reports regularly with their students' grades and progress toward goals.

Parents will also have access to the student information system Infinite Campus Parent Portal to access grades, attendance, and assessment data. On a semester basis, parents will be asked to come in for 1:1 conferences with the student's teachers and those conversations will also be grounded in data.

The performance of gifted students will be monitored by their teachers and advisors through interim assessments, pre/post assessments, performance tasks, CAASPP performance, NWEA, and ELPAC performance.

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

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

In other core academic areas, teachers differentiate curriculum so that all students can receive standards-based instruction appropriate to their level. After school tutorials are available in each of the core subjects to give students additional assistance. Teachers work with the student to identify strengths 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.

Socioeconomically Disadvantaged / Low Income Students. NWC will meet the needs of socioeconomically disadvantaged/low income students via school personnel roles and responsibilities:

Director of Operations: along with other school personnel to help identify socioeconomically disadvantaged students based on school form submission information such as, CALPADS and parent communication.

School Psychologist: a School Psychologist to support mental health and social-emotional supports as well mandated counseling and required assessments. Our school psychologist procures additional resources and programs to support student mental health, as well as provide 1:1 and small group counseling for students who have presented with needs for social-emotional support.

School Staff: School staff are a key support to addressing a safe learning environment by supervising nutrition, lunch, and transitions.

Teachers: Ongoing support via assessments and observations.

Internal Assessments English and Math (NWEA): to support students whose reading is below grade level and use targeted and research-based intervention approaches to move students towards grade-level mastery.

English Language Development: the ELD teacher will design and deliver designated ELD instruction and support teachers across content areas to integrate ELD objectives and supports across classrooms for those who qualify.

Universal Meal Service: On July 9, 2021, Assembly Bill (AB) 130 was passed to allow the state of California to provide 2 FREE MEALS each school day to every student (6th– 12th) beginning in the 2022-2023 School Year. Under this legislation, schools will be required to serve two nutritiously compliant meals to students who are on campus each day school is in session. For NWC students, this will be breakfast and lunch. There is no fee for student lunches this year, but students are NOT REQUIRED to participate in school meals.

Paper.Co 24/7 online tutoring: Students can access Paper.co for individual tutoring and homework help.

Technology Support/Device: Available upon request.

School Uniforms: Students may receive a free set of uniforms or at a discounted price pending eligibility.

Serving Students with Disabilities⁵. New West Charter shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act ("Section 504"), the Americans with Disabilities Act ("ADA"), and the Individuals with Disabilities Education Improvement Act ("IDEA"). New West shall not discriminate against any student with a disability.

New West Charter is an LEA member of the El Dorado County Charter 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; and shall utilize appropriate SELPA forms.

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

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

⁵ This section will be followed in the event that LAUSD does not approve the charter.

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 Charter complies with all child-find requirements under applicable state/federal laws and El Dorado Charter SELPA policies. 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 Charter ensures that it provides for assessment and reassessment of special education students as required by applicable State and Federal law. Special education students have individualized education programs ("IEP") developed by a legally constituted IEP team which are implemented by well-qualified general education and special education teachers and Special Education Specialists as required by each student's IEP.

Generally, IEPs are implemented and goals are met in an inclusive setting within the General Education classrooms with pull-out support for Specialized Academic Instruction ("SAI") or other related services based on individual needs of strengths as required by each student's IEP. The IEP of each student is designed to focus on obtaining powerful, positive results through collaborative partnerships that involve the student, the student's parents, teachers, special education personnel, New West Charter, and El Dorado Charter SELPA staff when applicable. The IEP is formulated in ways that allow the student with disabilities the most appropriate path in their educational needs and prepare them for life after high school; which includes high standards for academic excellence, character development, lifelong learning, and prepare the student to continue these skills at the next level. New West Charter 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 New West Charter'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 indirect consultation to individualized academic support class called Academic Success.

Since 2017, New West Charter students with an IEP have a graduation rate of over 98%. In conjunction with them graduating, over 88% of students have continued their education at the college level.

An Academic Success class is added to a student's IEP under Specialized Academic Instruction which takes the place of one of the student's electives. The purpose of the Academic Success Class is to provide support, structure, and skills for students to access the curriculum in the academic setting as well as the time allotted to target the student's goals as outlined in his/her IEP. This can mean something different for each student, depending on their needs. A student may need additional time to complete assignments, while other students may need to learn vocational skills such as organization, task completion, advocacy, etc. The final goal for all students in Academic Success is to provide an environment to allow them to access/acquire the knowledge and skills to be independent at the conclusion of their education at New West Charter or before.

Well-qualified personnel capable of meeting their needs teach students with disabilities. General Education teachers include special education training as a regular part of their professional development efforts 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, ADHD and other disorders with social and behavioral components as well as physical disabilities and mental challenges.

New West Charter has based its special education program on research and best practice and has a Special Education Director to monitor and revise New West Charter's policy and programs accordingly. New West Charter acts as an advocate for each student who requires special services and assistance to participate fully in the New West Charter Educational Program. Attached in the appendices, please find a letter from Ms. Ginese Quann, Executive Director of the El Dorado Charter SELPA, affirming that New West is a member in good standing of that SELPA.

New West Charter 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 IDEA in accordance with the applicable law and El Dorado Charter SELPA policy and procedure.

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

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

Notification and Coordination: New West Charter shall follow El Dorado Charter SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. New West Charter will adopt and implement policies relating to all special education issues and referrals.

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

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

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

IEP Meetings: New West Charter shall arrange and notice the necessary Individualized Education Program (“IEP”) meetings. IEP team members shall be in compliance with state and federal law. New West Charter shall be responsible for having the following individuals in attendance at the IEP meetings: the Principal and/or New West Charter designated representative with appropriate administrative authority as required by the IDEA; the special education teacher; the general education teacher if the student is or may be in a general education classroom; the student, if appropriate; qualified individuals to discuss services the student receives and other New West Charter representatives who are knowledgeable about the general education program at New West Charter and/or

about the student. New West Charter shall arrange for the attendance or participation of all other necessary staff that may include, but are not limited to, an appropriate administrator to comply with the requirements of the IDEA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide notice of parental rights.

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

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

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

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

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

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

Non-Public Placements / Non-Public Agencies: New West Charter shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

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

Parent / Guardian Concerns and Complaints: New West Charter shall adopt policies for responding to parental concerns or complaints related to special education services. New West Charter shall receive any concerns raised by parents/guardians regarding related services and rights.

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

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

SELPA Representation: New West Charter understands that it shall represent itself at all El Dorado Charter SELPA meetings.

Funding: New West Charter understands that it will be subject to the allocation plan of the El Dorado Charter SELPA.

Section 504 of the Rehabilitation Act: New West Charter 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 New West Charter. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

A 504 team will be assembled by an administrator and shall include the parent/guardian, the student (where appropriate), and other qualified persons knowledgeable about the student, the meaning of the evaluation plan, 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 IDEA but found ineligible for special education instruction or related services under the IDEA, 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 on 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 the possible eligibility of the student for special education per the IDEA, a referral for assessment under the IDEA 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 New West Charter'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 changes to the plan, and continued eligibility.

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

Foster Youth. In order to help facilitate the enrollment, placement, and transfer of Foster and Mobile Youth to the Charter School, the Governing Board shall designate a Foster and Mobile Youth liaison. The Governing Board designates the following position as the Charter School's liaison for Foster and Mobile Youth:

Dr. Sharon Weir, Executive Director
1905 Armacost Ave.
Los Angeles, CA 90025
(310) 943-5444

The Foster and Mobile Youth Liaison shall be responsible for the following:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of Foster and Mobile Youth.
2. Ensure proper transfer of credits, records, and grades when Foster and Mobile Youth transfer to or from the Charter School.
3. When a foster youth is enrolling in the Charter School, the Foster and Mobile Youth Liaison shall contact the school last attended by the student within two (2) business days to obtain all academic and other records. The last school attended by the foster youth shall provide all required records to the new school regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the school last attended. When a foster youth is transferring to a new school, the Foster and Mobile Youth Liaison shall provide the student's records to the new school within two (2) business days of receiving the new school's request, regardless of any outstanding fees, fines, textbooks, or other items or moneys owed to the Charter School.
4. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency at least ten (10) calendar days preceding the date of the following:
 - a. An expulsion hearing for a discretionary act under the Charter School's charter.
 - b. Any meeting to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter. The foster youth's attorney and the agency representative will be invited to participate.
 - c. A manifestation determination meeting prior to a change in the foster youth's placement if the change in placement is due to an act for which the recommendation for expulsion is discretionary and the student is a student

- with a disability under state and federal special education laws. The foster youth's attorney and the agency representative will be invited to participate.
5. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
 6. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
 7. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.
 8. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
 9. Monitor the educational progress of foster youth and provide reports to the Executive Director or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.

This Policy does not grant the Foster and Mobile Youth Liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 319, 361 or 726, a surrogate parent, or a foster parent exercising authority under Education Code section 56055. The role of the Foster and Mobile Youth Liaison is advisory with respect to placement options and determination of the school of origin.

School Stability and Enrollment

The Charter School will work with foster youth and their education rights holder ("ERH") to ensure that each foster youth is placed in the least restrictive educational programs and has access to the academic resources, services, and extracurricular and enrichment activities that are available to all students, including, but not limited to, interscholastic sports. All decisions regarding a foster youth's education and placement will be based on the best interest of the child and shall consider, among other factors, educational stability and the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress.

Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin if it is in their best interest. The Charter School will immediately enroll a foster youth, a currently migratory child, or child of a military family seeking re enrollment in the Charter School as their school of origin.

A foster youth, currently migratory child, or child of a military family who seeks to transfer to the Charter School will be immediately enrolled (subject to the Charter School's capacity, if the Charter School is not the student's school of origin, and pursuant to the procedures stated in the Charter School's charter and Board policy) even if the student

has outstanding fees, fines, textbooks, or other items or monies due to the school last attended or is unable to meet normal enrollment documentation or school uniform requirements (e.g. producing medical records or academic records from a previous school).

At the initial detention or placement, or any subsequent change in placement, a foster youth may continue in their school of origin for the duration of the court's jurisdiction. A currently migratory child or child of a military family may continue in their school of origin as long as the student meets the definition of a currently migratory child or child of a military family as described above. Foster youth, currently migratory children, and children of military families have the right to remain in their school of origin following the termination of the court's jurisdiction or termination of the child's status as a currently migratory child or child of a military family, as follows:

1. For students in Kindergarten through eighth grade, inclusive, the student will be allowed to continue in the school of origin through the duration of the academic year in which the student's status changed.
2. For students enrolled in high school, the student will be allowed to continue in the school of origin through graduation.

If the foster youth, currently migratory child or child of a military family is transitioning between school grade levels, the youth shall be allowed to continue in the district of origin in the same attendance area to provide the youth the benefit of matriculating with their peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Foster and Mobile Youth Liaison may, in consultation with and with the agreement of the foster youth and the ERH for the foster youth, recommend that the foster youth's right to attend the school of origin be waived and the student be enrolled in any district school that the student would otherwise be eligible to attend as a resident of the school district or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from their school of origin, the Foster and Mobile Youth Liaison shall provide the foster youth and the foster youth's ERH with a written explanation of the basis for the recommendation and how the recommendation serves the foster youth's best interests.

If any dispute arises regarding a foster youth's request to remain in the Charter School as the foster youth's school of origin, the foster youth has the right to remain in the Charter School pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

Transportation

The Charter School shall not be responsible for providing transportation to allow a foster youth to attend school, unless there is an agreement with a local child welfare agency that the Charter School assumes part or all of the transportation costs in accordance with Section 6312(c)(5) of Title 20 of the United States Code, or unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster youth to attend school.

In accordance with Section 6312(c)(5) of Title 20 of the United States Code, the Charter School shall collaborate with local child welfare agencies to develop and implement clear written procedures to address the transportation needs of foster youth to maintain them in their school of origin, when it is in the best interest of the youth.

For any student who has an individualized education program (“IEP”), the student’s IEP team will determine if the student requires special education transportation as a related service regardless of the student’s status.

Effect of Absences on Grades

The grades of a foster youth shall not be lowered for any absence from the Charter School that is due to either of the following circumstances:

- A decision by a court or placement agency to change the student’s placement, in which case the student’s grades shall be calculated as of the date the student left school.
- A verified court appearance or related court-ordered activity.

Transfer of Coursework and Credits

The Charter School shall accept coursework satisfactorily completed by a Foster and Mobile Youth while attending another public school⁶, a juvenile court school, a charter school, a school in a country other than the United States, or a nonpublic, nonsectarian school or agency even if the student did not complete the entire course and shall issue that student full or partial credit for the coursework completed.

If the Foster and Mobile Youth did not complete the entire course, the student shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that the student completed at another school unless the Charter School, in consultation with the student’s ERH, finds that the student is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a Foster and Mobile Youth in any particular course, the student shall be enrolled in the same or equivalent course, if applicable, so that the student may continue and complete the entire course.

⁶ For purposes of coursework completed by a student who is a child of a military family, “public school” includes schools operated by the United States Department of Defense.

In no event shall the Charter School prevent a Foster and Mobile Youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

Applicability of Graduation Requirements

To obtain a high school diploma from the Charter School, a student must complete all courses required by the Charter School and fulfill any additional graduation requirements prescribed by the Board. However, Foster and Mobile Youth who transfer to the Charter School any time after the completion of their second year of high school, and pupils participating in a newcomer program who are in their third or fourth year of high school, shall be exempt from any of the Charter School's graduation requirements that are in excess of the California minimum graduation requirements specified in Education Code section 51225.3 ("additional graduation requirements") unless the Charter School makes a finding that the student is reasonably able to complete the Charter School's graduation requirements by the end of the student's fourth year of high school.

To determine whether a Foster and Mobile Youth is in their third or fourth year of high school, either the number of credits the student has earned to the date of transfer or the length of the student's school enrollment may be used, whichever will qualify the student for the exemption. For a pupil participating in a newcomer program, enrollment in grade 11 or 12 may be used to determine whether the student is in their third or fourth year of high school.

Within thirty (30) calendar days of the date that a student who may qualify for exemption under the above requirements transfers into the Charter School, the Charter School shall notify the student, the ERH, and where applicable, the student's social worker or probation officer, of the availability of the exemption and whether the student qualifies for the exemption. If the Charter School fails to provide timely notice of the availability of the exemption, the Foster and Mobile Youth shall be eligible for the exemption from the additional graduation requirements once notified, even if that notification occurs after the termination of the court's jurisdiction over the student, if the foster youth otherwise qualifies for the exemption.

If a student is exempted from the Charter School's additional graduation requirements pursuant to this Policy and completes the statewide coursework requirements specified in Educational Code section 51225.3 before the end of their fourth year of high school and that student would otherwise be entitled to remain in attendance at the Charter School, the Charter School shall not require or request that the student graduate before the end of their fourth year of high school.

The Executive Director or designee shall notify a Foster and Mobile Youth and their ERH if the Charter School grants an exemption from the additional graduation requirements, how any requirements that are waived will affect the student's ability to gain admission

to a postsecondary educational institution, and shall provide information about transfer opportunities available through the California Community Colleges.

A Foster and Mobile Youth who would otherwise be entitled to remain in attendance at the Charter School shall not be required to accept the exemption from additional graduation requirements or be denied enrollment in, or the ability to complete, courses for which the student is otherwise eligible, including courses necessary to attend an institution of higher education, regardless of whether those courses are required for statewide graduation requirements.

If an eligible student is not exempted from additional graduation requirements or has previously declined the exemption pursuant to this Policy, the Charter School shall exempt the student at any time if an exemption is requested by the youth and the youth qualifies for the exemption. Likewise, if the youth is exempted, the Charter School may not revoke the exemption.

If a Foster and Mobile Youth is exempted from additional graduation requirements pursuant to this section, the exemption shall continue to apply after the termination of the court's jurisdiction over the student or after the termination of circumstances which make the Student eligible while he or she is enrolled in school or if the student transfers to another school, including a charter school, or school district.

The Charter School shall not require or request a Foster and Mobile Youth to transfer schools in order to qualify for an exemption from additional graduation requirements, and no Foster and Mobile Youth or any person acting on behalf of a Foster and Mobile Youth may request a transfer solely to qualify for an exemption from the Charter School's additional graduation requirements.

Upon making a finding that a Foster and Mobile Youth is reasonably able to complete the Charter School's graduation requirements within the student's fifth year of high school, the Executive Director or designee shall:

1. Inform the student and the student's ERH of the student's option to remain in school for a fifth year to complete the Charter School's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19.
2. Inform the student and the student's ERH how remaining in school for a fifth year will affect the student's ability to gain admission to a postsecondary educational institution.
3. Provide information to the student about transfer opportunities available through the California Community Colleges.
4. Upon agreement with the student or, if the student is under 18 years of age, the ERH, permit the student to stay in school for a fifth year to complete the Charter School's graduation requirements.

If a juvenile court youth satisfies the requirements for high school graduation while enrolled at a juvenile court school but has elected to decline the issuance of the diploma for the purpose of taking additional coursework, the Charter School will not prevent the juvenile court youth from enrolling in the Charter School and pursuing additional coursework if requested by the youth or by the youth's ERH.

Eligibility for Extracurricular Activities

A student who is in foster care whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

Waiver of Fees for Afterschool Programs

The Charter School shall not charge any student who the Charter School knows is currently in foster care any family fees associated with an After-School Education and Safety ("ASES") Program operated by the Charter School.

Student Records

When the Charter School receives a transfer request and/or student records request for the educational information and records of a foster youth from a new LEA, the Charter School shall provide these student records within two (2) business days. The Charter School shall compile the complete educational record of the student, including but not limited to a determination of seat time, full or partial credits earned, current classes and grades, immunization and other records, and, if applicable, a copy of the student's special education records including assessments, IEPs, and/or 504 plans. All requests for student records will be shared with the Foster and Mobile Youth Liaison, who shall be aware of the specific educational record keeping needs of Foster and Mobile Youth.

In accordance with the Charter School's Educational Records and Student Information Policy, under limited circumstances, the Charter School may disclose student records or personally identifiable information contained in those records to certain requesting parties including but not limited to a foster family agency and state and local authorities within a juvenile justice system, without parental consent.

Students Experiencing Homelessness.

School Liaison. The Executive Director designates the following staff person as the School Liaison for homeless students (42 USC 11432(g)(l)(J) & (e)(3)(C)(iv).):

Antonia Perez
aperez@newwestcharter.org
1905 Armacost Ave
Los Angeles, Ca 90025
(310) 943-5444

In accordance with federal law and best practices, NWC will ensure that the School Liaison shall receive training at least annually, and the training should include the definition of

homelessness, signs of homelessness, the impact of homelessness on youth, and the steps an LEA should take once school staff has identified a youth as possibly experiencing homelessness.

The School Liaison shall ensure that (42 USC 11432(g)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at NWC.
3. Homeless students and families receive educational services for which they are eligible.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and meal centers.
6. Enrollment/admissions disputes are mediated in accordance with law, the NWC charter, and NWC Governing Board policy.
7. Parents/guardians are fully informed of all transportation services.
8. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.

Annual Training of All School Staff Members: Youths Experiencing Homelessness

In accordance with federal law and best practices, NWC will ensure that all staff members including certificated and classified shall receive training at least annually concerning youth experiencing homelessness. The training should include the definition of homelessness, the signs of homelessness, the impact of homelessness on youth, and the steps an LEA should take once a school staff member has identified a youth as possibly experiencing homelessness.

Enrollment

New West Charter shall immediately admit/enroll the student (subject to the Charter School's capacity and pursuant to the procedures stated in the NWC charter and Board policy), even if the student lacks school records normally required for enrollment. Records will immediately be requested from the previous school. (42 USC 11432(g)(3)(C).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the Executive Director or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 USC 11432(g)(3)(C).)

Enrollment Disputes

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute. (42 USC 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 USC 11432(g)(3)(E).)

The School Liaison shall carry out the Board adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 USC 11432(g)(3)(E).)

Written Notice

New West Charter shall provide written notice, at the time any child or youth seeks enrollment in NWC, and at least twice annually while the child or youth is enrolled in NWC, to the parent or guardian of the child or youth (or, in the case of an unaccompanied youth, the youth) that:

1. Shall be signed by the parent or guardian (or, in the case of an unaccompanied youth, the youth);
2. Sets forth the general rights provided in this policy;
3. Specifically states:
 - a. The choice of schools homeless children and youths are eligible to attend, as provided in 42 U.S.C Section 11432(g)(3)(A);
 - b. That no homeless child or youth is required to attend a separate school for homeless children or youths;
 - c. That homeless children and youths shall be provided comparable services described in this policy, including transportation services, educational services, and meals through school meals programs; and
 - d. That homeless children and youths should not be stigmatized by school personnel; and
4. Provides contact information for the School Liaison and the State Coordinator for Education of Homeless Children and Youths.

Such notice shall be provided to the parent or guardian (or, in the case of an unaccompanied youth, the youth) in a manner and form understandable to such parent or guardian (or youth), including, if necessary and to the extent feasible, in the native language of such parent or guardian (or youth).

Comparable Services

Each homeless child or youth shall promptly be provided services comparable to services offered to other students enrolled in New West Charter such as:

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as ESL or special education programs
- Programs for "at promise" students
- Programs for gifted and talented students
- Title I services
- School nutrition programs

Transportation

New West Charter shall ensure that transportation is provided for homeless students to and from the Charter School, at the request of the parent or guardian (or liaison). (42 USC 11432(g)(I)(J))

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

A Typical Day at New West Charter High School

... You won't see kids idly waiting for the big football game or homecoming, you will see kids collecting donations for dog products to bring to the humane shelter, or hygiene products for women or for veterans of war... You will see a group of Red Cross Student Leaders efficiently running their second blood drive of the school year, you will not see kids crammed into a 46 pupil class where eyes are dilated from some incessant droning of a 50 minute lecture... You will see students choreographing their next dance for a stage performance or students filming a short about grape lovers and anti-grape boycotters coming together over their love for raisin...

...We thrive as a small school, close community as a family. Of course as a family there will be bickering and disagreements, yet, more often than not you see compassion of a shoulder consoling tears, a pencil point explaining chemistry moles in an impromptu tutoring session. Let's check in on a normal day at New West Charter.

Arrival. New West's high school students arrive on campus around 8:00 am via carpool, public transportation, skateboarding, walking, or riding their bike. They come in uniform and ready to learn as well as with hungry bellies ready to be fed. All NWC students are not only offered free lunch but also free breakfast. Students begin receiving "morning reminders" text messages and see announcements on the video boards as they enter the building between 8:00 and 8:30. The first few minutes of the first period are devoted to reading the morning announcements and preparing to rotate through six one hour periods of instruction that unfold in a different order for each student. Here is a quick description of each:

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

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

Recess/Brunch. Students have a 15-minute break from academics to socialize with friends, eat a midmorning snack, or get involved in a physical activity ranging from frisbee to futbol. Never underestimate a brain break.

Math. Depending on which course they start with, New West students progress through their mathematics classes in this order: Geometry, Algebra II, Trigonometry/Pre-Calculus, Probability and Statistics, Calculus A/B and Calculus B/C. Our staff focuses on ways in which to reach genders, races, and socioeconomic levels that are not doing as well on tests across the nation. Teachers readily use real life examples, games, and data from current events in all of these classes to increase the material's accessibility and increase student interest. This is all being enhanced in partnership with the IXL learning systems.

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

Lunch. During this 30 minute break from classes, students often seek teachers for tutoring, hear presentations from college recruiters, or attend meetings for one of the 30+ clubs offered - all while eating. Student Government brings out speakers for music while hosting coed basketball, soccer and football tournaments to bring some friendly competition between students and teachers.

Visual and Performing Arts or Physical Education. Students have the choice of enrolling in a visual or performing arts class or a physical education class. Both challenge students towards continuous improvement in either self-expression or athletic achievements. High school students interested in music have the choice of playing in the New West Ensemble, New West Rock-n-Roll, or singing in the Choir. New West's dance program offers classes at the beginning, intermediate and advanced levels, and a competitive Dance Team for the most talented. The school's physical education program offers an introduction to health, nutrition, fitness, weight lifting and teaches students how to play a variety of sports. New West also has had a burgeoning Film Studies class for 8-12th grade.

Electives. Nearly every student has an academic elective in their schedules that matches their graduation requirements, interests, or their college and career goals. For the vast majority, one of their electives is a Spanish or Latin language course. Many students choose something else, like to compare popular stories from the past and present in Mythology, dig and build in Archaeology, learn to program and code in Computer Science, or develop their public servant skills and events managing prowess in Student Government. Some students opt to pursue their collegiate and professional aspirations by enrolling in either our dual enrollment or career technical education programs, available as elective options. These pathways seamlessly integrate high school and college coursework with practical internship opportunities. Other students can also be found completing homework in Study Hall, getting help in Academic Success (Special Education only), or giving help as a Teaching Assistant.

Dismissal. Students are dismissed at 3:30pm, though many stay after school for sports, clubs, tutoring, or to go home with a younger sibling or carpool partner.

Advisory (Fridays only). On the last day of the week, class periods are reduced to 55 minutes to create time in the day for an advisory period between recess/brunch and

period three. Advisory lessons are created for all grades to participate in discussions of current events, especially to celebrate an array of cultural/gender/race related history months created by DEI. Team-building exercises are created by grade level advisors, mental health also gets a focus with activities created by the school psychological counselor. Administrators and counselors use it to speak to entire grade-levels at a time in assemblies as well.

Rallies. Depending on the rally students could be watching or participating in the championship game of one of those lunch time sports tournaments. Or receiving a student of the semester award. They may be running through a banner to celebrate the track or volleyball team for their season. They could be listening to an Oaxcan folk tale or dancing with Tommy the Clown. These rallies have grown to involve and revolve around the student body.

Dual Enrollment and Career Technical Education Program Overview

Our dual enrollment and career technical education (CTE) programs have proven to be invaluable assets to our educational institution, providing students with diverse pathways to academic and professional success. As we seek to renew our charter, we affirm our commitment to offering these programs as integral components of our educational offerings.

Dual Enrollment Program: Young Collegiates

Our dual enrollment program, Young Collegiates, allows 9-12th grade students to simultaneously earn high school and college credit, providing a head start on their collegiate journey. New West has established a partnership with Santa Monica Community College (SMC) through a CCAP agreement. Through this partnership, students have access to a wide range of courses, expanding their academic horizons and preparing them for the rigors of higher education.

The Young Collegiates dual enrollment program requires students to commit for two years. Students will follow the Intersegmental General Education Transfer Curriculum ("IGETC") pathway which focuses on fulfilling lower-division general education requirements in either the UC or the CSU system without the need, after transfer, to take additional lower-division general education courses. During the two years students will complete up to 26 college credits. SMC professors teach courses on our Armacost campus during 6th period. Classes start from 2:40 - 3:50 pm Monday through Thursday. On Friday, students receive academic support to complete any of their SMC coursework.

Example of a Dual Enrollment Course Schedule (23-24 school year)

Course Name	Semester	Credits	Course Description
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MEDIA 1 Survey of Mass Communications	Fall 2023	3.0	This course introduces aspects of communications and the impact of mass media on the individual and society. The survey includes newspapers, magazines, radio, television, cable, motion pictures, online media, advertising, public relations, theories of communication, and mass communication modes, processes and effects.
ECE 11 Child, Family, and Community	Fall 2023	3.0	This course is an examination of the developing child in a societal context focusing on the interrelationship of family, school and community with an emphasis on historical and socio-cultural factors.
Counseling 1 Developing Learning Skills	Winter	1.0	This course is designed to help students at all academic levels to improve their study skills in time management, goal-setting, lecture and textbook note-taking, textbook reading, exam preparation, and test-taking to increase their academic success.
Art History 11 Introduction to Global Visual Culture	Spring	3.0	An introduction to artistic practices by exploring the myriad manifestations of visual culture in our world through a cross-cultural thematic approach. This course examines themes in art like Religion, Power, Reproduction and Sexuality, and traces them across cultures and time periods.
Comm Studies 11 Elements of Public Speaking	Spring	3.0	This is a course in public speaking for students learning to prepare and deliver platform speeches. Assignments include speeches of description, exposition, and persuasion. Techniques for controlling tension, building self-confidence, and effective listening are emphasized

Career Technical Education

At New West, our Career Technical Education (“CTE”) program offers students the choice of three distinct pathways: Biotechnical, Arts, Media and Entertainment, and Information and Communication Technologies. Beginning in the 2024-2025 school year, students will embark on coursework tailored to their chosen pathway, culminating in an internship experience opportunity.

Academic Alignment Matrix:

Each pathway is accompanied by an academic alignment matrix, meticulously crafted by teams of academic content experts in collaboration with industry-sector consultants, teachers, and advisors. These matrices highlight natural and obvious alignments between pathway standards and academic subject standards. The selection of these alignments will be based on their potential to enhance, reinforce, or apply specific academic subject standards within the context of each pathway.

Biotechnology Pathway

The standards for the applications of the Biotechnology pathway relate to occupations and functions relevant for understanding and solving biomedical problems and creating products to improve the quality of human life. The standards represent knowledge and skills necessary to succeed in diverse careers in this pathway. **Sample occupations associated with this pathway:** Clinical Trials Research Coordinator Forensic Pathologist Biostatistician Geneticist Lab Assistant

Arts, Media, and Entertainment

The Design, Visual, and Media Arts pathway includes those occupations that use visual art, digital media, and Web-based tools and materials as the primary means of communication and expression. In addition to an understanding of current workplace practice, this career pathway requires the development of knowledge and skills in both visual art concepts as well as new and emerging digital processes by which individuals are able to create and communicate complex concepts in a broad range of occupations and professions. **Sample occupations associated with this pathway:** Digital Animator Artistic Director Commercial Artist Web Designer Museum Curator

Information and Communication Technologies

Students in the Information Support and Services pathway prepare for careers that involve the implementation of computer services and software, support of multimedia products and services, provision of technical assistance, creation of technical documentation, and the administration and management of information and communication systems. Mastery of information and communication technologies is the foundation for all successful business organizations today. Persons with expertise in information and communication technologies support and services are in high demand for a variety of positions in business and industry. **Sample occupations associated with this pathway:** Computer and Information Systems Manager Computer User Support Specialist Database Administrator Document Management Specialist Business Intelligence Analyst.

Club Name	Club Description
DEI	This fastest growing club celebrates everyone through an eclectic mix of media and activities. Whether it is posters around the school to teach about amazing people who change the world from different cultures, races, ethnicities, gender, and sexuality. DEI also mediates restorative justice by training advisors how to walk students through disagreements and infractions to better understand each other when punitive discipline is unnecessary. Don't forget they also put on some amazing rallies for students to listen to music from around the world, get on their feet to dance to an array of global music styles, and just enjoy having fun together.
One Love Club	Within each meeting, we talk about the signs of healthy and unhealthy relationships, educating everyone on why relationship health is important, and how everyone can access the resources needed. We also put on two advisory lessons for all students to take part in discussion of healthy relationships.
Super Smash Brothers Club	We play the popular game, Super Smash Brothers Ultimate, released for the Nintendo Switch portable and home console hybrid in December 2018. We played on the projector in Mr. Clarke's room.
JSA	We educate students (both Jewish and not Jewish) on our culture talking about Jewish history, holidays, food, and news. We have a Rabbi come in once a month who gives a sermon related to the torah portion for that week.
Debate Club	Wordsmiths of debate, persuasion of pontificators can learn the art of oratory. They also can compete with other schools in debate tournaments hosted at nearby local colleges or even fly cross country for a big event. What better way to learn public speaking skills.
Surf club	Surf club is a club run by Armon, Axel, and Ewan, we meet at the beach and surf and body surf. The club provides surfboards because we all switch off. Armon, Axel, and Ewan all try to teach the club members the proper form of popping up as well as riding a wave.
MUN	Model UN will give all you Geo-political guru's a chance to change the world or at least be ready to change the world by seeing, researching and dialoguing from different countries points of view.

Asian American Culture Club	A club to celebrate Asian cultures, traditions, and heritage and advocate and provide a safe space for Asian American students at New West. Our club strives to provide a safe space for Asian American students, where we can explore Asian culture, eat Asian foods, consume Asian content, and play Asian games. We celebrate major holidays like lunar new year and the lantern festival. We also use our club to advocate for Asian American issues and educate the school on Asian American history, through our AAPI Month rally and Stop Asian Hate campaign.
Asian Student Union	Our club educates members about various cultures from the Asian continent.
Student Government	Transparent elections that vote for class leaders who will fundraise for events, host rallies, implement themed dances and decorating for said dances and where possible make changes that will better students and their school. (i.e. reusable water bottle filling stations.)
Study Club	Sometimes you just need space and a reason to get away from the hustle and bustle of high school hallways and studying is a sure fire way to meet like minded people aiming to master English, math, or even the art of studying itself.
Latinos Unidos	The focus of the Latinos Unidos club is to provide a safe environment for students of color in our school to feel welcome, safe, and empowered and to fight against excursions and xenophobia. As well as to bring awareness and highlight the beauty of our culture. Latinos Unidos has been a part of New West for 6 years now and it continues to be a legacy because of our strong community. In our culture giving back is important to us, so we try to help our communities in need. Earlier this year, Latinos Unidos partnered with the Boys and Girls club of Mar Vista Gardens by gathering toys for the kids of their community who weren't fortunate enough to get toys this holiday season. Our club will continue to provide opportunities for our members to stay connected to their roots while helping their communities.
Black Student Union	Celebrate Black culture! Create a community of Black students in a PWI. We educate others about black culture as well as black struggles. We aim to focus on modern examples to try to really connect with our members. Additionally, because most of our leaders are in DEI, we try to focus on what more representation would look like at our school. We also present black culture through student heritage; food, dance, and dress at the Black History Month Celebration rally.

Robotics Club	Robotics club is dedicated to competing in FIRST Robotics, an international organization where teams of high schoolers create robots in three months. In the first semester, students created advertisements to recruit others, reached out to companies for grant money, and organized fundraisers. After a total of \$6000 was raised, students split into different subdivisions to focus on specialized tasks. Software students learned programming and how to drive the robot. Strategic Design students analyzed the rules of the game, used CAD to design the robot, machined parts, assembled the robot, and wired the electronics. Students met three or four times a week for 4+ hours during the competitive season and once a week off-season.
Paws Club	PAWS club works to support local animal shelters around LA. Through donation drives and making our own toys, we have found fun, collaborative ways to come together and bring a little joy to the animal shelters.
Gay & Straight Alliance (GSA)	Create a safe environment for students to express their identities. Create engaging lessons and presentations related to the LGBTQ+ community. Brainstorm with the DEI team how the school can make a better impact towards LGBTQ+ students and inclusion.
Crochet Ain't For Grannies	Crochet Ain't For Grannies allows crocheters at New West to share their talent with residents of Safe Place for Youth ("SPY") Shelter. Volunteers work throughout the year to create their blankets and stuffed animals which are delivered to the shelter at the end of the year. All are welcome to join regardless of crochet experience!
Little Green Monsters	We make hand-sewn plushies for children affected by cancer. Each member completes two monsters that can be personalized and gifted along with books, activities, and toys in the care packages. We are committed to creating a positive creative outlet for New West Students, while also helping children in need.
The Humane Society	The Humane Society of the United States improves the lives of animals in shelters, educates others about animals, and fosters our love of animals. We will try our best to volunteer whenever possible in an attempt to make the lives of animals better. We are sponsored and recognized by The Humane Society of the United States. The New West Humane Society is dedicated to creating a better world through helping animals. Over the past year, the club managed to raise \$24,000 worth of pet supplies and even made it onto national television!
Female Empowerment and Intersectionality Club	Our club is focused on discussions about feminist theory, female experience's worldwide, and day to day misogyny. We also plan and create change at New West for a more inclusive environment for all students.

Marine Biology Club	We meet every other Tuesday at lunch and our main focus has been on learning about different ocean species (appearance, habitat, diet, fun facts, etc.). This semester there will be more of a focus on how climate change has been impacting the ocean, and what can be done to help combat it.
Girls Support Club	In this club, we meet together in order to create bonds and friendships between New West girls. In our meetings, we discuss important feminist topics as well as create projects to support girls in underprivileged areas. We are meant to create an in-school support system as well as a way for girls to support girls who they wouldn't have the opportunity to support before.
NWC Climate Club	NWC Climate Club is involved in environmental advocacy, community service, and climate education. We love doing club beach clean-ups, hikes, volunteer events, and club fundraising projects. We're super passionate about spreading awareness on climate issues and getting involved in the community.
NAHS (National Art Honors Society)	The NAHS club at New West is a program formed as a branch of the National Art Education Association. The club is hosted by Ms. Stuczynski in the art room each week on Tuesday. At New West the club aims to provide creative opportunities for all artists on campus, whether or not they are enrolled in an art elective. The NAHS allows students to express themselves by creating personal pieces, contribute to the school campus by making banners, compete in art contests at a state and national level, and share their love for art with their peers.
Harmonic Charity Club	The Harmonic Charity club is a group of likeminded students committed to making change through music and community service. We host fundraising recitals, share our musical intellect, and have fun learning the art of music! We meet every other Monday in Ms. Monson's room to plan fundraising events and collaborate with other students across Los Angeles. The club leaders are Max Geiger and Hanon Maruyama and the club advisor is Ms. Monson.
West LA Chapter of Letters for Rose	The West LA Chapter of Letters for Rose is an amazing and easy way to get involved in your community. Volunteers write letters and make art for the elderly in local nursing/retirement homes. The look on the recipient's face makes all of the time and effort worth it. It is never too late to get involved!
West LA Chapter of Hygge Tutoring	The West LA Chapter of Hygge Tutoring has expanded greatly since connecting with New West students. By volunteering about 30 minutes a week to helping an elementary or middle school student through virtual tutoring, volunteers make a huge impact on the community around them. No tutoring experience is required to get started!

Book Club	We're a group of passionate readers who select books every month to read and discuss. Typically, we choose books related to a number of social justice issues as well as a number of different cultures, like Homegoing for Black History Month or Carrie Soto is Back for Hispanic Heritage Month. Our goal is to inspire thoughtful and productive discussions about issues in our society.
10th Grade Coffee and Comprehension Club	A study club where 10th graders can meet at coffee houses/classrooms at lunch for discussing class management, how to register for SMC, and studying for classes. This club provides a place for students to better manage their classes and study for the classes they are taking. We ask teachers about upcoming tests and assignments so students have an idea what will be on the test and when it will happen.
3D Printing Club	3D Printing Club aims to teach New West students on the possibilities of 3D printing. We explore all the different fields that 3D printing has been used in, as help club members 3D print their own things (such as fidgets!). Members are taught how to 3D model their own objects using different software. They can print these objects and show it off to their friends as well.
Esports Club	We play video games and compete in competitions occasionally.

... this is how a small school opens up worlds of responsibility, opportunity and purpose for students. Let them lead. All these clubs are sponsored by a teacher, however all club leaders do everything from planning, implementing and fundraising for whatever they need and want to do.

Below resides the complete list of Clubs that were started in the 2022/23 School Year:

**Not all make it but the possibilities are endless*

10th Grade Coffee and Comprehension	Latinos Unidos
3D Printing Club	Letters for Rose
American Red Cross Club	Little Green Monsters
Art Club	Marine Biology Club
Asian American Club	Mental Health
Asian Student Union	Mental Health Matters
Black Student Union	Model United Nation (MUN)
Book Club	Music Thru the Decades
Bozo Fashion Club	NAMI New West
Cards for Good	New West Beach Care Club
Caribbean Dance Club	New West Cares
Caring4Care	New West Fashion Club
Cars 4-Kids	New West Journalism and Newspaper Club
Charms for Charity	New West Nomads Hiking Club
Climate Club	No Price to Nice
Club Day	NWC Broadcast Journalism Club
Coding club	NWC Math Club and Team
Comedy Tv shows (:	NWC Med
Community Service + Pen Pals Club!	One Love Club
Community Service Club	One Step Club (One Step at a Time)
Cooking/Baking Club	PAWS Club
Create Your Purpose	Persian Club
Crochet Ain't For Grannies	Persian Heritage Club
Debate Club	Protect Minority Communities in Los Angeles

Donations and Letters for Children Club	Psychology Club
Drive By Do Gooders	Recycling Club
Engineering Club	Ricochet Writing
Esports Club	Run Club
Female Empowerment and Intersectionality Club	Science Fair Club
Film Club	Soles4Good
FIRST Robotics Club	Suicide Prevention Club ("SPC")
Footy For Friends	Speech and Debate Club
Gender and Sexuality Alliance ("GSA")	Surf Club
Girls Support Girls	Team ENOUGH
	Tennis Club
Humane Society	The Astrology Club
Humanitarian Club	The Harmonic Charity Club
Humanitarian Club	Thrift Club
Hygge Tutoring	Treats For Good
Improv Club	Trivia Club (NWC+ Only)
Improv Comedy Club (NWC+ ONLY)	WE Club
JCL	Women In Music
Jeopardy Club	Women of Color in Feminism
JSU club	Work It

A Typical Day at New West Charter Middle School, 6th Grade

Arrival. Students have a choice in transportation to school. Student choices include: carpool, public transportation, walking, or riding their bike. Students arrive at school dressed in uniform, and ready to learn. Once they step foot on campus they go to their locker and then report to their Advisory class. While in Advisory they silently read, talk with friends or finish homework. Students can use this time to meet with their teachers to receive additional assistance on their classwork.

First period of the day. Students report to their first period class, where teachers are outside their classroom ready to greet them. Once the bell rings morning announcements are read by either the teacher or by students using the whole school PA system. Announcements include important information for students regarding deadlines and upcoming school events.

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

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

Advisory lessons are developed with the assistance of school counselors, members of the DEI department and staff. Topics include social emotional learning, stress management, productive problem solving, mental health, and positive peer interactions, to name a few. Currently each Advisory class has been assigned a peer mentor from the New West High School who travels to the middle school campus periodically for events and presentations. Advisory classes utilize resources such as National Association of Mental Illness (“NAMI”) and the Second-Step program to facilitate student development socially and emotionally. Advisory lessons also incorporate goal setting, study skills and grade reflections to aid students in achieving their potential academically.

English Language Arts. The teacher provides brief instructions and students have an opportunity to practice skills by reading and writing independently. Students record ideas and write in the same genre the class is studying, which might be poetry, essay’s etc. Teachers support students as they move through the stages of the writing process. The goal is to enable students to improve the quality and clarity of their ideas, the organization of their ideas as well as the mechanics of their writing.

History (Ancient Civilizations). Students learn about Ancient Civilizations which according to the current California State Standards include Mesopotamia, Egypt/Kush, India, China, Greece and Rome. Students trace examine the development of civilizations from Early Man to Agricultural Revolution, the development of first settlements, civilizations and government systems. Students build upon the skills learned in their ELA class and learn to display their knowledge by answering open ended questions using an educational format. Students explore the societal problems which emerge as civilizations become more vast and complex in structure. Students also examine the solutions and oftentimes repercussions of these solutions which were designed to address these problems.

Science (Earth Science). Students apply all of their reading and writing skills to understanding scientific concepts, geography and historical events. Students engage in

inquiry based lessons which are aligned with our current next generation science curriculum. Our units start by making observations of different natural phenomena and looking for patterns in their observations. This is followed by expanding their knowledge of the phenomena through experiments, demos and research. With their added knowledge they begin to construct a scientific argument bringing together claims, evidence and reasoning to explain the phenomena of the unit. Students are asked to work in groups and build consensus through discussion, a real world skill that they'll need throughout their lives.

Nutrition. Students are given the option of a school funded breakfast. Students take a break from academics to socialize with friends, eat or get involved in a physical activity on the yard. Students have the option of spending their break on athletic courts or the patio/courtyard behind the school.

Mathematics. At the beginning of the school year students participate in placement assessment so that students are matched with their current level of proficiency. Depending on students placement test results, students will take either Math 6 or Pre-Algebra. Students are encouraged to explore the world through mathematical concepts, solve mathematics problems and general development of mathematics skills. Math is inquiry-based and supports mastery of concepts. Students are presented with real world applications to re-enforce the mathematical concepts they have learned in class. In class teachers use a combination of instructional strategies including but limited to modeling, problem solving and a variety of independent practice techniques to teach and reinforce student understanding and mastery of course material.

Visual and Performing Arts (Music, Dance and Art). Students explore, create and design artwork. We have a fully integrated music curriculum during which students learn to read music and rhythms, play instruments and develop music appreciation. Dance class is focused on movement, and on call and response to music. Music and Dance classes both host auditions at the beginning of the school year so that students are grouped into classes which match their skill level. Currently music classes are offered in: Beginning and Intermediate Band, Beginning and Intermediate Strings and Percussion Ensemble. Dance classes also have a tiered format to match students' skill level with the appropriate class. Current Dance classes include: Introduction Dance, Beginning Dance, Beginning Advanced Dance, Intermediate Dance and the Dance Performance Team.

Lunch. During lunch students are given the option of receiving a school funded lunch. Meals are regularly rotated and designed to meet their nutritional needs. Students have the option of socializing with students around the athletic courts or in the patio/courtyard areas. During lunch students also have the option of participating in school clubs that meet during this time. The clubs that are offered change yearly. Currently the school offers a soccer, poster, pride, history bee, dungeons and dragons clubs, among others. Students also have the opportunity to meet with teachers, in a small group setting, during their given office hours to receive additional assistance on their classwork. To meet the

needs of all students, New West also gives students the opportunity to visit the library during lunch time. Additionally, the Nest (run by the School Counselor) is open during lunch on Thursdays in order to give students a safe, small-group environment in which to play board games and get to know each other.

PE. Students learn about anatomy and exercise physiology. Students also get their daily dose of exercise by participating in sports such as basketball, soccer, hockey or baseball to name a few.

Electives. Students can also opt into elective classes to supplement the education they receive in their core classes. Current classes include Journalism, Creative Writing, Film Criticism, Study Buddies, Walking for Fitness and Storytelling Through Art. Currently, New West also offers beginning and Intermediate Spanish.

Dismissal. After attending all 7 classes, students will be dismissed by a bell that rings at 3:00. For those students who remain after school, the after- school program offers enrichment activities such as homework help and snack time. Currently, students can attend clubs that meet after school, such as Drama Club and Dungeons and Dragons.

A Typical Day at New West Charter Middle School, 7th and 8th Grade

Arrival. Students have a choice in transportation to school, including carpool, public transportation, walking, or riding their bike. Students arrive at school dressed in uniform and ready to learn. Once they step foot on campus, they go to their locker and then report to their Advisory class. While in Advisory they silently read, catch up with friends, or finish homework. Students can use this time to meet with their teachers to receive additional assistance on their classwork/ homework or to check in after an absence.

First Period of the Day. Students report to their first period class, where teachers greet them by name at the door. After the bell rings, students listen to morning announcements, which are read by student volunteers over the whole-school PA system. Announcements include important information for students about activities and events happening on campus, reminders about expectations, and trivia related to monthly celebrations such as Black and Women's History. The morning announcements help keep students abreast of developments happening on campus and therefore help to keep them connected to all facets of school life.

Advisory. The Advisory program at New West is a Tier 1 intervention aimed at helping every student feel connected to a teacher and class at school. Students attend Advisory class every Friday for 60 minutes. Advisory at New West offers academic, social, and emotional support for students, and it ensures that every student has at least one adult mentor. Students are assigned to an Advisory teacher and class that serves as "home base" for the entire school year.

Advisory lessons are developed with the assistance of school counselors, members of the DEI department, and grade level teachers. Students participate in lessons from the Second Step social-emotional curriculum, which include topics such as mindsets and goals, bullying and harassment, emotional regulation and decision-making, and managing relationships and social conflict. In addition, students participate in cultural lessons developed by the DEI team and presented by New West High School students on topics such as MLK and his legacy of community service, Latinx History, and cultural appropriation. Students also participate in cultural celebrations such as a rally for Black History Month and performances for Culture Day, in which students represent their own cultures by bringing food to share, wearing clothing that exhibits their culture, and sharing their experiences through art and dance. Finally, student achievement and citizenship is recognized monthly during the Student of the Month Assembly.

English Language Arts. After completing the Daily Language Review or Daily Writing Prompt, students work on reading and annotating their class novel. The teacher helps students make meaningful connections to the themes of the book, such as perseverance in the face of adversity, oppressive systems and regimes, and right vs. wrong. Students are given thoughtful writing prompts aimed at describing characterization and major events or plot points in the novel, as well making connections to present day society. Throughout the lesson, the teacher supports students as they move through the stages of the writing process. The goal is to enable students to improve the quality, clarity, and organization of their ideas as well as the mechanics of their writing.

History (Medieval Times). Picking up where they left off in 6th grade history, students explore the shift from empire to modern society in Europe by discussing the reasons for the fall of the Roman Empire and the eventual transition to and from the feudal system. The curriculum actively decenters European narratives by focusing on important developments in West Africa, the Middle East, China, Japan, and present day Central and South America. Each unit emphasizes hands-on simulation activities that place students in the role of the people of focus and ask them to compare their own experiences with those of the people, times, and places currently under scrutiny. Students apply their reading and writing skills to evaluate historical events through a series of in-depth reading assignments, most of which refer back to one or more simulation activities.

Science (Life Science). Students engage in phenomena-driven, inquiry-based lessons aligned to the Next Generation Science Standards. Students work in collaborative groups in which they use productive science talk to make their thinking visible as they make meaning of classroom investigations. Students engage in science practices such as asking questions; analyzing data; obtaining, communicating, and evaluating information; developing and using models; arguing from evidence; and constructing scientific explanations as they make progress on explaining the unit anchoring phenomenon. Throughout, the teacher serves as a “guide on the side” by supporting student sense-making through a variety of questioning and discussion facilitation strategies.

Mathematics. Students at New West are placed either in Math 7 or Algebra, continuing on their progression from their 6th grade math course. Students are encouraged to explore the world through mathematical concepts, solve mathematics problems, and generally develop their math skills. Math is inquiry-based and supports mastery of concepts. Students are presented with real world applications to reinforce the concepts learned in class. The teacher uses a combination of instructional strategies including modeling, problem solving, and a variety of partnered and independent practice techniques to teach and reinforce student understanding and mastery of course material.

Visual and Performing Arts (Music, Dance, and Art). Students explore, design, and create artwork. We have a fully integrated music curriculum in which students learn to read music and rhythms, play instruments, and develop music appreciation. Dance class is focused on movement and on call-and-response to music. Music and Dance classes both host auditions at the beginning of the school year so that students are grouped into classes that match their skill level. Currently, music classes are offered in: Beginning and Intermediate Band, Beginning and Intermediate Strings, and Percussion Ensemble. Dance classes also have a tiered format to match students' skill level with the appropriate class. Current Dance classes include: Introduction to Dance, Beginning Dance, Beginning Advanced Dance, Intermediate Dance, and the Dance Performance Team.

PE. Students learn about anatomy and exercise physiology. Students also get their daily dose of exercise by participating in sports such as basketball, soccer, hockey, or baseball.

Electives. Students can also opt in to elective classes to supplement their education from core classes. Current elective offerings include: Journalism, Creative Writing, Film Criticism, Study Buddies, Walking for Fitness, and Storytelling through Art. Currently, New West also offers Beginning and Intermediate Spanish.

Nutrition. Students are given the option of a school funded breakfast. Students take a break from academics to socialize with friends, eat, or get involved in a physical activity on the yard. Students have the option of spending their break on the athletic court or on the patio/courtyard in the back of the building. Teachers and staff take turns with supervision to ensure a safe environment for all students.

Lunch. Students are given the option of receiving a school funded lunch. Meals are regularly rotated and designed to meet their nutritional needs. Students have the option of socializing with friends on the athletic courts or in the patio/courtyard areas. During lunch, students also have the opportunity to participate in student-led clubs that meet during this time. This year, clubs include Soccer Club, Poster Club, Pride, History Bee, Drama Club, and Dungeons and Dragons, among others. To meet the needs of all students, New West also gives students the opportunity to visit the library during lunch time. Additionally, the Nest (run by the School Counselor) is open during lunch on Thursdays in order to give students a safe, small-group environment in which to play

board games and get to know each other. Finally, students can visit teacher office hours to receive additional academic support in a small group setting.

Dismissal and After School. After period 7, students are dismissed at 3:00 PM. For those students who remain after school, the after- school program offers enrichment activities such as homework help and snack time. Finally, students can attend clubs that meet after school, such as Drama Club and Dungeons and Dragons.

NWC+



Complete Program Overview

NWC+ Program Description

NWC+ is New West Charter's hybrid high school Independent Study program that offers a unique and personalized learning experience for students. NWC+ offers students the same classes as our traditional high school, just delivered in a hybrid model with 90-minute classes meeting once-a-week in-person and on-campus and students on independent study for the remainder. Students are welcomed to campus every school day from 8am - 4pm to work with peers and teachers in our comfortable and connected Student Lounge. With small class sizes of around 25 students per class, students are able to receive more individual attention and support from our credentialed team of amazing and dedicated teachers. Our teachers provide one-on-one or small group instructional support to ensure that each student is able to achieve their academic and personal goals.

The NWC+ curriculum is designed to be challenging yet rewarding and aligned with our classroom-based high school courses. Students will learn through project-based learning with real-world applications and students are encouraged to think critically, solve

problems creatively, and apply their knowledge to real-world situations. All of our courses are UC, NCAA, and WASC approved, ensuring that our students are well-prepared for college and beyond.

In addition to our rigorous academic program, NWC+ offers a friendly and family atmosphere where all students are valued. We believe in creating a community where students feel supported, heard, and respected and encouraged to pursue their passions and interests outside of school. Our flexible schedule allows students to volunteer for organizations, take college classes with Santa Monica College or West LA College, work, take care of family members or themselves, or pursue other extracurricular activities.

We understand the importance of developing independent living and learning skills before leaving high school, which is why we place a strong emphasis on helping our students develop these skills. Our dedicated College & Career counselors meet with students every year until they graduate to help them plan their future, whether that be attending college, pursuing work/study programs, apprenticeships, or joining the armed forces.

We offer over 40 student clubs for students to join, allowing them to explore their interests and connect with like-minded peers inside NWC+ and our traditional high school. We also organize many fun student life events throughout the year, including formal dances, rallies, Open Mic nights, field trips, and more. NWC+ students have access to everything their traditional school peers have, including our award-winning sports program that offers students the opportunity to join one of our six varsity sports teams, helping them to develop leadership skills, teamwork, and a sense of community.

At our high school Independent Study program, we are committed to helping our students succeed academically, personally, and professionally. With our small class sizes, challenging curriculum, and supportive community, we are proud to have high acceptance rates to UC and other top tier colleges and universities as well as work/study programs, apprenticeships, and the armed forces.

NWC+ Online Program Description.

Welcome to NWC+ *Online* - a 100% online high school program that provides a dynamic and engaging learning experience for high school students living in LA, Ventura, San Bernardino, Orange, and Kern Counties. With its A-G University of California Approved and WASC Accredited courses, NWC+ Online is dedicated to providing students with the highest quality of education that prepares them for their future endeavors.

At NWC+ *Online*, learning is made accessible and exciting through Subject.com - an innovative platform that uses multimedia tools, including videos, interactive activities, and real-world assessments to create an immersive learning experience. The curriculum is designed to be challenging, engaging, and tailored to meet the needs of each individual student and include Spanish translations as well as a number of student help tools.

What sets NWC+ *Online* apart is its supportive Student Success Team, which comprises credentialed teachers, content experts, and 24-hour tutors. This team is dedicated to ensuring students receive the help and guidance they need to succeed. Moreover, students have access to College & Career Counseling from 9th grade through their Senior Year, which means they can confidently plan for their future goals.

Sports enthusiasts will love the opportunity to join one of NWC+ *Online's* six High School Sports Teams, including boys and girls basketball, volleyball, soccer, golf, cross country, and track and field. For students who prefer other interests, there is also a wide range of student clubs to choose from, such as Anime to Zoology, ensuring that every student can pursue their passions.

NWC+ *Online* provides students with a comprehensive online education that doesn't require them to attend classes in person. Instead, students can connect with their Advisory Teacher or virtual tutor through video chat or text, eliminating the need for "Zoom Classes." Students attend weekly Advisory Meetings where they check in with their teacher on their progress, submit work samples, and attendance logs, which are used to monitor their performance.

At NWC+ *Online*, students receive the same quality education as traditional high schools, and upon completion, receive a diploma equivalent to a traditional high school student, making them eligible for entry into a four-year college or university. NWC+ *Online* is more than just an online high school; it's a community that fosters personal growth, encourages learning, and promotes student success. With its innovative learning approach, supportive Student Success Team, and engaging sports teams and clubs, NWC+ *Online* is the ultimate destination for high school students seeking a flexible, dynamic and engaging online learning experience.

NWC+ Legal Compliance.

NWC+ was born and modeled as a Hybrid Learning program in compliance with Education Code Sections 51745-51749.3. Under our program, students spend and work about 30% of their school year at the school site and 70% working independently either at home, library, at our school site or anywhere with an internet connection. Students are given a new Chromebook and an internet hotspot, if needed, to complete school assignments. Students access their curriculum through Google Classroom that is maintained and updated regularly by NWC+ staff using teacher created resources and content.

New West adheres to all applicable laws and SBE regulations and requirements for governing independent study programs at charter schools, including, but not limited to, sites and Education Code Sections 47612.5 and 51745-51749.3. The Charter School shall maintain an Independent Study Board Policy and maintain a Master Agreement for all students participating in the IS Program, in accordance with all applicable laws and regulations. NWC+ does not charge any fees for students to enroll or participate in the

Independent Study Program. Students who meet NWC+ graduation requirements (described below) graduate with a NWC+ Diploma.

All students who reside in Los Angeles County and its adjacent counties of Ventura, Kern, San Bernardino, and Orange, and who attend an open house are eligible to enroll in NWC+. Independent Study is an optional educational alternative in which no pupil may be required to participate and that students voluntarily select, including expelled students. Parents and students must meet with the NWC+ Coordinator prior to enrolling to discuss the program and answering any questions families may have.

Upon approval by the parents/guardians, an IS Master Agreement is completed and signed by the student, parent, the student's Advisory Teacher (supervising teacher), and a special education teacher, as applicable. An Advisory teacher is a credentialed teacher who oversees about 25 students and their academic life and progress. Twice a month a student is required to schedule an Advisory meeting. These meetings are meant as a check in to gauge progress, collect representative work samples from each class and a student's attendance log (which is maintained in a digital folder in accordance with Education Code Section 51747(g)(9)(A), and to connect personally with each student. Positive and supportive teacher/student relationships are vital for our students to find success at NWC+.

NWC+ provides an opportunity for comprehensive high school resources, offering core academics tailored for the individual, but in a model and schedule that can meet the needs of a non-traditional student. The same high academic standards and expectations of all New West classrooms are in place for each IS course. All Standards-based academic courses comply with UC/CSU A-G requirements and focus on college-preparedness, with the ultimate goal of preparing each student for success beyond high school.

All NWC+ classes are taught by NWC+ credentialed teachers that are properly assigned. New West will comply with pupils-to-certificated-employee ratio to ensure that these teachers are qualified and properly assigned. NWC+ students have full access to New West's tutoring, counseling, intervention and other support as needed. While on campus, NWC+ students are required to abide by the same rules stated in the New West Student and Parent Handbook.

Monitoring the IS Program and IS Student Progress.

All Advisory Teachers employed NWC+ Independent Studies Program, reporting to the NWC+ Coordinator, are responsible for monitoring IS students by scheduling an Advisory Meeting every other Wednesday. During this Advisory Meeting, a student's progress is measured by collecting a representative work sample from each class a student is enrolled in along with a student's Attendance Form - a digital record of what a student was working on each school day whether in or out of class.

If there is limited or no progress, teachers will arrange a meeting with the student and parents/guardians to discuss ideas for improvement and suggest options to create better study habits in order to achieve success. Students are able to receive one-to-one assistance with teachers via appointment or at their scheduled Study Hall each week. Parents and students are encouraged to check their grades early and often using Infinite Campus.

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

New West’s Governance Council will review the Independent Study Program on a yearly basis along with the other academic programs at New West Charter School.

Attendance and Absences

Mandatory Attendance is required for all NWC+ students at the following:

1. All scheduled weekly classes
2. Bi-Monthly Advisory Meetings
3. Scheduled Standardized Tests - NWEA MAP, SBAC, PSAT
4. NWC+ Town Hall Meetings (6-7 per year)

New West complies with all Independent Study requirements of the California Department of Education to assign attendance credit, using the time value method of attendance accounting outlined in Education Code Section 51747.5(b), as well as daily engagement. If a student misses two consecutive meetings with his or her Advisory Teacher, or misses three assignments, the NWC+ Coordinator will schedule a meeting with the student, his/her parent/guardian, Advisory Teacher and any other appropriate teachers (e.g., of the class in which assignments were missed) to discuss the student’s compliance with the requirements of the IS program. Appropriate interventions may be arranged, such as tutoring, attendance in study skills classes, or other supports. Students who choose to transfer to another school will be processed like any site-based transfer student. Paperwork is completed by the New West administration team which includes the school the student plans to attend, the reason why the student is leaving as required by CALPADS, and a signature by the parent. The student is expected to return all textbooks, technology and school materials, and an official transcript is issued. New West also offers live interaction and synchronous instruction, as required by law.

Transcripts

Student coursework and credits from the IS program will be reflected on student transcripts in the same manner as classroom-based courses.⁷

Grading and Reporting Period

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

- **1st Semester for High School**
 - (18 weeks) 8/15/22 – 12/16/22
 - Mid-Term Grades Due 10/14/22 - Grades Available on Infinite Campus
 - 1st Semester High School Finals 12/12-16, 2022
 - Report cards mailed out 1/9/23
- **2nd Semester for High School**
 - (20 weeks) 1/9/23 – 6/9/23
 - Mid-Term Grades Due 3/17/23 - Grades Available on Infinite Campus
 - Semester High School Finals June 2023
 - Report cards mailed out 6/16/23

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

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

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

All NWC+ students are required to complete a semester final in each of their core classes including World Language and College Prep Electives. Finals can range from traditional exams, timed writing pieces, research project/presentation, performance-based tasks, multimedia pieces and many more. Aside from final exams all students are assessed in

⁷ As stated by the CDE's "Frequently Asked Questions Part Two":

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

multiple ways by the classroom teachers throughout the entire semester using projects, in-class quizzes and tests, and other formative and summative assessments.

NWC+ Course Lists & Graduation Plan.

English

- ELA 9 - English 9
- ELA 10 - World Literature
- ELA 11 (H) - American Literature
- ELA 12 (H) - Individual in Modern Society; Honors Critical Encounters

Science

- Biology (H)
- Chemistry (H)
- Earth & Space Science (H)
- Physics (H)

Math

- Algebra 1
- Geometry (H)
- Algebra 2 (H)
- Trig/Pre-Calc (H)
- Probability & Statistics (H)
- H. Calculus AB

World Language

- Spanish (1-4)

Visual & Performing Arts

- Film Production
- Dance 1
- Studio Art 1

History

- 10th World History (H)
- 11th American Government (H)
- 12th Government/Economics (H)

Electives & PE


- Health (online course)
- Intro to Business (online course)
- Psychology
- IS Physical Education

Credit/Graduation Requirements.

Per Education Code Section 51745(e), "no course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through independent study." New West's Independent Study Program has similar graduation requirements as students in the classroom-based program; NWC+ seniors who have satisfied all graduation requirements are eligible for participation in the graduation ceremony with their traditional counterparts. All NWC+ classes utilize the same or similar texts and supplemental materials as site-based courses. NWC+ students are required to take all state mandated assessments, just as New West's general population students are (e.g., SBAC, NWEA MAP).

If a student fails a required course, he/she may take it for credit during the summer immediately following the academic year, enroll in a credit recovery course through Apex Learning, or retake the course the following year. All courses taken for graduation credit off-campus (e.g., Santa Monica College or another WASC and UC approved institution),

regardless of the reason, require prior written or verbal permission from the program's Coordinator.

<div style="text-align: center;">  NEWWESTCharter <small>HYBRID LEARNING SCHOOL</small> Graduation Requirements </div>			
Subject (A-G)	NWC+ Diploma	CA Minimum Diploma	CSU & UC Entrance Requirements
A. Social Sciences/ History	3 years World History, US History, American Government & Economics	3 years	2 years
B. English	4 years Lang. Arts 9, World Lit, American Lit, English 12, British Literature	3 years	4 years
C. Math	3 years Algebra, Geometry, Algebra II, Trig/Pre-Calculus, Probability & Stats, Calc AB	2 years	3 years
D. Sciences with Lab	2 years of Lab Sciences Biology, Chemistry, Physics, Environmental Science	2 years	2 years
E. Foreign Language	2 years Spanish 1-4	1 year	2 years
F. Visual/ Performing Arts or CTE	1 year Art 1, Dance 1, Music History &	1 year	1 year

	Appreciation or Approved CTE Course		
G. College Prep Elective	1 Year Psychology, Intro To Business Or Any A-F Class Over The Requirements	N/A	1 year
Physical Education	2 years	2 years	N/A
Health	1 Semester of Health	N/A	N/A
TOTAL COURSE LOAD	18.5 classes	14 classes	15 classes

Student Supports, Culture, and Social & Emotional Learning.

At NWC+, we are committed to providing comprehensive student support to help all students succeed academically, socially, and emotionally. Our program is designed to ensure that students with diverse needs, including those with disabilities, receive the appropriate resources and interventions necessary to achieve their goals. NWC+ students with Individualized Learning Plans have the support of the New West Charter Resource Department. A designated Resource Teacher is assigned to NWC+ to work closely with the students and families to create and implement customized educational plans that meet the specific needs of each student. The Resource Teacher meets with students weekly in person during an Academic Success class. In this class, students receive individualized help with schoolwork and study skills. The Resource Teacher works closely with students to help them develop effective study habits and strategies to succeed in the classroom. In addition, the Resource Teacher also works closely with the NWC+ teaching team to assure that accommodations are met and to monitor student progress towards their goals. In addition, the NWC+ Lead Teacher, in conjunction with the NWC+ Coordinator, oversees the implementation of Section 504 plans for students with disabilities. This teacher works closely with students, parents, and teachers to ensure that accommodations and modifications are provided to ensure the students' success in the classroom. We conduct annual review meetings for both students with IEPs and 504 plans to evaluate the effectiveness of their plans and make any necessary adjustments to ensure their continued success.

We recognize that mental health is just as important as physical health, and we are committed to supporting our students in both areas. To address mental health concerns, we offer a range of services that promote emotional well-being and provide support to students who may be struggling. One of our key mental health services is an on-site school counselor and school psychologist who are available for appointments. Our school counselor and school psychologist are licensed professionals who are trained to provide counseling and support to students struggling with mental health concerns. Students may make appointments with the counselor to discuss their concerns and receive guidance on how to manage and cope with difficult emotions. In addition to individual counseling services, our specialists also develop advisory lessons that address various mental health topics. These lessons are designed to help students understand and manage their emotions, build resilience, and develop healthy coping strategies. By addressing mental health topics through these advisory lessons, we aim to provide students with the tools they need to succeed both academically and personally.

We believe that the best way to support students is through a collaborative approach that involves the entire teaching team. The teaching team meets regularly to discuss individual students' needs and develop strategies to support their success. When a student is showing a lack of academic progress or increasing behavioral concerns, a Student Success Team is formed to identify the causes and provide early intervention. These SSTs are comprised of teachers, parents, counselors, and other relevant school staff who work together to provide support and guidance to students who may be struggling academically, socially, or emotionally. Team members share their observations and concerns about the student and work collaboratively to develop a plan that addresses their specific needs. The NWC+ Coordinator and/or Lead Teacher oversees the team and ensures that the plan is implemented effectively.

Every student at NWC+ is enrolled in our Advisory program that ensures each student has an Advisory teacher who acts as their mentor. This advisory teacher meets with the student biweekly and is able to oversee their progress as a whole. During these meetings they oversee the collection of work samples and gathering of attendance, ensuring that we are meeting all legal requirements of an Independent Study program. In addition, the Advisory teacher provides individualized support to each student, helping them set academic and personal goals, and providing guidance and feedback to help them achieve these goals. As part of our advisory program, we distribute monthly advisory lessons that cover a range of topics relevant to our students. These lessons may cover topics such as DEI, mental health, study/life skills, and community service. By pairing each student with a mentor teacher who can provide individualized support and distributing monthly advisory lessons, we aim to create a supportive and nurturing environment that fosters academic and personal growth.

We value building a sense of community and creating opportunities for our students to connect with each other across grade levels, despite spending less time physically in school. To achieve this goal, we hold Town Hall meetings every other month. During these

meetings, students get to know and learn from each other across grade levels 9-12, creating a sense of camaraderie and connectedness. We also go over important announcements, including updates on school events, information on college and career counseling, and other relevant news. In addition to these announcements, Town Hall meetings may also feature discussions on social-emotional learning (SEL) or diversity, equity, and inclusion topics to help students understand and develop important life skills. These discussions cover topics such as mindfulness, empathy, and inclusivity, among others. Every Town Hall meeting also features an opportunity to recognize and celebrate student achievements, whether in or out of the classroom. This recognition helps to foster a sense of pride and accomplishment among our students. Students enter the NWC+ Hybrid program to have a more flexible school schedule to accommodate work, college courses, sports, extracurricular activities, etc. Town Hall is an opportunity for students to celebrate each other in their pursuits and passions. Overall, our Town Hall meetings are a key part of our commitment to building a strong and supportive community at NWC+. By providing opportunities for students to connect with each other, learn important life skills, and celebrate their achievements, we aim to create an environment that fosters growth, learning, and success.

A Day in the Life of NWC+

NWC+ students arrive on campus via carpool, public transportation, school shuttle, walking, or riding their bike throughout the day to attend class. Typically students arrive between 8 and 9 am. They enter through the main office door, in uniform, and walk down the hallway to the NWC+ offices. There they greet their teachers as they sign in on an iPad which notifies the parent their student has checked in for the day. Then they proceed to the NWC+ Lounge to talk with friends or finish up homework before classes begin at 9 am. Students receive a “morning reminders” text message via Remind and see announcements on TVs in the Lounge. Each day at 9 am, the first class in the NWC+ classroom begins. Four 90-minute classes will rotate through the same NWC+ classroom throughout the day. These classes are weekly seminars that cover the standards and objectives for a traditional 5-day week. Students have varying schedules that may or may not include classes at any particular moment throughout the school day. On days that they do not have class, students are welcome to come to campus and work individually, with peers, or with teachers in the NWC+ Lounge. Below you will find examples of a typical school day for four different students:

Student 1 (9th Grade, Monday)- Nathaniel

8:00 AM: Arrival

Nathaniel takes the train to school. He goes directly to the NWC+ kitchen after signing in where he makes a bowl of oatmeal for breakfast. After finishing his breakfast, he enters the classroom and begins preparing his materials for class. As his peers arrive, they socialize and talk about their weekends.

9:00 AM: ELA 9

The teacher enters the classroom and projects two quotes on the board. Nathaniel responds to at least one of the quotes in his notebook. After the class is finished responding to the quotes, the class discusses their varying responses. He shares his thoughts that the second quote reminded him of an experience he had over the weekend. The teacher then encourages the students to explore what imagery was used to prompt that response. The teacher calls on another student who expands on this idea, sharing their response. The teacher asks questions that encourages the students to analyze what their peers have shared and synthesize them. As the class engages in discussion, the TA circles words and phrases that are being discussed while annotating the main ideas. The teacher then shifts the lesson towards the assigned reading and asks students to analyze the imagery used in the text. Nathaniel collaborates with his peers. He then begins working on his assignment to analyze the imagery in three parallel stories to compare and contrast the emotions that are invoked.

10:30 AM: Break

He stays in the classroom and talks to his peers about the next class. They discuss their assignment and what they think that they will be learning.

10:40 AM: Biology Honors

The teacher greets each student and they begin working on an SEL warm up in their notebooks. The topic is then discussed as a class. Once a month, they begin class with SAT Test Prep. Currently they are studying genetics. The teacher shares a photo of cloned animals and the class discusses their baseline knowledge of the subject. Nathaniel asks questions about the difference between twins and clones. The teacher encourages students to explore and learn while discussing the concept of identical DNA. He takes notes on an engaging lecture about DNA structure and its influence on the characteristics of an organism. The teacher pauses the lecture frequently to allow for student discussion and collaboration. Nathaniel begins working on his assignment, a virtual simulation on Gizmos that will deepen his understanding of the topics discussed.

12:10 PM: Lunch

He leaves the classroom and signs out of school on the iPad in the teacher office space. He walks to a nearby restaurant with a few classmates to order lunch. Then they return to campus, sign back in, and eat lunch on the NWC+ patio while socializing. Some days, he attends club meetings during lunch.

12:45 PM: Geometry

Nathaniel enters the classroom and sits next to his math partner. An open ended question is projected on the board. He answers the question and provides justification in his notebook. When the class has finished writing their responses, the teacher facilitates a discussion about the question. He shares his answer and uses math concepts to justify his particular answer/preference to the question. Another student raises their hand and respectfully critiques his answer, pointing out a math concept that they used. The teacher facilitates the discussion and introduces an exploration activity. Nathaniel works in a

collaborative group to discover the mathematical theorems that will aid in answering the question. Then he presents his findings in a class discussion and debrief. He takes notes as the teacher presents the formal mathematical theorem and concepts. Nathaniel begins practicing the concept, using the dry erase desk to show his work. Once a month, the class focuses part of the lesson on SAT Test Prep and calculator skills.

2:15 PM: End of School Day

Nathaniel does not have a 4th period class on Mondays. He signs out on the iPad in the teacher office space and exits through the NWC+ door. He walks a few blocks to the train station to get home or to the bus station to get to Santa Monica College. He takes courses for college credit at Santa Monica College to further his education.

Student 2 (10th Grade, Tuesday)- Isabel

8:00 AM: Arrival

Isabel is dropped off in the carpool lanes. After signing in, she enters the NWC+ Lounge and completes assignments in Google Classroom while sitting on the couch. She works diligently and enters the teacher office space to ask questions when needed to finish their assignment. As more students arrive, she socializes with peers until class begins.

9:00 AM: Chemistry Honors

She enters her science class and is greeted by the teacher. They begin class with a SEL warm up which is then discussed as a class. Once a month, they begin class with SAT Test Prep. Currently they are studying balancing chemical equations and Isabel makes cross curricular connections between her Algebra 2 Honors course and the Chemistry material. Some weekly seminars include labs. Next to the NWC+ Lounge is a fully equipped science lab where students can engage in the scientific process. During class, Isabel takes notes from an engaging presentation. At times, she uses the dry erase desks to write out and balance chemical equations. She is seated in an intentional group to help support her learning.

10:30 AM: Break

Isabel leaves the classroom after her science class and goes to the kitchen to make hot chocolate. She talks with her peers as they enjoy their drinks and when finished she washes her mug and places it in the drying rack. She returns to the NWC+ classroom for her next class.

10:40 AM: World History Honors

Isabel enters the classroom to the sound of a curated playlist on the lesson for the day. She hears "Everybody Wants to Rule the World" by Tears for Fears as she writes her response to the Do Now in her notebook. Once a month, they begin class with SAT Test Prep. The teacher places Isabel into a group for the simulation that will take place in class. Using the preparation assignment due that morning, she takes on the role of a particular country during the Age of Imperialism. She is engaged in class as the teacher facilitates the simulation. As the simulation concludes, the students are asked to reflect on what

they learned that day. She completes an exit ticket with this reflection and then the class debriefs together to hear varying viewpoints.

12:10 PM: Lunch

She leaves the classroom and goes to the Main Common Area of the school. Each student is provided with a free lunch. She is given the choice between a BBQ chicken sandwich and a veggie sandwich, both accompanied with corn. She is then given a choice of a fresh fruit and milk or juice. The meal covers all major food groups, providing a nutritious and filling meal. Isabel eats lunch on the NWC+ patio with her peers and socializes.

12:45 PM: ELA 10

She enters the classroom and takes her assigned seat. Two quotes from world literature are projected on the board. She responds to at least one of the quotes in her notebook. After the class is finished responding to the quotes, the class discusses their varying responses. Isabel raises her hand and shares that the diction used in the first quote is more cynical than the diction in the second quote despite speaking on the same topic. The teacher calls on another student who expands on this idea, sharing their response. The teacher asks questions that encourage the students to analyze what their peers have shared and synthesize them. As the class engages in discussion, the TA circles words and phrases that are being discussed while annotating the main ideas. The teacher shifts the lesson to Macbeth and students act out the scenes that they read prior to class. At the conclusion, the class debriefs the themes presented in the scenes and the students make connections between the world literature quotes from the beginning of class to Macbeth.

2:15 PM: End of School Day

Isabel does not have a 4th period class on Thursdays. She signs out on the iPad in the teacher office space and exits through the NWC+ door. She walks a few blocks to her dance studio where she trains in ballet. Leaving school at 2:15 gives her time to arrive at ballet and warm up without a rush. She has class for about 4 hours. In addition to ballet, she practices the violin and piano daily.

Student 3 (11th Grade, Thursday)- Brendan

10:00 AM: Arrival

Brendan is dropped off at the school after a morning soccer practice and training. He enters campus, signs in, and meets with his teachers to check in and get help on assignments. He works diligently in his teacher's office space to get caught up on missing work and take notes on concepts that he didn't fully understand.

10:40 AM: ELA 11

He enters the classroom and takes his assigned seat. Two quotes from American literature are projected on the board that relate to the text or themes of the book they're currently reading. He responds to at least one of the quotes in his notebooks. After the

class is finished responding to the quotes, the class discusses their varying responses. Brendan listens to his classmates' interpretations of the quotes and raises his hand to expand on why he feels that the two quotes are connected. As the class engages in discussion, the TA circles words and phrases that are being discussed while annotating the main ideas. The teacher shifts the lesson to their current reading of the *Reluctant Fundamentalist* and students discuss what similarities they see between their American experience and the American experience of the narrator. Brendan takes notes on his chromebook as the class explores the text through a variety of lenses, analyzing literary devices that are used to convey meaning. Before class ends, he sets up an appointment with his teacher on another weekday to get help with the assignment.

12:10 PM: Lunch

Brendan leaves the classroom and eats his packed lunch outside with his peers. He talks to classmates about sports, music, and the books that they have been reading. He also uses this time to go for a walk outside for some fresh air.

12:45 PM: American History

He enters the classroom to the sound of a curated playlist featuring “We Didn’t Start the Fire” by Billy Joel and “Back in the U.S.S.R.” by The Beatles as the students write their responses to the Do Now about the Cold War in their notebook. Once a month, they begin class with SAT Test Prep. The teacher places him into a group for the simulation that will take place in class. Using the preparation assignment due that morning, he explores the tense relationship between the U.S.S.R. and the U.S. during the Cold War time period. Brendan is engaged in class as the teacher facilitates the simulation. As the simulation concludes, the students are asked to reflect on what they learned that day. Brendan completes an exit ticket with this reflection and then the class debriefs together to hear varying viewpoints.

2:15 PM: Break

He uses this time to go to the restroom and get a drink of water so that he doesn’t have to miss any portion of his next class.

2:25 PM: Probability & Statistics

He enters the classroom and the results of a statistical study are projected on the board. He analyzes the results and any accompanying charts, writing down observations and further questions in his notebook. Brendan shares questions about the sampling methods of the study that may have introduced bias. A classmate raises their hand and agrees, sharing insight on what would have made the study more accurate. The teacher reinforces those concepts as they begin their own statistical analysis. Brendan uses the data gathered in his preparation assignment to create a confidence interval with his findings. Students collaborate and take notes as they compare their intervals. The teacher distributes practice problems for the student to complete before the next class to master the concept.

3:55 PM: End of School Day

He signs out and gets picked up by a parent. He returns to the soccer field for more practice and to prepare for possible scouting at their next game. In addition, he practices various musical instruments at home and reads in his free time.

Student 4 (12th Grade, Friday) - Joel

8:00 AM: Arrival

Joel walks to campus and upon arrival, signs in on the iPad. He chooses to sit in cubicles in the NWC+ Lounge so that he can focus on making sure that he is prepared for classes that day. As more students arrive, he moves to more collaborative tables to talk with friends before class.

9:00 AM: Economics

He enters the classroom and notices that there aren't many chairs in the classroom to choose from. Joel and his classmates ask questions about the scarcity of chairs available. The teacher uses the opportunity to discuss the concepts of scarcity in the market and how it affects the economy as a whole. Joel uses concepts studied in the preparation assignment to contribute to the class discussion. As the teacher facilitates the discussion, he relates the concepts to their Final Project which involves teams of students making a business plan and pitching the idea to a team of investors.

10:30 AM: Break

He uses this time to get a drink of water and use the restroom. He uses any extra time to check what he has been assigned in his online classes: Introduction to Business and Health.

10:40 AM: ELA 12

Joel enters the classroom and an image is projected on the board. He responds to the image in his notebook, analyzing the lighting and imagery used. When the students have finished responding to the image, the teacher facilitates a discussion about the image. Classmates share their responses, building off of each other's comments. Then the teacher makes connections between the way they analyzed the image and the way that they analyze text. Students practice analyzing the meaning through the various lenses that they've been studying. At the culmination of the lesson, Joel is put into a group that will work together to use imagery and other thematic elements to tell a story.

12:10 PM: Lunch

Joel leaves the classroom and goes to the Main Common Area of the school. The school provides a free and healthy lunch to each student. The lunch includes penne bolognese (with or without meat), fresh fruit, vegetables, and milk. The meal covers all major food groups, providing a nutritious and filling meal. Joel eats lunch on the NWC+ patio. When finished with lunch, he takes a walk with friends outside for fresh air.

12:45 PM: End of School Day

He does not have any other classes on Fridays. With more availability, he is able to work in a leadership role at a local restaurant. He gains hands-on experience in the workforce that he can combine with the principles that he is learning in his Intro to Business and Economics classes. In addition, he is able to save up money for college and other endeavors. Last year, Joel made over \$25,000 at his job and earned several promotions.

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

“I like the community's spirit and our rallies. It's clear that the staff all love working at the school. They're always

As an LAUSD employee who has worked at over 60 schools on the west side of LA our family is immensely grateful to have the

<p><i>ready to support students and problem solve. I've talked with a few of my teachers about catching up on late work or extensions and they've all been very flexible and have given me options when approaching the situation."</i></p> <p><i>-New West Student</i></p>	<p><i>opportunity to send our kids to NWC. No school is perfect but NWC is darn near close, a gold standard in terms of being child centered, having emotionally regulated and caring staff, a rigorous academic program with high expectations and high support, and lots of extra-curricular and club options all in a small, safe, self-contained environment. NWC progress in closing the achievement gap is real, and the mandated offering of summer school for students receiving less than a C ensures students leaving NWC are receiving an education, not JUST a diploma. Overall I am very impressed with the school and administration (and a shout out the front office staff who provide sooooo much help, always with a smile!).</i></p> <p><i>-New West Parent</i></p>
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New West affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

Naturally, it is expected that New West's educational program has and will continue to evolve over time. Our educational plan includes scheduled, systematic evaluations of the educational program's success in meeting the needs of the student body. The faculty and administration meet regularly with the express purpose of reviewing the curriculum's effectiveness at meeting the goals of New West. This self-assessment process relies on data obtained from multiple sources including educators' assessments of curricular content, formal self-evaluations of achievement from students, as well as information from standardized tests and other performance assessments of New West students. The Charter School's Governing Board, composed of educators, parents, and community members, 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.

Measurable Goals of the Educational Program

Pupil Outcomes Aligned with the State Priorities. A completed LCFF State Priorities table is included in Element 1 of this petition.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities. A completed LCFF State Priorities table is included in Element 1 of this petition.

Other Performance Targets. A completed LCFF State Priorities table is included in Element 1 of this petition.

Methods for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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

New West utilizes multiple measures of student progress. The Charter School complies with all aspects of statewide testing and reporting requirements. 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.

To ensure that all statewide performance standards are met and to ensure continual evidence of pupil learning, New West will administer all required statewide assessments pursuant to Education Code Section 47605(d), as well as its own internal assessments and evaluation process(es) as they apply to the individual student's and our Charter School's performance. Grading will be by criteria currently in place with emphasis on developing a common graduation policy in each department. At New West Charter, a C is a passing grade. Students will be assessed in each of the core academic skill areas by a combination of assessment tools that may include, but are not limited to:

- *Standards-based Skills (State Standards) Assessments:* CAASPP, CAST, California Alternate Assessment, Teacher Evaluation and Assessment
- *Additional Performance Indicators:* NWEA MAP, A-G completion requirements (UC/CSU), ELPAC, College Board Advanced Placement Exams, Placement Exams (Subject A, Entry Level Mathematics (ELM) and English Placement Test (EPT) or similar community college data), Preliminary Scholastic Achievement Test (PSAT), SAT I, SAT IIs, Woodcock-Johnson {Administered only by trained professionals}

California State Testing

New West administers all statewide assessments required by state law that are applicable to charter schools. New West administers, in the same manner as other public

schools, the statewide student assessments that are part of the SBAC pursuant to Education Code 60605. (Education Code Section 47605(d)(1)). As a condition of apportionment of state funding, New West provides annual certification that its students have participated in all required state testing programs. (Education Code Section 47612.5(a)(3)). Currently, the statewide-standardized assessments administered are the CAASPP and CAST.

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

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

English Language Proficiency Assessments for California

The ELPAC is a test that measures how well a student can listen, speak, read, and write in English. California state law requires that the ELPAC Summative Assessment 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. All students who indicate that their home language is other than English, and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, must take the test within 30 calendar days after enrolling in a California public school for the first time, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year. 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 Test ("PFT")

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

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 descriptors 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 Embedded Assessments

This form of assessment is the most powerful of all measurement tools utilized at New West Charter School because it is embedded 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-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.

Portfolio Assessments

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

learning plans, journal entries, book reviews, computer-generated products, or parent comments on work.

Schoolwide Benchmark Tools

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

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 suspension and expulsion rates
- CAASPP test results
- CAST results
- California Physical Fitness Test results for 7th grade compared 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
- Facilities inspect reports

The Principal/Executive Director 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.

New West Assessment Schedule

Assessment	Grade Levels	Timeline / Frequency
CAASPP	6, 7, 8, 11	Annual
CAST	8, 11	Annual
ELPAC (English Learners only)	All	Annual
Physical Fitness Test	7, 9	Annual
NWEA MAP	All	Twice per year
Curriculum-embedded assessments	All	Monthly
Portfolio assessments	12	Annual for Seniors
SARC	n/a	Annual
Report Cards	All	Twice per year (end of semester)

Data Analysis and Reporting

New West reviews data prior to the start of the school year and throughout the year to review effectiveness of instructional delivery. New West also tracks students across multiple assessments—especially our “struggling learners”—to understand trends in learning. Reports for individual students across multiple measures (including course grades across core subjects) are created four times per year to understand individual student growth, and to create strategies to help them learn content. Causes and effects of struggles are included to understand the full picture of a students’ academic progress. Grade level advisors are directed to assist these struggling learners. IEPs, 504s, ELs are broken out of all data analyses

Grading System, Progress Reporting, Promotion/Retention

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

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

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

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

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School

does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS

501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not

a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

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

programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Nonprofit Public Benefit Corporation

The Charter School is a directly funded independent charter school and is operated as a California Nonprofit Public Benefit Corporation.

The Charter School operates autonomously from its chartering authority, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the chartering authority and the Charter School. Pursuant to Education Code Section 47604(d), the chartering authority 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 chartering authority has complied with all oversight responsibilities required by law.

New West Charter School's bylaws, articles of incorporation, conflict of interest code, and conflict of interest policy can be found in the appendices of this document.

Board of Directors

The Charter School will be governed by a corporate Board of Directors ("Governance Council") 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 either one (1) or two (2) year terms, based on the Board position type as described below, 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(c), the chartering authority may appoint a representative to sit on the Governance Council.

No persons serving on the Governance Council may be interested persons, except employee members, as provided for in Education Code Section 47604.1(d). 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; 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. An employee of the Charter School shall not be disqualified from serving as a member of the Governance Council because of that employee's employment status. No more than 49% of the persons serving on the Governance Council may be employees. A Council member who is also an employee of the Charter School shall abstain from voting on or influencing or attempting to influence another member of the Governing Council regarding all matters uniquely affecting that member's employment. The Board has

adopted a conflicts of interest policy in accordance with the Political Reform Act and Section 1090.

The Board is comprised of no less than nine (9) and no more than twelve (12) members representing the Charter School's various constituencies as follows:

- *Two-to-three Parent Representatives.* The 2-3 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.
- *One Staff Employee Representative.* The Staff Employee representative is elected by New West's full-time non-instructional employees. The Staff Employee representative serves a one-year term.
- *Two-to-Four Community Representatives.* The Community representatives are appointed by majority vote of the Governance Council from volunteers who express an interest in the Charter School. These representatives cannot be parents of children attending New West, or employees of the Charter School.
- *Chartering Authority Representative.* The chartering authority has the right to appoint one representative to the Governance Council (Education Code Section 47604(c)). It is the responsibility of the chartering authority to fill this position and notify New West of its choice.

This Board composition will contribute to effective charter school governance, as the Board reflects the perspectives of various stakeholders in the Charter School community, and the diverse backgrounds and experiences of the Board members ensures the Board has a wide breadth of expertise that can contribute towards the effective governance and oversight of the Charter School.

Board members are expected to meet the following qualifications:

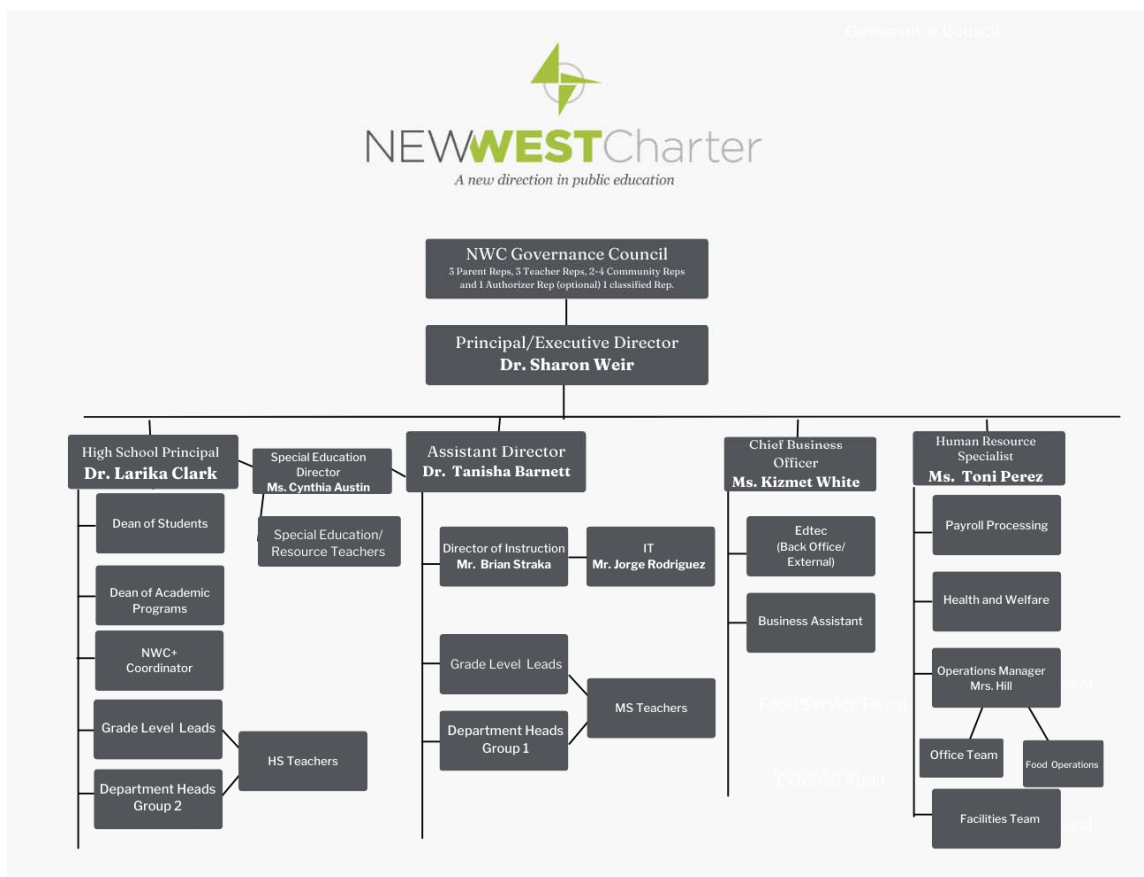
1. Supports the mission and vision of the school
2. Agrees to comply with the Brown Act, Section 1090 and Political Reform Act requirements, and Conflict of Interest Code
3. Places a high value on professionalism
4. Motivated to serve on the New West Governance Council primarily to help guarantee the educational success of students
5. Has prior board experience (not required, but helpful)
6. Brings expertise in a desired area, such as law, real estate, financial management, governance, marketing, fundraising, community organizing, strategic planning, charter school operations, and student learning

Each year, upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Governing Council shall order

the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Governing Council shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

Organizational Structure

The following chart illustrates the organizational structure of New West Charter School.



Board Meetings and Duties

The Governance Board of New West Charter will meet regularly, between seven to ten times throughout the school year and in accordance with the Brown Act and Education Code Section 47604.1(c). A two-way teleconference location shall be established at each school site. The Board calendar is adopted at the annual Board meeting each year. Agendas for regular meetings will be published in advance and distributed to each member of the Governance Council and will be posted at the entrance to the Charter School outside the Charter School's main office for public viewing at least 72 hours in advance of regularly scheduled meetings. Notices for regular meetings will be posted on the Charter School's website along with a schedule for all regular meetings that will be held throughout the year. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted in the main school office at least 24 hours prior to the meeting. Copies of the Board minutes are on the Charter School's website and available at the Charter School's front office.

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

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

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

The Governance Board 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 Principal/Executive Director of the Charter School;
- Approve all contractual agreements;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- Approve and monitor the Charter School's annual budget and budget revisions;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices
- Establish operational committees as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents and the community in school related programs;

- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Consult with all relevant stakeholders to develop the Local Control and Accountability Plan and annual update
- Approve the school calendar and schedule of Board meetings;
- Review requests for out of state or overnight field trips
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the chartering authority 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 and Education Code Section 47604.1(c).

The Charter School has adopted a Conflict of Interest Code which complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As noted above, these may be found in the appendices of this document. As required, the Conflict of Interest Code has been submitted to the County Board of Supervisors for approval.

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

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

The Governance Board 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 Governance Board shall comply with ethics training requirements when they become effective on January 1, 2025.

Governance Procedures and Operations

The Governance Board conducts its work through meetings of the whole and with the advice of three standing committees, all of which operate under Brown Act requirements. The board may be informed by advice and analyses produced by ad hoc committees or by task forces that the Principal/Executive Director forms from time to time. For all committees, membership is determined by a majority vote of directors then in office, subject to any membership constraints in the New West bylaws.

Meeting Procedures. Timing, location and notice. Each year at its June meeting, the New West Governance Board schedules at least seven meetings for the upcoming school year. At times throughout the year, additional board meetings may be convened as needed to act on unforeseen or urgent issues, such as the need to obtain resolutions to pursue facilities or funding opportunities. Board meetings are held within the LAUSD boundaries in a location sufficiently large to accommodate members of the public who attend. Time is allotted for members of the public to address the board in person or by teleconference as described below.

Consistent with Brown Act requirements, written notice of meeting dates and locations is provided, posted both on the New West website and at New West site locations in a prominent place as close to its main entrances as is practically possible. At least 72 hours before regular meetings, and 24 hours before special meetings, the meeting agenda is posted in the same manner as the notice of dates and locations.

Quorum. A quorum of the board for the transaction of business shall be the greater of a majority of the directors then in office and one-fifth of the authorized directors, but not less than two.

Teleconferencing. For each meeting of the New West Governance Board, New West shall establish a two-way teleconference location at the school sites, in compliance with the requirements of Ed. Code § 47604.1(c)(3). New West shall post agendas at all teleconference locations and conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties or the public appearing before the board. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding, and each teleconference location shall be accessible to the public. The agenda shall provide an opportunity for members of the public to address the board directly at each teleconference location. During the board meeting, at least a quorum of the members of the board shall participate in the meeting from locations within the boundaries of the jurisdictions of the charter authorizer. Participation in a

meeting through use of teleconferencing pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another. All votes taken during a teleconferenced meeting shall be by roll call.

Records. The corporate secretary maintains copies of the board's agendas and meeting minutes. Meeting minutes record all board votes, including abstentions and the reasons for them, whether voting occurred at an in-person meeting or by teleconference. These materials are available on request by e-mail, and are posted on the New West website.

Principal / Executive Director

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

The Principal/Executive Director is assigned to perform assigned tasks directed from the Charter School Governance Council 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;
- Hire, supervise, evaluate, discipline, and terminate teachers and staff;
- Communicate and report to the Charter School Governance Council;
- 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 Governance Council;
- Complete and submit required documents as requested or required by the charter and/or Charter School Governance Council and/or the chartering authority;
- 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 meetings as requested by the chartering authority and stay in direct contact with the chartering authority Authorizer regarding changes, progress, etc.;
- Attend meetings with the Chief Financial Officer of the chartering authority on fiscal oversight issues as requested by the chartering authority;
- Provide all necessary financial reports as required for proper attendance reporting;
- Develop the Charter School SARC and annual oversight requirements for the SBE;
- Present independent fiscal audit to the Charter School Governance Council and after review by the Governance Council present audit to the District, 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 Governance Council to the Assistant Director or Vice Principal of the Charter School or other appropriate employee or third party provider.

Annual Strategic Planning

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

Board Committees

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

Stakeholder Involvement in Governance

The success of New West is dependent on local school control through shared governance between the educators and the parents who have a vested interest in the Charter School. A meaningful partnership involves the Principal/Executive Director 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 Principal/Executive Director 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 to assist, enhance, facilitate, and extend the ability of 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.

Parents are integral contributors to the educational process, and their perspectives are sought to develop school policies and address school issues. New West Governance Council has voting members of our board and all other parent meetings are informative and open to all parents. Communication with parents, in both English and Spanish, about school programs and events occurs regularly and through a variety of channels, such as: parent-teacher conferences, open houses, parent information nights, newsletters, flyers, postings at the school, the school website, and phone messages.

New West also offers volunteer hours for parents to encourage parents to be involved in their students' educational experience. Opportunities to volunteer on campus include, but are not limited to parent attending parent workshops, chaperoning field trips and college events, and participating on the New West Governance Council.

Feedback from parents and stakeholders is collected during parent meetings and surveys, which are regularly scheduled and open to the public. The New West Governance Council regularly monitors the Charter School's performance on its LCAP goals and provides feedback on the Charter School's goals and budget during New West Governance Council meetings. Additionally, the Charter School's LCAP is available on the Charter School's website, allowing families to easily access information about the school's performance and spending.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

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

In addition to meeting all pre-employment health and safety qualifications (i.e. fingerprinting, background clearance and TB clearance), all Charter School employees must meet the qualifications required for their respective position.

Key Employee Positions and Qualifications

Each employee’s specific job duties and work basis will be negotiated in individual employment agreements. The following descriptions provide a general explanation of the job duties and qualifications for each key position at the Charter School.

Administrators

New West Charter School Charter Renewal 2025-2032

All Charter School administrators are required to hold the appropriate educational degree required for their position, as described below, along with pertinent experience and skills for the position.

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

New West's Board determines the qualifications of the Principal/Executive Director based on the Charter School's needs at the time it is necessary to fill the position. In general, the Principal/Executive Director 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 by not required.

Administration Team - Assistant Director, High School Principal, Chief Business Officer, Human Resource Specialist. In general, the administration team 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 Principal/Executive Director.
- 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.

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

- Educate students and parents about colleges and the college admissions process
- Meet with juniors and seniors, individually and in groups, to discuss the college application process and provide advice on individual college choices
- Advise 9th and 10th graders on curricular choices, and work with international students to understand US college admissions, especially aspects unique to them
- Meet with all college admissions representatives who visit the campus and facilitate meetings between college representatives and students
- Lead workshops and information sessions that focus on various aspects of the college application process, such as academic programs, financial aid, scholarships, and decision making
- Organize, manage and implement the annual College Connection Fair
- Keep students and parents informed about test dates, college application deadlines, and college information sessions through letters, emails, and other forms of communication
- Maintain and share information on colleges, college guides, scholarships, and financial aid with other school officials, students, and parents
- Serve as a liaison with college admissions offices throughout the year
- Compile an annual profile of the school, as well as information on grade distributions in junior and senior courses and courses offered
- Work with the enrollment office to maintain records on seniors, including GPA and transcripts
- Keep track of admission decisions and statistics, and report this data as necessary
- Keep abreast of issues and trends in college admission, higher education, and testing, and share this information with the Charter School’s employees and administration team
- Maintain membership in professional organizations such as the College Board
- Maintain and disseminate information about standardized tests such as SAT and ACT
- Help to administer AP and PSAT exams

Qualifications include:

- Bachelor’s Degree from an accredited college or university
- Current California Pupil Personnel Services Credential with an authorization in school counseling

- Ability to communicate effectively, orally and in writing, with all stakeholders, both individually and as a group
- Ability to work effectively with all racial, ethnic linguistics and socio-economic groups
- Impeccable organization skills
- Working, proficient knowledge of Microsoft Office, Excel, Student Information Systems and other organizational technology
- Experience in college admissions is a plus

Instructional Staff (Certificated Staff)

All instructional staff shall hold the Commission on Teacher Credentialing Certificate, permit, or other document required for their certificated assignment, and shall meet all of the other required qualifications for their positions, as described below.

Teachers. New West teachers primarily responsible for classroom instruction must hold the Commission on Teacher Credentialing Certificate, permit, or other document required for the teacher's certificated assignment. (Education Code Section 47605(l).) Prospective employees provide these documents at the time they apply for work at New West, and the documents are confirmed for validity by the Principal/Executive Director 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 chartering authority at any time. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment. (Education Code Section 47605.4(a).)

In general, New West expects its teachers to meet the following qualifications:

- Bachelor of Arts, Bachelor of Science, or equivalent degree.
- Commission on Teacher Credentialing Certificate, permit, or other document required for the teacher's certificated assignment.
- 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.

Job Duties:

- Work collaboratively with other educators in interdisciplinary units.
- Work with parents and community members to strengthen the home-school-community union to envelop students with a continuum of educational culture.
- Responsible and accountable for the performance of their students.
- Present materials in ways that attract and hold students' attention.
- Understand different student learning styles and how to adapt their teaching styles to them.

- Monitor student growth in a variety of ways (e.g., standardized tests, classroom exams, presentations, projects, and portfolios).
- Complete all designated student assessments (class-based, NWEA, SBAC) in alignment with required protocols and assigned schedules.
- Plan, participate and complete all required parent conferences.
- Demonstrate technical proficiency in grade reporting through the school year and use the designated system of record for collation of accountability data.
- Demonstrate ethical and compassionate behavior with respect to their interactions with students especially but also parents, other educators, and community members.
- Work professionally and collaboratively with all school administrators throughout the school year.
- Ability to work with special education, low achieving, and gifted/talented students.
- Full understand the participate within the legal requirements of working with special education and Section 504 students.
- Support all general education teacher duties:
 - Read all IEP/Section 504 documentation for students designated as special education/504 at the beginning of the school year. The special education department will provide each teacher with a copy of the IEP to allow the general education teacher to become knowledgeable with the students eligibility, disability, learning style and goals.
 - Provide evidence of special education accommodations and modifications required to meet the needs of the individual learner in the general education class to the special education department.
 - Attend ALL IEP meetings for students assigned to the general education teacher and actively contribute to the ongoing development and progress of students within this category.
 - Provide the special education team with a regular update of any missing assignments, behavior and general concerns for all children with a current IEP or Section 504 requirement.
 - Provide the special education team with all progress reports and report cards prior to parental distribution to ensure compliance with appropriate grading procedures for special education students.
- Demonstrate an understanding and commitment to supporting all students in reaching their full potential
- Comply accurately with all state reporting procedures for attendance via hand signed documentation and through the designated SIS system
- Agrees to attend all mandatory events (Back to School Night, Admissions/Open House Event, Parent/Teacher Conferences)
- Has read, understands, and is in agreement with the NWC Employee Handbook, NWC Parent and Student Handbook which outlines all current policies and procedures.

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

Instructional Support Staff (Classified Staff)

The Principal/Executive Director is responsible for supervising the instructional staff needed by the Charter School to staff its operations (e.g., Special Education Assistants, Special Education Aides). 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.

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

- Perform a variety of tasks pertinent to training physical care, disciplining, and tutoring, in order to inculcate habits, knowledge, and skills in students with disabilities
- Help students to use books, classroom materials and equipment
- Adjust or re-phrase portions of texts and classroom instructions to tailor lessons to an individual student's needs
- Assist teachers in directing activities as well as the use of electronic equipment
- Physically assist students on and off the bus, by lifting students in and out of wheelchairs or other locomotive devices
- Assist students with all aspects of toileting
- Facilitates students' use of mobility equipment, such as leg braces, walkers and mobile standers
- Assist teachers in maintaining discipline and encouraging acceptable behavior by the students
- Assist teachers on field trips by helping students with physical needs, maintaining discipline and reinforcing learning situations
- Track behavior that may interfere with the learning process
- Manage communication logs between the classroom and home
- Present lessons or portions of lessons to a student, check accuracy of work, and present additional assignments as directed by the teacher in the presence of a certificated teacher
- Tailor lessons to an individual student's needs

Qualifications include:

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

Non-Instructional Support Staff (Classified Staff)

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

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

Qualifications include:

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

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

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

Qualifications include:

- High School diploma or GED equivalent
- Ability to establish good relations with individual students and groups, communicate orally with Charter School staff, parents, and students, and react quickly and appropriately in emergencies
- Knowledge of:
 - Safety rules and procedures to be observed by students
 - Standards of courtesy and behavior expected of students
 - Adolescent development and problems

- Vocabulary and usage of terms common to youth in the area served by the Charter School

Maintenance and Custodial Staff. Maintenance and custodial staff ensure the Charter School facilities are kept in a clean, safe, and sanitary condition. The responsibilities of the maintenance and custodial staff include:

- Sweep, dust, clean, scrub, strip, seal, wax, polish, and mop floors in classrooms, kitchens, dining halls, toilet rooms, offices, and similar facilities
- Remove spots from floors, walls, furniture, and fixtures and cleans dry erase boards
- Wash and scrub walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains
- Operate equipment, such as floor polishing and scrubbing machines, shampooers, vacuum cleaners, yard vacuums, power sweepers, and electric carts
- Service soap dispensers, towel boxes, and similar facilities
- Sweep and hose blacktops, tennis courts, playgrounds, sidewalks, and parkways
- Replace electrical plug fuses, incandescent bulbs, and fluorescent tubes
- Move and adjust chairs, desks, tables, other furniture, and equipment and prepare rooms for meetings
- Receive, check, and deliver custodial and instructional supplies
- Lock and unlock doors, gates, windows, and storerooms
- Provide information in regard to locations of various school facilities, participate in the opening and closing of facilities, and represent the Charter School to the public in the use of the Charter School as a community center
- Gather and dispose of rubbish, paper, leaves, and debris, and empty and wash containers
- Water and tend lawns, shrubs, and trees; and operate manual and automatic watering systems
- Identify and report information regarding vandalism, theft, fire damage, and floods
- Perform a variety of unscheduled custodial duties as requested by school administration
- Keep drain and flow lines in lawns and other planted areas free from debris
- Attend in-service training as directed
- Make minor repairs to building hardware, plumbing, building equipment, and furniture
- May perform a variety of cleaning and other manual tasks in the cafeteria
- May operate power sweepers

The maintenance and custodial staff must meet the following requirements:

- High School Diploma or GED
- Ability to read and interpret documents in English such as safety rules, operating and maintenance instructions, and procedure manuals
- Ability to write routine reports and correspondence in English

- Valid California Driver's license
- Transportation to and from work

Evaluation

Teachers and staff at New West are evaluated annually using a comprehensive evaluation system that incorporates multiple measures of performance. The evaluation process at New West ensures the employees continue to grow professionally during their years at the Charter School ensuring that only highly effective teachers and staff are retained.

Personnel Policies

New West maintains a personnel manual (the "New West Employee Handbook"), which is available on-site and distributed annually to employees. The personnel manual contains all personnel policies and is updated annually to meet applicable legal requirements.

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

New West Charter School Charter Renewal 2025-2032

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any school wide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by

Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of school site services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use school site and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School school site that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student

activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

The Principal/Executive Director, in collaboration with the administration team and its insurance carriers and risk management experts, formulates and enforces the health, safety, and risk management policies, procedures, and practices of New West, under the guidance and direction of the Governance Council. The health and safety of New West staff and pupils is a high priority for the Charter School. The Charter School will follow all applicable health and safety laws and regulations.

Health and Safety Policies⁸

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.

Background Checks. Employees and contractors of the New West are required to submit to a criminal background check and furnish a criminal record summary as required by Education Code 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. The Principal/Executive Director of the Charter School shall monitor compliance with this policy and report to the Governance Council on a regular basis. The Board Chairperson shall monitor the fingerprinting and background clearance of the Principal/Executive Director. 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 Risk Assessment and Examination. Employees, and volunteers and contractors who have frequent or prolonged contact with students, will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

Immunizations. All enrolled students who receive classroom-based instruction will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

⁸ This section will be followed in the event that LAUSD does not approve the charter.

Upon a student's admission or advancement to 6th grade, the Charter School shall submit to the student and their parent or guardian a notification that advises students to adhere to current immunization guidelines regarding human papillomavirus ("HPV") before admission or advancement to 8th grade, consistent with the requirements of Education Code Section 48980.4 and Health and Safety Code Section 120336.

Medication in School. New West will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members; per AB 1651 (2023), the Charter School shall store emergency epinephrine auto-injectors in an accessible location upon need for emergency use and include that location in annual notices required by law. To the extent the Charter School maintains a stock of albuterol inhalers to respond to respiratory distress in students, the Charter School shall comply with the requirements of Education Code Section 49414.7, including with respect to training, notices, and the stocking of albuterol inhalers.

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:

- A description of type 2 diabetes.
- A description of the risk factors and warning signs associated with type 2 diabetes.
- A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
- A description of treatments and prevention methods of type 2 diabetes.
- A description of the different types of diabetes screening tests available.

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. The Charter School shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

Facility Safety. New West's facility shall comply with Education Code Section 47610. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001.

Comprehensive Sexual Harassment Policies and Procedures. The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon the actual or perceived characteristics of race, religion, creed, color, gender, gender identity, gender expression, nationality, national origin, ancestry, ethnic group identification, genetic information, age, medical condition, marital status, sexual orientation, sex and pregnancy, physical or mental disability, childbirth or related medical conditions, military and veteran status, denial of family and medical care leave, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics, or any other basis protected by federal, state, local law, ordinance or regulation. The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School's anti-discrimination and harassment policies.

A copy of the policy shall be provided as part of any orientation program conducted for new and continuing pupils at the beginning of each quarter, semester, or summer session, as applicable, and to each faculty member, all members of the administrative staff, and all members of the support staff at the beginning of the first quarter or semester of the school year, or at the time that there is a new employee hired. The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code Section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at the schoolsite and in public areas at the schoolsite that are accessible to, and commonly frequented by, pupils.

New West provides comprehensive training regarding Sexual Harassment Policies and Procedures every two years to all staff.

Suicide Prevention Policy. The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215. The Charter School shall review, at minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Pursuant to AB 58 (2021-22), the Charter School will also review and update its suicide prevention policy by January 1, 2025 to incorporate best practices identified by the California Department of Education's model policy, as revised.

Prevention of Human Trafficking. The Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

Menstrual Products. The Charter School shall stock the school's restrooms at all times with an adequate supply of menstrual products, available and accessible, free of cost, in all women's restrooms and all-gender restrooms, and in at least one men's restroom. The Charter School shall post a notice regarding the requirements of this section in a prominent and conspicuous location in every restroom required to stock menstrual products, available and accessible, free of cost, pursuant to this section. This notice shall include the text of this section and contact information, including an email address and telephone number, for a designated individual responsible for maintaining the requisite supply of menstrual products.

All Gender Restrooms. On or before July 1, 2026, the Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. The Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

School Meals. The Charter School shall provide breakfast and lunch free of charge during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal, with a maximum of one free meal for each meal service period. The meals provided under this paragraph shall be nutritionally adequate meals that qualify for federal reimbursement.

The Charter School shall provide each student adequate time to eat as determined by the Charter School in consideration of available guidance.

Recess. As of the 2024-25 school year and except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code Section 49056, the Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, of at least 30 minutes on regular instructional days and at least 15 minutes on early release days.

The Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act. The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).

Mental Health Education. If the Charter School offers one or more courses in health education to students in middle or high school, the Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code Section 51925, *et seq.*

Mental Health Information. The Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code Section 49428.5. The poster shall be displayed in English and the primary language(s) spoken by 15 percent or more of students enrolled at the schoolsite. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

School Safety Plan. The Charter School shall adopt a School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identification of appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(L):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Education Code Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any school wide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning

- the rules and procedures on school discipline adopted pursuant to Education Code Sections 35291, 35291.5, 47605, and 47605.6
- procedures for conducting tactical responses to criminal incidents
- procedures to assess and respond to reports of any dangerous, violent, or unlawful activity that is being conducted or threatened to be conducted at the school, at an activity sponsored by the school, or on a schoolbus serving the school
- a protocol in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose

The School Safety Plan shall be drafted specifically to the needs of the facility in conjunction with law enforcement and the Fire Marshal. Staff shall receive training in emergency response, including appropriate "first responder" training or its equivalent.

Disaster procedures included in the School Safety Plan shall address and include adaptations for students with disabilities. To the extent an employee, parent/guardian, educational rights holder, or student brings concerns regarding the procedures to the principal and, if there is merit to the concern, the principal shall direct the School Safety Plan to be modified accordingly.

Workplace Violence Prevention Plan. The Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan consistent with the requirements of Labor Code Section 6401.9.

Bullying Prevention. The Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated school site employees and all other school site employees who have regular interaction with children.

Athletic Programs. The Charter School shall comply with all applicable laws related to health and safety policies and procedures surrounding athletic programs at charter schools, including but not limited to providing information to athletes regarding sudden cardiac arrest and annually providing each athlete an Opioid Factsheet for Patients. In the event the Charter School participates in any interscholastic athletic programs, it shall comply with all applicable requirements, including, but not limited to, adopting a written emergency action plan for sudden cardiac arrest or other medical emergencies related to athletic programs, and acquiring at least one automated external defibrillator.

Further, Charter School's emergency action plan shall describe the location of emergency medical equipment and include a description of the manner and frequency at which the procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, including concussion and heat illness will be rehearsed. Coach training shall include recognition of the signs and symptoms of and responding to concussions, heat illness, and cardiac arrest.

In the event the Charter School participates in the California Interscholastic Federation it shall, on or before April 1, 2025, post on its website a standardized incident form as developed by the CDE to receive complaints of racial discrimination, harassment, or hazing alleged to occur at high school sporting games or sporting event and shall include instructions on how to submit a completed incident form consistent with Education Code Section 33353.

Supporting LGBTQ Students. Commencing with the 2025-26 school year and ending with completion of the 2029-30 school year, the charter school shall use an online training delivery platform and curriculum to provide at least 1 hour of required LGBTQ cultural competency training annually to teachers and other certificated employees and maintain records of such training as required by Education Code Section 218.

Homicide Threats. The Charter School shall comply with all requirements under Education Code Sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All employees and Board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

Gun Safety Notice. Beginning in the 2023-24 school year, aAt the beginning of the first semester, the Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Transportation Services. Effective July 1, 2025, the Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Upon request from the chartering authority, New West provides copies of its health, safety, and risk management policies as well as reports related to inspecting, evaluating, and/or correcting health and safety conditions at the Charter School.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

New West has an integrated, multiethnic student body that provides a rich and diverse multicultural educational environment that encourages students to reach their full academic potential regardless of race, color, ethnicity, or national origin. New West makes diligent efforts to recruit students of various racial and ethnic groups, special education students, and English Learners, including redesignated fluent English proficient pupils, 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 a balance of racial and ethnic students, special education students, and English Learners, including redesignated fluent English proficient students, that is reflective of the general population residing within the territorial jurisdiction of the District:

- 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, special education, and English learner groups represented in the anticipated attendance area of the Charter School.
- Request principals of elementary schools across the Westside of Los Angeles to send home to parents of fifth grade students information provided by New West about its programs and admissions.
- Conduct an outreach program of informational meetings, coordinated with New West open houses at the Charter School, at public elementary schools to inform parents of the educational opportunities available at New West. Recruitment efforts will include specific targeted populations in underrepresented geographical communities. Such efforts shall include advertising directly in elementary schools, attending elementary – middle school events and school visits by New West staff.
- Provide informational materials, recruitment brochures, and applications in English and Spanish, and arrange for Spanish speaking translators to be present at school meetings.
- Establish formal, ongoing, long-term relationships with nearby public elementary schools whose over-crowded student bodies are primarily minority or socioeconomically-disadvantaged students.
- New West seeks invitations to LAUSD district 4 elementary school events educating parents about middle school options. New West attends any elementary nights to which it is invited.
 - New West invites local elementary school principals from schools located in nearby socio-economically disadvantaged neighborhoods to New West for breakfast, a tour, and an informational session to inform the principals about the options for enrollment at New West for their students graduating from elementary school.

Outreach Plan

New West Charter understands the importance of outreach in the community. In order to better serve our community, administrators will attend events at local middle schools and high schools where they are able to inform prospective families of the application process for admissions at New West Charter. Along with attending local events, New West hosts an Open House event at the end of January where we give prospective families a glimpse of the different programs at New West Charter and also explain the process of applying

for those interested. All our staff is present at this event and families are able to engage in conversations with teachers, staff and administrators.

Below is a table of the different events we hosted and/or attended as part of outreach plan this school year:

Date - Hosted/Attended	Location	Event Type
January (Hosted)	Barnum Hall at Santa Monica HS	Open House
February (Attended)	22 MS Locations	High School Fair
March (Hosted)	New West Charter 1905 Armacost Ave. Los Angeles, Ca 90025	Open House (Plus Program)
October (Attended)	Citizens of the World	High School Fair
November (Attended)	John Burroughs Middle School	High School Fair
November (Attended)	Warner Elementary	Middle School Fair
November (Attended)	Coeur d'Alene Ave School	Middle School Fair

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition

level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

The Governance Council 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 [Education Code Section 47605(e)(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 [Education Code Section 47605(e)(2)(B)].
- New West is open to all students without regard to where they live in California (except NWC+ students, who must reside in Los Angeles County or an adjacent county), which school district they live in, or which school they currently attend [Education Code Section 47605(e)(1)].
- New West is nonsectarian in its application, admission, and enrollment policies and does not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics) [Education Code Section 47605(e)(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 [Education Code Section 47605(e)(1)].
- In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.
- The District shall not require any student to attend New West [Education Code Section 47605(g)].
- In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending

the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

- Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Student Recruitment

As described in detail in Element 7, above, the Charter School implements a variety of student recruitment strategies to reach out to a diverse student population, including students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. Recruitment strategies shall include, but not be limited to the following:

- Distribute informational materials about New West to a broad variety of community groups and agencies that serve the various racial and ethnic, special education, and English learner 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.
- Host and/or attend open houses and high school and middle school fairs to spread awareness of New West as a middle and high school option.
- Conduct an outreach program of informational meetings, coordinated with New West open houses at the Charter School, at public elementary schools to inform parents of the educational opportunities available at New West. Recruitment efforts will include specific targeted populations in underrepresented geographical communities. Such efforts shall include advertising directly in elementary schools, attending elementary – middle school events and school visits by New West staff.
- Provide informational materials, recruitment brochures, and applications in English and Spanish, and arrange for Spanish speaking translators to be present at school meetings.
- Establish formal, ongoing, long-term relationships with nearby public elementary schools whose over-crowded student bodies are composed of primarily minority or socioeconomically disadvantaged students.
- New West seeks invitations to District 4 elementary school events educating parents about middle school options. New West attends any elementary nights to which it is invited.

Application for Admission

Application is the process by which prospective students notify New West of their interest in attending the Charter School. Applicants complete and submit the Charter School's

application by the application deadline (the Charter School does not accept incomplete applications). Applications are usually available in January with a March deadline for admission the next school year. This deadline is usually coordinated with local public and private schools to give students and their parents an opportunity to consider the full range of educational opportunities available to them. Late applications are accepted at any time, however, because these applications would be received after the lottery has taken place and therefore enrollment numbers have been reached, the applicant loses any admission preference for which they might otherwise have qualified.

The admissions information listed on the New West website allows students and parents to assess the Charter School's operation as a charter school, its educational programs, the academic and behavioral expectations of students, and the rights and responsibilities of students and parents who wish to become part of the New West family.

The application information provided on the Charter School's website typically includes:

1. New West's *Mission Statement*, an overview of the Charter School's educational philosophy, and a summary of the academic goals and expectations of the Charter School and its students.
2. Information about New West's Principal/Executive Director, the Charter School's instructional staff, and members of the Governance Council.
3. A description of New West's educational program including a school calendar, daily schedule, core curriculum, enrichment and extracurricular programs, attendance expectations, grading policy, testing and evaluation procedures, promotion and retention policy, and graduation requirements for high school students.
4. An overview of the Charter School's academic performance (e.g., recent State testing results).
5. A description of New West's shared governance structure and how the Charter School encourages parental involvement.
6. Information about the Home-School Agreement with a prominent statement that exceptions to the provisions of the contract may be allowed on a case-by-case basis in the form of reduced requirements for parents whose particular circumstances may include transportation difficulties, single-parent households, financial hardship, physical disability, employment, or other special situations. In accordance with Education Code Section 47605(n), the Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School.
7. Description of the application, admission, and enrollment process including application deadlines, admission and enrollment preferences, admission lottery and admission priority, conditions of enrollment, and consequences of misrepresenting admission and enrollment information.
8. The rights and responsibilities of students, parents, and teachers.

9. A prominent statement that New West operates under oversight of the chartering authority but, as a charter school, is exempt from most laws and regulations governing public schools.
10. A prominent statement that the school district in which a student resides has the responsibility for the public education of a student who voluntarily withdraws or is expelled or involuntarily removed from New West.
11. 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. Existing students who are currently enrolled at the Charter School and plan to continue attending the following school year are guaranteed admission in the following school year, provided that they meet the following requirements:

- (1) The student must be enrolled at New West on the last day of the school year (i.e., their child has not been withdrawn, involuntarily removed, or expelled);
- (2) The parent shall certify in writing during the spring of each year that they are meaningfully interested in having their child continue attending New West in the following school year; and
- (3) The parent shall return all re-enrollment forms and documentation by the announced deadline.

Admission Preferences

The following order of preferences applies to students who are continuing enrollment or applicants who are seeking admission to New West (listed in declining order of priority):

1. SB 740 Preference. This preference is available to incoming 6th grade applicants who attend or live in the attendance area of Brockton Elementary School or Richland Avenue Elementary School. New West may be eligible to receive funds through the SB 740 Charter School Facility Grant Program. (Rationale: Required in accordance with Education Code Section 47614.5(c)(2)(A))
2. LAUSD In-District Sibling Preference. (Applies to 6th grade only.) This preference is available to 6th grade applicants who reside in District boundaries and whose sibling is admitted to or attending. (Rationale: Required in accordance with Education Code Section 47605(e)(2)(B) and to provide the benefits of keeping families together at the same school.)

3. Children of Employees. Applicants of full-time New West staff. (Rationale: To attract and retain qualified employees by providing the convenience of having their child attend New West)
4. LAUSD District Applicants. Applicants who reside within the LAUSD boundaries. (Rationale: Required in accordance with Education Code Section 47605(e)(2)(B))
5. New All Other Applicants. This category includes all other applicants who wish to attend the Charter School (i.e., applicants residing in other school districts throughout California).

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Admission Lottery and Admission Priority List

If the number of students who wish to attend New West exceeds the Charter School's capacity, then the admission of new students is determined solely by a public random drawing for each grade level with consideration given for the admission preferences listed above [Education Code Section 47605(e)(2)(B)]. The lottery is held at the Charter School on the day announced in the application materials. (Attendance at the lottery is not required.)

The Governance Council will take all necessary efforts to ensure lottery procedures are fairly executed. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the Principal/Executive Director). Separate lotteries shall be conducted for each grade in which there are fewer vacancies than pupils interested in attending. All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

The lottery shall be held in the spring of each year. Public random drawing rules, deadlines, dates and times will be communicated in the application form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

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

1. Special education meetings to address any questions or concerns of the parents prior to the student's start in school.
2. Meet the teacher events for students and parents to hear from the teachers responsible for the core subjects and electives about the upcoming school year.
3. Orientation events that introduce incoming students to their new classmates, their new school, and its educational program.

After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records⁹

Failure to fulfill an enrollment obligation indicates parents are no longer interested in having their child attend New West. If a parent fails to complete or return enrollment/re-enrollment forms by the announced deadline, then their child's place at New West is offered to the next applicant on the admission priority waiting list. New West makes a reasonable effort to contact the families of applicants and continuing students to be sure that they are no longer interested in attending New West.

Throughout the school year, any student who enrolls in another school is automatically withdrawn from New West. Students who withdraw can apply to re-enroll at any time in the school year but will be required to participate in the enrollment process as a new student.

Misrepresentation of Information

⁹ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

New West requires the immediate rescission of admission or 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 Charter 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 Governance Council has the authority, consistent with its Charter, to determine its capacity at each grade level. The determination of school capacity is based on the Charter School's academic program, the Charter School's fiscal viability, the capacity of the school site, and the level of interest shown by students who want to attend the Charter School. New West's enrollment is currently limited to approximately 825 students at its Armacost Avenue school site (due to a facility Conditional Use Permit) and 400 students at its Pico site, plus approximately 100 students in NWC+.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

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(c)(5)(l) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

New West's Principal/Executive Director in conjunction with the Charter School's financial/business director 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 chartering authority 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. The Principal/Executive Director is responsible for working with the independent auditor to complete the audit. To the extent required under applicable federal law, the audit scope includes items and processes specified in any applicable Office of Management and Budget Circulars. The audit also verifies the accuracy of the Charter School's attendance and enrollment accounting practices. The Charter School's Principal/Executive Director and Business Director reviews any audit exceptions or deficiencies and reports to the Governance Council with recommendations on how to resolve them.

New West provides a copy of its independent financial audit to the District (if the chartering authority), the State Controller, the Superintendent of the Los Angeles County Office of Education, and the California Department of Education by December 15 of each year; the Principal/Executive Director is responsible for ensuring that the completed audit is sent to the required agencies by the deadline. The Charter School also reports to the chartering authority how audit exceptions and deficiencies have been or will be resolved by the Charter School to the satisfaction of the chartering authority according to an agreed-upon timeline. The chartering authority reports back to the Charter School in writing on a timely basis any concerns it may have about the Charter School's financial remediation efforts to correct audit exceptions and deficiencies, which must be resolved to the satisfaction of the chartering authority. 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 a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

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

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:

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

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Governing Law

The Charter School shall comply with Education Code Section 47605(c)(5)(J), reproduced below, as it may change from time to time, and not the outdated version of this law included in LAUSD FSDRL.

The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five school days before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian, or, if the pupil is a homeless child or youth, or a foster child or youth, in the native language of the homeless or foster child's educational rights holder. In the case of a foster child or youth, the written notice shall also be provided to the foster child's attorney and county social worker. If the pupil is a Indian child, as defined in Section 224.1 of the Welfare and Institutions Code, the written notice shall also be provided to the Indian child's tribal social worker and, if applicable, county social worker. The written notice shall inform the pupil, the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, and county social worker, or

the Indian child's tribal social worker and, if applicable, county social worker of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent or guardian, the homeless child's educational rights holder, the foster child's educational rights holder, attorney, or county social worker, or the Indian child's tribal social worker or, if applicable, county social worker initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information. Education Code Section 47605(c)(5)(J).

Student Discipline Philosophy

New West's student discipline policy, as described below, relates to the Charter School's expectations of its students regarding attendance, school behavior, dress, mutual respect, substance abuse, violence, safety, and work habits. Students and their parents are required to verify that they have reviewed and understood the policy at the beginning of each school year. New West's discipline policy involves both zero tolerance offenses and progressive disciplinary consequences including, but not limited to, verbal warnings, written warnings, loss of privileges, isolation in a supervised area, detention during or after school, notices to parents by telephone or letter, parent conferences, suspension, and expulsion from the Charter School. The discipline policy applies to student misconduct related to school activities regardless of when the misconduct occurs and regardless of whether the misconduct occurs on or off the Charter School's grounds.

School-Wide Positive Behavior Intervention and Support ("SWPBIS")

New West Charter is committed to providing every student and all members of the organization with a healthy, affirming, and inclusive learning environment. Our school community, including students, parents, teachers, administrators, board members, and others create and maintain a safe and supportive environment that promotes teaching and learning. Our systemic approach to teaching and managing behavior relies on a number of strategies that build upon the whole child. Our strategies include the following:

1. Back to School Rallies
 - a. School policies, consequences, and behavior interventions are discussed school-wide at the start of each school year to ensure there is a clear understanding of our school values.
 - b. Build community through school pride and cultural celebrations
2. Advisory
 - a. Every Friday, students are reminded of expectations for student behavior

and receive specialized lessons on topics such as mental health, academic support, diversity, and identity. Students are able to learn from one another and share their personal life experiences.

3. Tap-Ins

- a. Once a month students have the opportunity to openly discuss their experiences or concerns they may have regarding racism, school policies, and academic support.

4. Classroom Strategies

- a. Classroom expected behaviors must be clearly posted and explicitly taught, and retaught.
- b. Teachers establish positive relationships with all students in the class
- c. Teach, model, and reinforce prosocial skills
- d. 5-to -1 ratio of positive to negative interactions
- e. Teacher proximity
- f. Motivation system to reward desirable behavior
- g. Goal setting and performance feedback

5. Parent Engagement “It Takes a Village” workshop series

- a. The Office of Diversity, Equity, and Inclusion hosts parent engagement workshops throughout the year to build strong relationships with parents. Each workshop focuses on a specific student population in order to understand their personal experiences to provide individualized support.

6. Incentives

- a. It is important to celebrate positive behavior, student success and growth. Throughout the year, students are acknowledged for their attendance, academic achievement, and behavior at monthly school-wide rallies. “Students of the Month” and “Students of the Semester” assemblies recognize kids who demonstrate excellence, growth, and citizenship qualities everyone should strive to emulate. Likewise, the school hosts fall, winter, and spring “Arts & Athletics” rallies to celebrate the work of our dancers, musicians, and sports teams in front of the whole school.

7. Access to school counselors/psychologists

- a. Students, parents, and/or teachers can schedule a meeting with one of the school counselors or psychologists. Our program aims to support students to attain self-awareness and adjust emotionally, socially, and psychologically. A check-in system is used to monitor that progress is being made in a positive manner.

8. School Climate Surveys

- a. Bi-annual surveys are sent out by our school counselors and DEI

Coordinator to measure the social, emotional, and academic well being.

Tiered Behavior Intervention

The tiered intervention structure at New West has created a sense of belonging and a safe school environment for all students. Behavior expectations are included within school policies to help students and parents understand the school's vision for student behavior. These behavioral standards establish the way students should conduct themselves to help maintain a safe and respectful learning environment.

Here at New West, we have an open door policy that allows for students to speak with any administrator to discuss any concerns or challenges that they may have. This policy encourages students to resolve minor issues before they develop into major issues resulting in severe consequences. When negative student behavior occurs in or outside of the classroom the following practices will be followed:

1. Tier 1: Strong school values and policies, as well as healthy classroom practices
 - a. Teachers and administrators talk with students about concerning behavior and reiterate the school policies and consequences as appropriate.
2. Tier II: Targeted support to students that need additional support to resolve personal issues, interpersonal conflicts, and move forward in a positive manner:
 - a. Peer mediation led by trained upperclassmen on the DEI Leadership Team
 - b. Staff mediation led by teachers and/or administrators
 - c. Counseling support
 - d. Sensitivity training
 - e. Academic support
3. Tier III: Individualized support (student-specific)
 - a. A formal meeting is conducted by administration to discuss an intervention support plan. The grade-level lead, parents, student, and administration are all participants to determine the best course of action. Depending on the severity of the situation the following processes will take place:
 - i. Informal discussion with student
 - ii. Formal discussion with parents
 - iii. Mediation
 - iv. Referral
 - v. Suspension
 - vi. Expulsion

Restorative Justice Practices

Restorative Justice Practices at New West Charter are led by the Office of Diversity, Equity, and Inclusion (DEI). A system has been implemented for students, staff, and parents to report any school incident that relates to any DEI incidents that involve any behavior that violates the DEI policy regarding offensive behavior towards a specific race, individual, or group of people.

Secondly, our restorative practices are conducted through our mediation program which is an innovative preventive approach for handling conflicts in school. Staff and students learn specific skills in communication, dispute resolution, problem solving and socialization. New West has benefited from students taking the responsibility for solving their own problems and teachers can thus concentrate on teaching.

The Office of Diversity, Equity and Inclusion recruits a diverse group of students to become a member of the DEI Leadership team. Students are selected through an interview and application process. Once a member, students participate in a mandatory training of how to conduct a peer mediation. New West has seen a positive outcome with students solving issues with the peer mediation team. The peer mediation program reinforces the development of the whole child approach by:

1. Effectively communicating
2. Controlling emotions
3. Learning problem solving skills
4. Holding students accountable for undesired actions and language

Implementing the Peer mediation program has produced the following results at New West Charter:

- 97% of mediation has ended in resolution. We are proud of the process because we know that the program helps us reduce referrals, suspensions, and other behavioral issues.

Alternatives to Suspension

As described above, New West implements a Restorative Justice Practices model for student discipline, which is a key approach to avoiding student suspension. We have had remarkable success with this approach and have maintained a “Very Low” (0.9% in 2022) suspension rate, as defined by the California School Dashboard Conditions & Climate indicator. Additionally, tiered behavior interventions have contributed to this “Very Low” suspension rate by working closely with the student to address and correct behavioral issues. Prior to the beginning of every school year, new and returning teachers and staff engage in 5 days of professional development, which includes trainings on New West’s approach to managing student behavior and student discipline. Throughout the year, New West staff provides ongoing refreshers on Restorative Justice and SWPBIS to ensure consistent application of school policies.

Student Behavior Data

Student discipline information and data is housed in our secure student information system, Infinite Campus. Authorized users can access these records to review and make notes.

Suspension and Expulsion Policy

Policy. The Suspension and Expulsion Policy and Procedures have been established in order to promote learning and protect the safety and wellbeing of all students at New West Charter School (“New West” or the “Charter School”). In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removal. The language that follows is largely consistent with the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions, expulsions, and involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations.

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

The Charter School administration shall ensure that students and their parents/guardians¹⁰ are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this policy and its procedures are available upon request at the Principal/Executive Director’s office.

¹⁰ The Charter School shall ensure that a homeless child or youth’s educational rights holder; a foster child or youth’s educational rights holder, attorney, and county social worker; and an Indian child’s tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term “parent/guardian” shall include these parties.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian, and shall inform the student and the student's parent/guardian of the basis for which the student is being involuntarily removed and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent/guardian requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below. Students may be involuntarily removed for reasons including, but not limited to, failure to comply with the terms of the student's independent study Master Agreement pursuant to Education Code Section 51747(c)(4).

Procedures.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property. which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold any prescription drug.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 6 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, video, or image.
 - ii. A post on a social network internet website including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above.

“False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.

- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion when it is determined the student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in the Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault or as defined in Penal Code Sections 261, 266c, 286, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

3. Discretionary Expellable Offenses: Student may be expelled when it is determined the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, e-cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of a student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime, which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to students in any of grades 6 to 12, inclusive.
- r) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education

Code. This section shall apply to students in any of grades 6 to 12, inclusive.

s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 6 to 12, inclusive.

t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of their age, or for a person of their age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with their academic performance.
- iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, video, or image.
- ii. A post on a social network Internet Web site including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual student for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (A) to (D), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A student who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great

bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (31)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal/Executive Director or designee's concurrence.
4. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal/Executive Director or designee's concurrence.
 - b) Brandished a knife at another person.
 - c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
 - d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Governance Council that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

- The term “destructive device” means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

In-School Suspension. A student may be subject to an in-school suspension for any of the enumerated offenses for discretionary suspension offenses, as described above. The Principal/Executive Director shall determine whether in-school suspension is appropriate and provides for the safety of the Charter School students, staff, and visitors and serves the best interests of the Charter School. In-school suspension shall not be available for students who are suspended for one of the following three offenses: (1) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence; (2) Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school personnel; or (3) Made terroristic threats against school officials or school property, or both.

At the time of the in-school suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone to notify the parent/guardian of the grounds for the student’s in-school suspension and the duration of the in-school suspension.

Students serve their in-school suspension at New West Charter, under the direct supervision of the Assistant Director. The student receives classwork assigned by their teachers to work on during the in-school suspension, and receives support as needed during their suspension.

In-school suspensions shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) days per school year. For students with disabilities, in-school suspension may not exceed ten (10) total days per school year.

Out-of-School Suspension Procedures. In the event that in-school suspension is not available or appropriate for a student, the Principal/Executive Director may determine that an out-of-school suspension is necessary. Out-of-school suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal/Executive Director or designee with the student and the student’s parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal/Executive Director or designee. The Charter School affirms that

the process for investigating incidents and collecting evidence will be fair and thorough to determine whether a student should be suspended in accordance with the Charter School's Suspension and Expulsion Policy and Procedures.

The conference may be omitted if the Principal/Executive Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) days per school year. For students with disabilities, out-of-school suspensions may not exceed ten (10) total days per school year. The Charter School shall provide suspended students with meaningful access to education during the term of the suspension, in accordance with all applicable legal requirements.

Upon a recommendation of expulsion by the Principal/Executive Director or designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a

suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the Principal/Executive Director or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

4. Suspension Appeal

A parent/guardian may appeal a student's suspension, by submitting a written appeal to the Governance Council within 5 days of the suspension decision. The decision of the Governance Council shall be final.

5. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled either by the neutral and impartial Governance Council following a hearing before it or by the Charter School Board upon the recommendation of a neutral and impartial Administrative Panel to be assigned by the Board as needed. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the student nor a member of the Charter School's governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal/Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

In the event an Administrative Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the student. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules, which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.; and
9. Information regarding reasonable accommodations and language support.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a)

- receive five (5) days notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
 4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
 7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity

conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or another support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board, issued within one (1) school day following the hearing, who will make the final determination regarding the expulsion. The Board shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing. The Decision of the Board is final.

If the Administrative Panel decides not to recommend expulsion, or the Governance Council ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Governance Council may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During

the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Governance Council may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Governance Council shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Governance Council shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal/Executive Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Principal/Executive Director or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: a) The student's name, and b) The specific expellable offense committed by the student.

Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the chartering authority upon request.

No Right to Appeal

The student shall have no right to appeal from expulsion from the Charter School as the Charter School Board's decision to expel shall be final.

Expelled Students / Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one (1) year

from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board following a meeting with the Principal/Executive Director or designee and the student and parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The Principal/Executive Director or designee shall make a recommendation to the Board following the meeting regarding the Principal/Executive Director's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities¹¹

1. Notification of Special Education Local Plan Areas ("SELPA")

The Charter School shall immediately notify the SELPA and coordinate the procedures in this policy with the SELPA of the discipline of any student with a disability or student who the Charter School or SELPA would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change of placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and

¹¹ This section will be followed in the event that LAUSD does not approve the charter.

modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a) If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b) If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a) Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided in 20 U.S.C. Section 1415(k)(1)(C), whichever occurs first, unless the parent and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian, or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal/Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a) Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b) Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or

c) Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.

b. The parent/guardian has requested an evaluation of the child.

c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

New West offers retirement benefits to all of its administrative, instructional, and staff employees who perform creditable service.¹² The Governance Council, at its discretion after consultation with the Charter School’s employees, offers a combination of school sponsored retirement plans, the federal social security program, State Teachers’ Retirement System (“STRS”), and Public Employees’ Retirement System (“PERS”), as outlined below.

In accordance with Education Code Section 47611(b), New West informs all applicants for positions at the Charter School about each of the following:

- a. The retirement system options available to the applicant, including but not limited to whether coverage under STRS or PERS, or both, is available.
- b. The possibility that working at New West may exclude the applicant from further coverage in the applicant’s current retirement system, depending on the retirement options offered by the Charter School.

Certificated Staff Members

¹² This section will be followed in the event that LAUSD does not approve the charter.

All eligible certificated staff members, including the Charter School's teachers and administrators, are entitled to participate in STRS. The Principal/Executive Director is responsible for ensuring that the appropriate arrangements for coverage have been made and will be sustained. The Charter School acknowledges that it must continue participation in STRS for the duration of the Charter School's existence under the same CDE code.

Classified Members

All eligible classified staff members are entitled to participate in PERS as described in Education Code Section 47611(a). The Principal/Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made and will be sustained. The Charter School acknowledges that it must continue participation in PERS for the duration of the Charter School's existence under the same CDS code.

Other Staff Members

All other staff members participate in the federal social security program, and any school-sponsored retirement plans, as approved by the Governance Council. The Principal/Executive Director is responsible for ensuring that appropriate arrangements for coverage have been made and will be sustained.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student may be required to attend the Charter School.¹³ 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.

¹³ This section will be followed in the event that LAUSD does not approve the charter.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

No public school district employee shall be required to work at the Charter School.¹⁴ 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.

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.

¹⁴ This section will be followed in the event that LAUSD does not approve the charter.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

New West Charter
c/o Principal/Executive Director
1905 Armacost Avenue
Los Angeles, CA 90025

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered

in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

New West Charter
c/o Principal/Executive Director
1905 Armacost Avenue
Los Angeles, CA 90025

- 2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

The Charter School recognizes that it cannot bind the chartering authority to a dispute resolution procedure to which the chartering authority does not agree.¹⁵ 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 chartering authority.

The Charter School and the chartering authority will be encouraged to attempt to resolve any disputes with the chartering authority amicably and reasonably without resorting to formal procedures.

In the event of a dispute between the Charter School and the chartering authority, Charter School staff, employees and Board members of the Charter School and the chartering authority agree to first frame the issue in written format ("dispute statement") and to refer the issue to the chartering authority's designee and Principal/Executive Director of the Charter School. In the event that the chartering authority believes that the dispute relates

¹⁵ This section will be followed in the event that LAUSD does not approve the charter.

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 chartering authority to do so. However, participation in the dispute resolution procedures outlined in this section shall not be interpreted to impede or act as a prerequisite to the chartering authority's ability to proceed with revocation in accordance with Education Code Section 47607.

The Principal/Executive Director and chartering authority'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 chartering authority 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 chartering authority 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 chartering authority and the Charter School.

Internal Disputes

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers, and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The District shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board

of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit. Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

The Principal/Executive Director shall serve as the Charter School's closure agent(s) in the event that the Charter School closes.

Closure of the Charter School will be documented by official action of the Governance Council.¹⁶ 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 Charter School 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

¹⁶ This section will be followed in the event that LAUSD does not approve the charter.

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 Charter School 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 Charter School 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 chartering authority 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 FERPA. The Charter School will ask the chartering authority to store original records of Charter School students. All records of the Charter School shall be transferred to the chartering authority upon Charter School closure. If the chartering authority 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 chartering authority promptly upon its completion. The final audit will include an accounting of all financial assets, including cash and accounts receivable and an inventory of property, equipment, and other items of material value, an accounting of the liabilities, including accounts payable and any reduction in apportionments as a result of audit findings or other investigations, loans, and unpaid staff compensation, and an assessment of the disposition of any restricted funds received by or due to the Charter School.

The Charter School will complete and file any annual reports required pursuant to Education Code section 47604.33.

On closure of the Charter School, all assets of the Charter School, including but not limited to all leaseholds, personal property, intellectual property and all ADA apportionments and other revenues generated by students attending the Charter School, remain the sole property of the non-profit public benefit corporation. Upon the dissolution of the nonprofit public benefit corporation, all net assets shall be distributed to another public school that satisfies the requirements of paragraphs (a) through (e) of section III.A of Notice 2015-07 issued by the Internal Revenue Service and the Treasury Department entitled "Relief for Certain Participants in § 414(d) Plans" or any final regulations implementing 26 U.S.C. § 414(d) or to a State, political subdivision of a State, or agency or instrumentality thereof. Any assets acquired from the District or District property will be promptly returned upon Charter School closure to the District. The distribution shall include return of any grant funds and restricted categorical funds to their source in accordance with the terms of the grant or state and federal law, as appropriate, which may include submission of final expenditure reports for entitlement grants and the filing of any required Final Expenditure Reports and Final Performance Reports, as well as the return of any donated materials and property in accordance with any conditions established when the donation of such materials or property was accepted.

On closure, the Charter School shall remain solely responsible for all liabilities arising from the operation of the Charter School.

As the Charter School is operated as a non-profit public benefit corporation, should the corporation dissolve with the closure of the Charter School, the Board will follow the procedures set forth in the California Corporations Code for the dissolution of a non-profit public benefit corporation and file all necessary filings with the appropriate state and federal agencies.

As specified by the Budget, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

Additional Provisions

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain

in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:

- (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in

accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot

exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage).

The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are

available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims,

damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax

amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter

School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). (Ed. Code § 47606.5(b).)

Miscellaneous Charter Provisions¹⁷

Budgets and Financial Reporting. *Governing Law: The petitioner or petitioners also shall 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(h).*

Attached please find the following documents:

- Budget narrative
- A projected budget
- Financial projections and cash flow for three years of operation

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

The Charter School shall provide reports to the chartering authority and the County Superintendent of Schools as follows in accordance with Education Code Section

¹⁷ This section will be followed in the event that LAUSD does not approve the charter.

47604.33, and shall provide additional fiscal reports as requested by the chartering authority:

1. By July 1, a preliminary budget for the current fiscal year.
2. By July 1, an annual update to the LCAP required pursuant to Education Code Section 47606.5.
3. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, California Department of Education and County Superintendent of Schools.
4. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
5. By September 15, a final unaudited report for the full prior year. The report submitted to the chartering authority shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

The Charter School shall provide reporting to the chartering authority as required by law and as requested by the chartering authority including, but not limited to, the following: California Basic Educational Data System ("CBEDS"), actual Average Daily Attendance reports, all financial reports required by Education Code Sections 47604.33 and 47605(m), the SARC, and the LCAP.

The Charter School agrees to and submits to the right of the Authorizer chartering authority to make random visits and inspections in order to carry out its statutorily required oversight in accordance with Education Code Sections 47604.32 and 47607.

Pursuant to Education Code Section 47604.3, the Charter School shall promptly respond to all reasonable inquiries including, but not limited to, inquiries regarding its financial records from the chartering authority.

Insurance. The Charter School shall acquire and finance general liability, workers' compensation, and other necessary insurance of the types and in the amounts required for an enterprise of similar purpose and circumstance. Coverage amounts will be based on recommendations provided by the Authorizer and the Charter School's insurer. The Authorizer Board of Education shall be named as an additional insured on all policies of the Charter School.

Administrative Services. *Governing Law: The manner in which administrative services of the charter school are to be provided. Education Code Section 47605(h).*

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor such as EdTec.

Pursuant to Education Code Section 47604.32, the chartering authority will be required to provide oversight and performance monitoring services, including monitoring school and student performance data, reviewing the Charter School's audit reports, performing annual site visits, engaging in any necessary dispute resolution processes, and considering charter amendment and renewal requests. In exchange, the Charter School shall pay the chartering authority an oversight fee in accordance with Education Code Section 47613.

Facilities. *Governing Law: The facilities to be used by the charter school. The description of the facilities to be used by the charter school shall specify where the charter school intends to locate. Education Code Section 47605(h).*

New West is located at 1905 Armacost Avenue, Los Angeles, CA 90025 and 11625 Pico Blvd., Los Angeles, CA 90064. The Armacost Avenue building is 50,000 square feet and comprises 33 classrooms, a media center, library, science lab, 5 common areas, adult restroom, 4 student restrooms, an office suite, reception area and outside black top space that can accommodate 51 cars for parking. The Charter School will operate its Independent Study Program at 1905 Armacost Avenue, Los Angeles, CA 90025.

Potential Civil Liability Effects. *Governing Law: Potential civil liability effects, if any, upon the charter school and upon the school district. Education Code Section 47605(h).*

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(d), a chartering authority that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the chartering authority in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other protocol requested by the chartering authority to ensure the chartering authority shall not be liable for the operation of the Charter School.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School's Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts shall be determined by recommendation of the chartering authority and the Charter School's insurance company for schools of similar size, location, and student population. The chartering authority shall be named an additional insured on the general liability insurance of the Charter School.

The Charter School Board shall institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

Conclusion

By renewing this charter, the chartering authority 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 chartering authority 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 chartering authority to answer any concerns over this document and to present the chartering authority with the strongest possible proposal requesting a seven-year renewal term to begin on July 1, 2025.

ADDENDUM

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the

reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Use of District’s Special Education Policies and Procedures and Data Systems

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

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

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws,

nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation,

pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237*
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.*
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(5)(F).)*

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J)

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of Education Code section 44691.

Medication in School

The Charter School will adhere to Education Code section 49423 regarding administration of medication in school. Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

ATHLETIC PROGRAMS

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code section 49475) offered by or on behalf of Charter School.

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac

arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of

60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Policies and Procedures

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School will enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these

requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(c)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and

confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." (Ed. Code § 47605(c)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy.. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or

youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may

include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or

coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(c)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy

of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(c)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of, or relating to, this Charter, except for any claim, controversy or dispute related to the authorization, non-renewal, revision, and/or revocation of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code section 47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered

by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
New West Charter
1905 Armacost Avenue
Los Angeles, CA 90025

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation

or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
New West Charter
1905 Armacost Avenue
Los Angeles, CA 90025

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic

confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(g) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter Schools Closure - Requirements and Recommendations” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and

activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and

grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the

use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site

as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-

insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days' notice to Charter School. When 30 days' notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours' notice.

Fiscal Policies and Procedures

New West Charter School Charter Renewal 2025-2032

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)