



NEW VILLAGE GIRLS ACADEMY

**Charter Renewal Petition
For a Five-Year Term
(July 1, 2020 to June 30, 2025)**

Submitted August 1, 2019 to:

**Los Angeles Unified School District
Board of Education**

New Village Girls Academy
147 N. Occidental Blvd.
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AFFIRMATIONS AND ASSURANCES

New Village Girls Academy (also referred to herein as “New Village,” “NVGA,” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

A. GENERAL INFORMATION

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	<i>Jennifer Quinones, Principal</i>
• The contact address for Charter School is:	<i>147 North Occidental Blvd., Los Angeles, CA 90026</i>
• The contact phone number for Charter School is:	<i>213.385.4015</i>
• The proposed address or target community of Charter School is:	<i>147 North Occidental Blvd., Los Angeles</i>
• This location is in LAUSD Board District:	<i>2</i>
• This location is in LAUSD Local District:	<i>Central</i>
• The grade configuration of Charter School is:	<i>9-12</i>
• The number of students in the first year will be:	<i>120</i>
• The grade level(s) of the students in the first year will be:	<i>9-12</i>
• The scheduled opening date of Charter School is:	<i>August 20, 2020</i>
• The enrollment capacity is: (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).	<i>180</i>
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional, Single Track</i>
• The bell schedule for Charter School will be:	<i>8:00 a.m. - 3:00 p.m.</i>
• The term of this charter shall be from:	<i>July 1, 2020 to June 30, 2025</i>

B. COMMUNITY NEED FOR CHARTER SCHOOL

New Village Girls Academy opened in September 2006 as the first public charter school in California designed to serve a high-needs population of young girls, including those who are pregnant or parenting, in foster care, in juvenile probation, at-risk of or previously dropped out from high school and more.¹ Reauthorized by the Los Angeles Unified School District (“LAUSD”) in 2010 and again in 2015, New Village Girls Academy today provides an individualized, high quality academic and social program to more than 150 girls throughout the calendar year in grades 9-12. New Village is located on the six-acre campus of St. Anne’s, just west of downtown Los Angeles in a low-income, predominantly Latino community. The school

¹ In 2006, the State Board of Education granted New Village an exemption from the California Education Code to operate as a single gender school for girls.

prioritizes enrollment for girls who are residents of St. Anne's,² while welcoming girls from all across Los Angeles.

New Village is unique among schools in Los Angeles, offering a small, personalized high school program for students with significant challenges. The students who come to New Village typically have dropped out of school – or are high risk for doing so. The predicted negative outcomes of our students at more traditional schools are due to a number of social factors including teen pregnancy, a history of trauma, high rates of transiency, participation in the juvenile justice or foster care system, and persistent, abject poverty.

During the 2018-19 school year, on a typical day New Village had approximately 84 students, with a total of 136 students enrolled throughout the year. At the beginning of the 2018-19 school year, New Village enrolled 96 students, and ended the year with 83 students; a cumulative total of 136 students enrolled throughout 2018-19. Students leave New Village for a variety of reasons, including moving out of the area (this includes students who resided at St. Anne's and then must move after being discharged or moved to another group home – in 2018-19, this caused 9 students to leave NVGA); transferring to another school; lack of appropriate child care; and mental health or physical challenges that prevent them from attending school with regularity. *As of spring 2019, only 69% of our 11th and 12th graders had been with us for two or more years.*

Based on data reported to the California Department of Education (CDE) about our enrollment as of October 3, 2018, our student body in 2018-19 was 97.7% eligible for free and reduced price lunch (FRPL), 85.1% Latina, 9.2% African-American, 2.3% Filipina, and 3.4% Caucasian; 18.4% students received special education (SpEd), 26.4% were English Learners (EL), 8% were Foster Youth, and 3.4% were Homeless. In addition, while not tracked by CDE, 24% of our total students enrolled throughout 2018-19 were pregnant or parenting (down from 38% in 2017-18). While our small numbers and high transiency rate over the school year can cause our annual percentages to fluctuate, we remain committed to recruiting and serving the population for whom the school was created and that is described in our waiver from the California State Board of Education to serve an all-female student body. At New Village, girls who are dealing with significant life challenges are nurtured and supported through a highly personalized educational approach that allows them to truly change the trajectory of their lives.

Additional cumulative enrollment internal data shows that in 2018-19, approximately 12% of our students were foster youth (this rate has been as high as 29% in the past four years), 3% were in the probation system and 6% were homeless. In total, 75% of students come within one or more of the “high-risk” pupil categories set forth in the Dashboard Alternative School Status (DASS) system for schools serving the highest at-risk students (see next Section below regarding the

² St. Anne's serves some of the most abused, abandoned, neglected and otherwise challenged young women and children in Los Angeles County. Multiple foster placements, consequences of community and familial violence, poverty and histories of abuse have resulted in unfortunate consequences and without assistance they are unlikely to be able to support themselves or care for their own children properly, putting them at heightened risk of entering the same cycle. St. Anne's offers residential treatment care, transitional housing, mental health, child care, family literacy, family preservation, educational and vocational preparation, as well as access to, and collaborations with, other agencies and providers. (stannes.org)

DASS program). After students complete the enrollment process, the school social worker conducts a wellness intake. More than 80% of our students reported experiencing physical, verbal, emotional, or sexual abuse as a child within or outside the home, and more than 60% reported having a traumatic experience, including but not limited to physical/emotional/sexual abuse, witnessing a crime, being a victim of a crime, having ever felt threatened, and/or being in a life threatening situation. We have students who have been hospitalized for mental illness, and many who experience deep depression and anxiety. At least 50% of our students are over-aged and under-credited when they arrive at New Village with significant educational deficits. Students commonly have attended several schools -- as many as 15 different schools -- before coming to New Village; approximately one quarter of our students enroll mid-year as the result of entering St. Anne's residential program, a change in foster care placement, referral by another school, or referrals by a social worker or probation officer, etc. A large proportion of New Village students had previously ceased to attend school regularly or had dropped out of school.

1. NEW VILLAGE IS A "DASS" SCHOOL

New Village previously was designated Alternative School Accountability Model (ASAM) school, and has now been designated as a Dashboard Alternative School Status (DASS) as of August 31, 2018, **the only charter school authorized by LAUSD to have this status.** DASS status is automatically given to certain alternative schools such as juvenile court schools, continuation, opportunity, community day schools and certain special education schools. In addition, as detailed by the California Department of Education (CDE):

Other alternative schools are schools that serve high-risk students, but are not explicitly required to do so in the *EC*. These include: (1) alternative schools of choice and (2) charter schools that serve high-risk students. These schools must have an **unduplicated** count of at least 70 percent of the school's total enrollment (upon first entry to the school) comprised of high-risk student groups to be eligible for DASS. The high-risk groups include the following:

- Expelled (*EC* Section 48925[b]) including situations in which enforcement of the expulsion order was suspended (*EC* Section 48917)
- Suspended (*EC* Section 48925[d]) more than 10 days in a school year
- Wards of the Court (*Welfare and Institution Code [WIC]* Section 601 or 602) or dependents of the court (*WIC* Section 300 or 654)
- Pregnant and/or Parenting
- Recovered Dropouts – State Board of Education (SBE) defines recovered dropouts based on *EC* Section 52052.3(b) as students who: (1) are designated as dropouts pursuant to the exit and withdraw codes in the California Longitudinal Pupil Achievement Data System (CALPADS), or (2) left school and were not enrolled in a school for a period of 180 days
- Habitually Truant (*EC* Section 48262) or Habitually Insubordinate and Disorderly whose attendance at the school is directed by a school attendance review board or probation officer (*EC* Section 48263)

- Retained more than once in kindergarten through grade eight
- Students who are credit deficient (i.e., students who are one semester or more behind in the credits required to graduate on-time, per grade level, from the enrolling school’s credit requirements)
- Students with a gap in enrollment (i.e., students who have not been in any school during the 45 days prior to enrollment in the current school, where the 45 days does not include non-instructional days such as summer break, holiday break, off-track, and other days when a school is closed)
- Students with high level transiency (i.e., students who have been enrolled in more than two schools during the past academic year or have changed secondary schools more than two times since entering high school)
- Foster Youth (*EC* Section 42238.01[b])
- Homeless Youth

(<https://www.cde.ca.gov/ta/ac/eligibilitycriteria.asp>)

All schools voluntarily participating in DASS are required to re-certify their high-risk student enrollments every three years; if a school fails to re-certify its high-risk student enrollment or the school's enrollment of high-risk students falls below 70 percent, the school will be removed from DASS. (Ibid.) According to the DASS Application instructions, “When determining a school's percentage of high-risk student for DASS eligibility, please use the school's current enrollment [as of the date of DASS application/re-certification in 2017. A student is considered high-risk if he/she meets one of the high-risk criteria approved by the State Board of Education upon first enrollment at the school.”³ New Village relies on CALPADS demographic data and student self-disclosing if they are pregnant, parenting, and/or homeless, to determine DASS eligibility.

Based on cumulative enrollment the 2017-18 school year: 83% of our students fit at least one DASS criteria and 46% fit two or more DASS criteria, including:

DASS Criteria	Student Count	% Total Enrollment
Foster Youth	38	25%
Pregnant/Parenting	48	31%
Homeless	4	3%
Credit Deficient	48	31%
Recovered Dropout	1	1%
High Level of Transiency	48	31%
Gap in Enrollment	6	4%

(Internal data as reported to CDE)

³ <https://www.cde.ca.gov/ta/ac/partinstruct.asp>

2. RENEWAL CRITERIA FOR DASS CHARTER SCHOOLS

As a DASS school, New Village is not subject to the same standards on charter renewal as a “typical” charter school. Pursuant to California Education Code, a charter school shall meet at least one of the following criteria before receiving a charter renewal:

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

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

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

(4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school. . . .

(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.

(Cal. Ed. Code § 47607(b)).

Since California’s Academic Performance Index (API) measure was suspended after 2013, the first three criteria do not apply. New Village meets the fifth criteria as it is designated a DASS school. As the California School Boards Association recently noted in its Sample Board Policy for Charter School Renewal,

Note: Charter schools that serve high-risk students may qualify for the state’s Dashboard Alternative School Status (DASS) program, which uses modified methods of measurement for accountability indicators when appropriate. **Charter schools that participate in DASS satisfy the academic criterion for charter renewal without being subject to the criteria listed above** in item #5a or b. [where #5a is “Increases in academic achievement for all groups of students schoolwide and among numerically significant student subgroups . . .” and 5b is “Academic performance at least equal to the academic performance of the public schools that the charter school students would otherwise have been required to attend”]

(CSBA Sample Board Policy BP 0420.42(a) Chart School Renewal, California School Boards Association October 2018.)

That said, we present here data that demonstrates – in the context of our DASS status – that New Village continues to serve the students enrolled in our school with success, and warrants renewal for a fourth five-year charter term.

3. ACADEMIC PERFORMANCE DATA AND OTHER ABSOLUTE AND COMPARATIVE PERFORMANCE INDICATORS

As part of this renewal process, LAUSD’s Office of Data and Accountability provided a Data Set to compare New Village against three Comparison Schools, all of which serve pregnant/parenting teen girls (“ODA Data Set”).⁴ The demographics of these schools are very similar to New Village. The school relies on CDE reported data rather than what is included in the ODA Data Set. The mean/average is a far more accurate presentation of the comparison schools, due to the differing (and very small) enrollment sizes at the comparison schools. The data presented in the following table presents averages:

School Name	Total 2018-19 Enrollment	% FRPL	% EL	% SpEd	% Latino	% Black	% White
New Village (9-12)	87	98%	26%	18%	85%	9%	3%
Comparison Schools							
Harold McAlister (6-12)	124	98%	26%	15%	83%	13%	2%
Ramona Opportunity (7-12)	48	98%	19%	13%	100%	0%	0%
Thomas Riley (7-12)	63	95%	25%	19%	78%	22%	0%
Comparison Schools Average	78	97%	24%	16%	85%	13%	1%

(<https://data1.cde.ca.gov/dataquest>.)

Graduation Rates

First, some context is important. For DASS schools, the graduation rate is calculated via a complex formula that produces a “1-year” graduation rate⁵ rather than the typical 4-year cohort graduation rate, which is based on the number of 9th graders who complete their traditional high school diploma in four years. This system was designed to factor in scenarios at alternative schools where many students have only been enrolled for a few months, have gaps in their education, and in many cases need more than four years to complete a diploma.⁶

⁴ NVGA actually received two different ODA Data Sets. One, dated 12/19/2018, properly compares NVGA to three alternative schools: Thomas Riley High, Harold McAlister High (Opportunity), and Ramona Opportunity High. A second ODA Data Set, dated, 1/4/2019, includes seven LAUSD-operated “traditional” high schools as “Resident Schools” in comparison to NVGA. The second ODA Data Set is an error. As a DASS-designated school, NVGA is not subject to comparisons against traditional/typical high schools or by use of the traditional/typical measures.

⁵ <https://www.cde.ca.gov/ta/ac/documents/1yrmodmethodsltr.pdf> (The 1-year graduation rate formula includes a “grade requirement,” (how the student is classified in CALPADS), a “certificate requirement,” (the type of diploma or equivalency earned), and an “enrollment days requirement,” (90 days consecutive enrollment with certain specific requirements and exceptions).)

⁶ Jacobson, L., *Should states use different methods to hold alternative schools accountable?*, Education Dive, May 16, 2018

<https://www.educationdive.com/news/should-states-use-different-methods-to-hold-alternative-schools-accountable/523568/>

The 1-Year Graduation Rate starts with the number of students classified as 12th graders during the year and then earn a traditional or alternative diploma, along with meeting certain attendance requirements.⁷ At New Village, our 1-Year Graduation Rates have been consistently strong, ranging over the past three years from 48.4% in 2016-17 to 65.5% in 2018-19.⁸

For the Class of 2019, we had 29 students classified as 12th graders throughout the year. Of these, 19 students graduated, with 18 receiving an A-G diploma and one student receiving an alternative diploma under A.B. 1806 (homeless youth). Of the remaining 10 students who were classified as 12th graders in 2018-19: one will graduate in summer 2019, three are still enrolled at New Village and expect to graduate in 2019-20, two students dropped out and four transferred to another high school or adult school during 2018-19.

Notably, of our 19 graduates in the Class of 2019, 13 students met at least one category for an alternative population, and 10 of those met at least two criteria, and 5 met three criteria:

- 3 were pregnant and/or parenting
- 1 had been in the foster care system
- 3 experienced homelessness
- 13 were credit deficient upon enrollment
- 8 were students with a high level of transiency.⁹

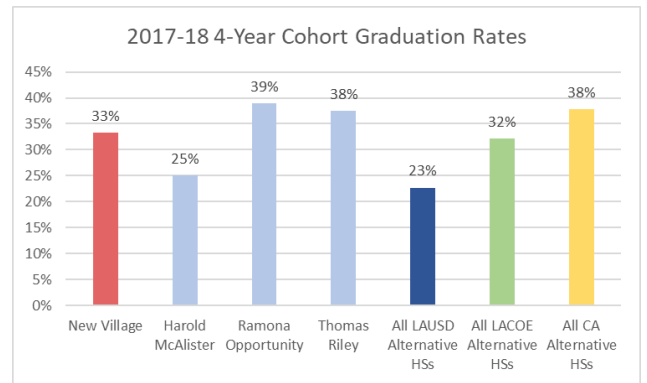
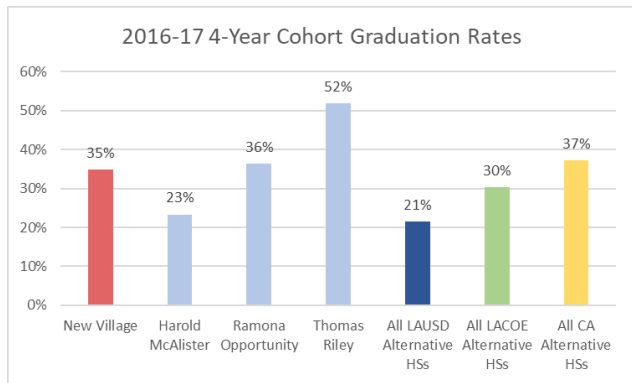
The 1-Year Graduation Rates unfortunately are not yet published by CDE for the Comparison Schools identified in the ODA Data Set, which instead presents data about the 4-Year Adjusted Cohort Graduation Rates. While we disagree with the use of this data as determinative factor in NVGA's renewal, we note nonetheless that New Village outperforms or is comparable to the comparisons on the 4-Year Adjusted Cohort Grad Rate for both 2017 and 2018. In 2017, New Village's 35% 4-Year Adjusted Cohort Grad Rate is higher than McAlister (25%), the average of all of LAUSD's alternative high schools (21%) and all of LA County's alternative high schools (30%), and comparable to Ramon (36%) and the average of all California alternative high schools (37%). In 2018, New Village's 33% 4-Year Adjusted Cohort Grad Rate was again higher than McAlister (25%) and the average of LAUSD's alternative high schools (23%) and LACOE's alternative high schools (32%), though slightly below the other two Comparison Schools and the statewide average (38-39% each).¹⁰ The mean/average is a far more accurate presentation of the comparison schools, due to the differing (and very small) enrollment sizes at the comparison schools.

⁷ <https://www.cde.ca.gov/ta/ac/cm/gradratecal.asp>;
<https://www.cde.ca.gov/ta/ac/documents/1yrmodmethodsltr.pdf>

⁸ <https://data1.cde.ca.gov/dataquest> and internal data for 2019.

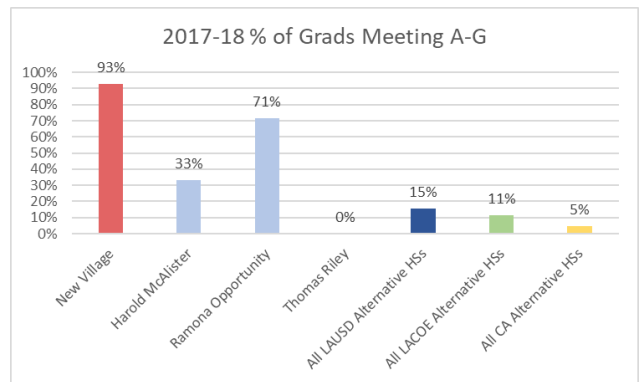
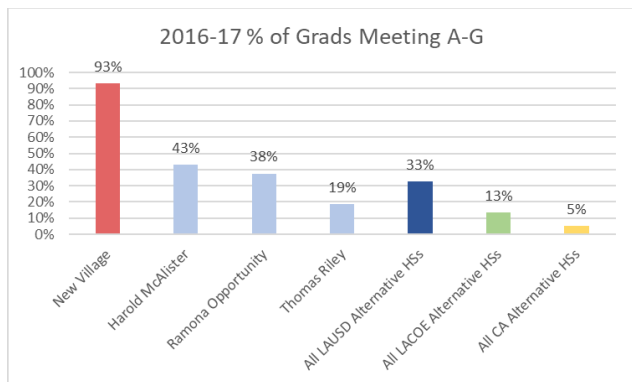
⁹ Internal data.

¹⁰ <https://data1.cde.ca.gov/dataquest>. Notably, if we were to exclude students who continued enrollment at NVGA or transferred to another school before graduating, and include students who graduate via a non-traditional diploma, our 2018 4-year cohort graduation rate would be 81%.



(<https://data1.cde.ca.gov/dataquest>.)

The differences are stark, however, when looking at the A-G completion rates of graduates. At New Village, where students are required to complete A-G requirements for admission to the University of California/California State University systems in order to graduate (except for cases in which state law mandates a lower requirement, such as for children in foster care), **in 2019, 95% of our graduates met the A-G requirements**, with an additional graduate under an alternative, non-A-G diploma (e.g., homeless youth). **In both 2017 and 2018, 93% of our graduates completed A-G.** This dramatically exceeds the Comparison Schools (19-43% in 2017 and 0-71% in 2018), all LAUSD and LACOE alternative high schools (11-33% across the two years), and the average of all California alternative high school graduates (5% in both years).¹¹



(<https://data1.cde.ca.gov/dataquest>.)

These high A-G completion rates translate into greater college access and enrollment for the young women who graduate from New Village: 18 of our 19 graduates from the Class of 2019 are enrolled in post-secondary education. Nine of our graduates from the Class of 2019 are enrolled in four-year colleges/universities for this fall, including UCLA, Southern University, CSUN, CSU Channel Islands, CSU Stanislaus, CSULA and Cal Poly Pomona. Another nine are either enrolled or are enrolling in two-year colleges including LACC, LA Trade Tech, ELAC,

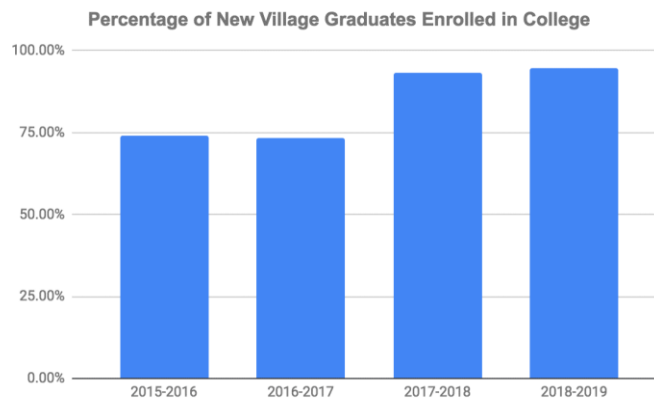
¹¹ <https://data1.cde.ca.gov/dataquest>.

and Mesa Community College. These post-secondary enrollment rates are comparable to recent years, in which most of our graduates enroll in 2- or 4-year college programs:

Graduation Year	2016	2017	2018	2019
No. of Graduates	23	30	15	19
Pregnant or Parenting	3	10	5	3
No. Completed A-G Courses	18	28	14	18
No. Entering 4-Year Colleges	8	11	6	9
No. Entering 2-Year College	9	11	8	9

Source: Internal Data.

Taken in context, the data around our students graduating from high school and participating in post-secondary educational options are a point of particular pride. We are especially thrilled to report that in the spring of 2019, New Village alumnae graduated from UCLA, UC Berkeley and Howard Universities. New Village continues to focus on post-secondary/longitudinal support for our graduates as well. We are on track to maintain communication with 85% of our graduates dating back to the Class of 2011. With continued support from the school’s College Counselor, we continue to work with students, provide guidance and planning, visit students at their colleges, have them come into NVGA to help them with pertinent paperwork, and more. The overwhelming majority of our graduates are the first in their families to attend college, thus the support we are able to provide in helping them start and persist in college has been immensely impactful.



Source: Internal NVGA records.

New Village also has an annual scholarship fund of \$40,000 (this may be contingent upon current market conditions). Scholarships are distributed based on merit and financial need. The scholarship fund allows some students to be able to consider higher education as an option when high tuition costs are prohibitive. For the purposes of college persistence, alumnae can apply for

scholarship renewal on an annual basis. When the NVGA College Counselor checks in with alumni (at least twice a year) to ensure that they are continuing on with their college goals, s/he reports challenges to the Principal who may reach out to the broader New Village network to support a student who may need a job, additional financial support, or may be in need of a service such as child care. Many of our alumnae continue having an ongoing relationship with their mentors, and reach out to them for guidance and assistance. While we recognize that we have room to grow and can continue to increase these positive outcomes for our students, we know that these numbers paint just a small part of the New Village picture. New Village offers a critical educational option for a particularly high-need group of LAUSD’s students. Each of the 221 girls who has graduated from New Village in the past 10 years has overcome incredible obstacles to her success and challenges most of us cannot imagine.

Students now attending UCLA, UC Riverside, Cal Poly Pomona, Howard University and more are able to do so because at New Village they learned critical skills and habits, gain self-confidence and motivation, and persevere. That, we believe is the true measure of our success.

CAASPP Data

First, based on a very small number of students in grade 11 with valid test scores each year (from 10 to 23 students at NVGA),¹² we wish to emphasize the fact that *one student can represent as much as 10% of the overall outcomes*. In 2018, NVGA did not have enough valid test takers to have published CAASPP scores; internal data is provided here for 2018 and 2019. We also note that because of our small test pool, in most years New Village does not have reported subgroup data, with the exception of FRPL (typically almost 100% of enrollment) and Hispanic/Latina (typically 85% or higher) in some years; this data matches the overall reported results.

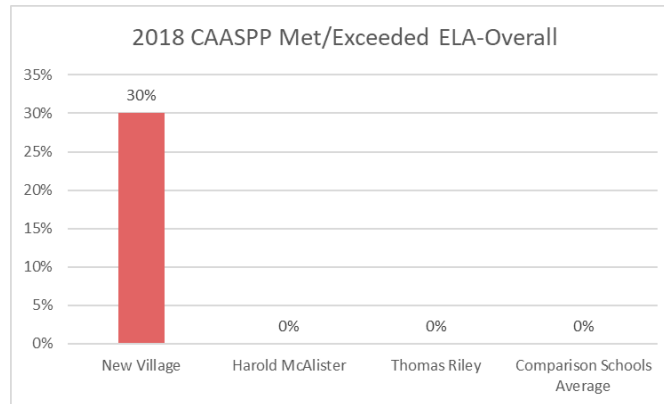
	# 11 th graders enrolled as of Fall CALPADS	# eligible 11 th graders as of CAASPP testing	# valid test scores
2015	24	40	23 ELA; 20 Math
2016	28	37	12
2017	18	25	20
2018	14	20	≤10
2019	14	21 ¹³	20 ELA; 19 Math

Source: CALPADS, <https://caaspp.cde.ca.gov/sb2018/Search> and Internal Data.

¹² Not all students enrolled at NVGA participate in state standardized testing or provide valid test scores due to a variety of issues, including mid-year enrollment, child birth and parenting, or other challenges.

¹³ Five students missed the deadline to be classified as 11th graders during the testing window of the year they were supposed to be in 11th grade (due to credit deficiency), but then exceeded the credits necessary to be considered an 11th grader during the Spring semester of 2019. In order to have CAASPP scores on their record, we tested these five students who had 12th grade standing.

On the 2018 CAASPP, New Village’s students scored higher than or on par with their peers at other alternative schools for girls in LAUSD: 30% of New Village’s 11th graders were Met/Exceeded in ELA, while McAlister and Riley were both at 0% proficiency (Ramona did not have enough test scores to have published results). In Math, all of these schools, including New Village, did not have any students who scored Met/Exceeded.¹⁴

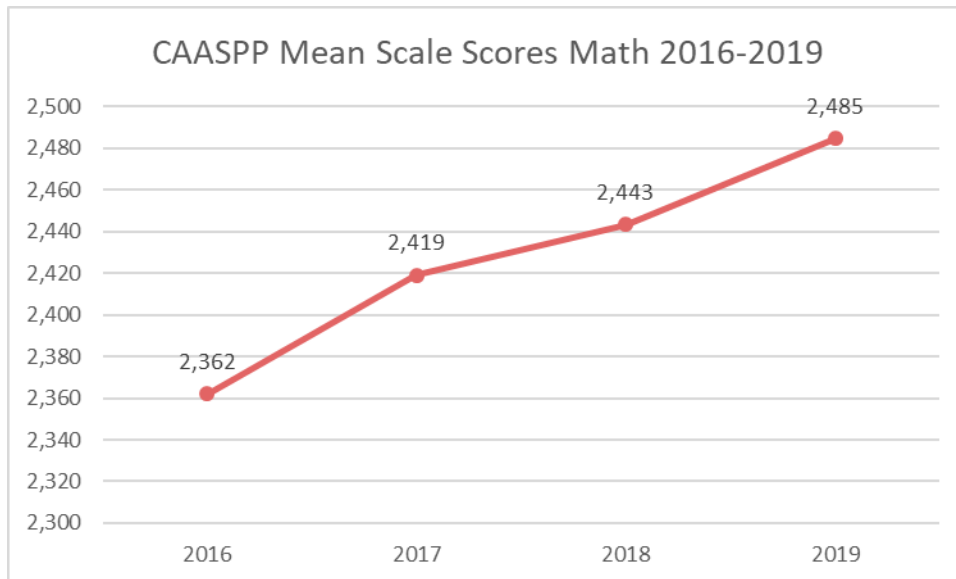
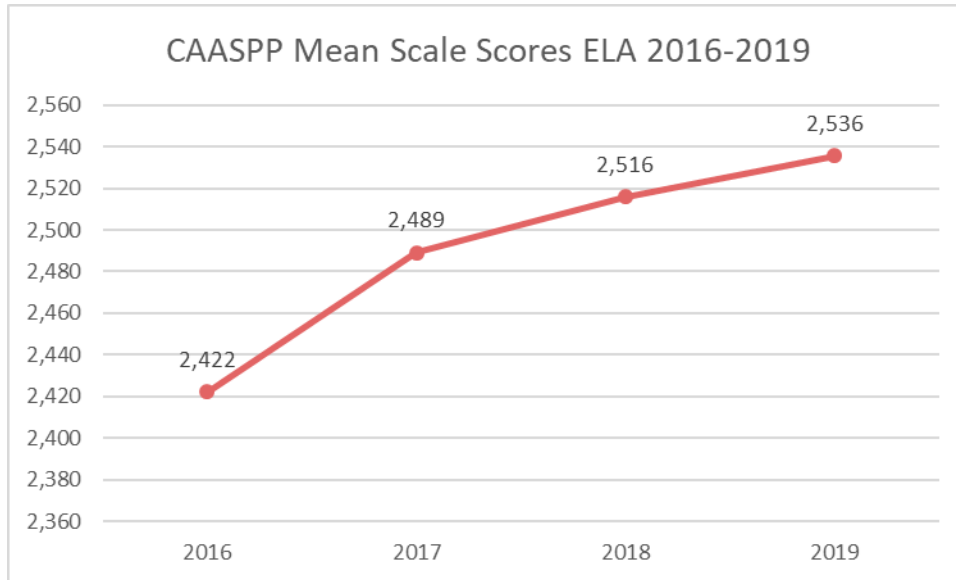


Source: <https://caaspp.cde.ca.gov/sb2018/Search>

Growth Data

Though not yet published, based on preliminary results, NVGA’s 11th graders in 2019 achieved the same outcomes as 2018 – 30% Met/Exceeded in ELA and 0% in Math. While these results leave significant room for improvement, we note that New Village has shown increases year over year on the CAASPP in both ELA and Math, with more students in the Nearly Met category and fewer in Not Met, as evidenced by our Mean Scale Scores each year – a 114 point gain in ELA and 123 point gain in Math.

¹⁴ As detailed below, based on preliminary, not yet reported 2019 CAASPP results, we had a 21 percentage point increase from the prior year in Nearly Met from Not Met in Math. New Village has shown increases year over year on the CAASPP in both ELA and Math, with more students in the Nearly Met category and fewer in Not Met, as evidenced by our Mean Scale Scores each year – a 114 point gain in ELA and 123 point gain in Math.



<https://caaspp.cde.ca.gov/sb2018/Search> and Internal Data.

As a high school, the CAASPPs do not provide year-to-year growth data for cohorts of students since the test is just administered in 11th grade. Starting in 2018-19, NVGA began implementing benchmark assessments to track student growth, starting with two administrations of the STAR Assessments in late February/early March and late May/early June 2019. A total of 57 students took both assessments, with 65% showing gains in ELA during this short window and 66% showing gains in Math.¹⁵ Of these gains, 10 students demonstrated at least one grade level of gains in ELA and 12 gained at least one grade level in Math in just three months. We note however that with the initial administrations of these new assessments, many of our students did

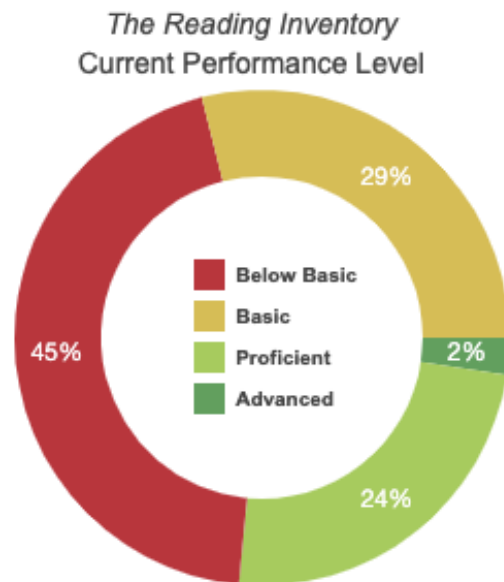
¹⁵ Starting in 2019-20, New Village plans to administer the STAR tests in early fall, mid-year and end-of-year for a more accurate full-year measure of growth.

not take the tests seriously, as evidenced by the fact that four students demonstrated the equivalent of four grade levels of growth in ELA in just three months, and one student demonstrated six grade levels of growth in Math. A more appropriate interpretation of this data would presume that these students put more effort into the test the second time around. Our faculty worked hard in the spring to instill in the students the value of these benchmark assessments for their own learning and growth, as well as the critical information these assessments provide to the teachers to help students achieve their learning goals and graduate prepared for post-secondary education.

In addition to the STAR assessments, New Village administered the Read 180 assessments January 30-31, 2019, and again May 30-31, 2019, with a total of 63 students in grades 9-12 completing both administrations of the test. In this four month period, 52.4% of our students improved their overall Lexile score. Again, we note that engaging our students in these assessments is a challenge. Of the 30 students who did not increase their Lexile scores in the four month period:

- nine tested at the same level in January and May
- three are newcomer ELs with below basic reading skills in English and one is at-risk of LTEL status
- four are SpEd students
- the remaining 13 are simply disengaged from school, though they continue to be enrolled at New Village.

As of the end of May 2019, our students' grade level reading proficiency scored as follows: 45% Below Basic, 29% Basic, 24% Proficient and 2% Advanced:



EL Reclassification Rates

Serving our high-needs English Learners continues to be a challenge for New Village with our highly transient population – in the last four years we have reclassified between 0% (2018) and 5% (2017) of our EL students each year, but as detailed herein, many of our EL students are not enrolled at NVGA for even one full year thus our efforts to reclassify are significantly impeded. At the end of 2019, we reclassified one LTEL, with three other students close but not qualifying for reclassification.⁴

Last year (2017-18), we had 27 ELs reported in CALPADs, with three categorized as 0-3 years (all three were Newcomers to the U.S.), five categorized as At-Risk/4-5 Years as ELs; and 19 categorized as LTELs/6+ years (*only half (10) of these had been enrolled at NVGA for more than one year, and of these, six were also SpEd students*).

While CALPADs notes that we had 40 ELs in 2014-15, 37 in 2015-16 and 31 in 2016-17, in fact, *these are not all the same students year over year*. In 2017-18, of the 27 ELs we enrolled as of Census Day, only 19 were still enrolled at the end of the school year, and we had added four new EL students for a total of 23 at the end of the year (and an additional two EL students had enrolled and then left between that time).

In order to be reclassified at New Village, a student must meet the following criteria:

- Students must have an overall score of Moderately Developed (Level 3) or Well Developed (Level 4) on the English Language Proficiency Assessments of California (ELPAC) with a score of Well Developed (Level 3) or higher in each domain (Listening, Speaking, Reading, and Writing).
- Student must meet High School Lexile level equivalency on the Houghton Mifflin Harcourt Read 180 Reading Inventory.¹⁶
- Student must earn a final mark of a “C” or better grade level in ELA.
- Teacher recommendation.

As detailed below, we have made a strong addition to our team in 2018-19 with a new English teacher who specializes in working with English Learners and now serves as our EL Coordinator. We began the 2018-19 year with a 26% EL population (23 students: 21 Spanish speakers, 1 Tagalog and 1 Central American dialect) and another 47% of our students are Reclassified English-Fluent Proficient (RFEP). At the end of 2018-19 we reclassified one student, which translates into a 4% reclassification rate due to our small size. As noted in the Charter Schools Division (CSD) Annual Oversight Visit Report from 2018-19, based on the January 2019 STAR Reading assessments, the average grade level equivalency in reading for our 18 EL students tested was just 4.1. In other words, these 18 high school English Learner students had, on average, a 4th grade reading level, meaning that some of them are actually well below 4th grade level.¹⁷

¹⁶ By students testing at the high school Lexile level, students will show mastery of the English language.

¹⁷ Our overall student population’s grade level equivalency in reading is 6.28 (6th grade) and math equivalency is 7.39 (7th grade), based on the STAR assessments. (Internal data.)

Suspension and Expulsion Rates

New Village has not expelled any students during this charter term, but in the first three years of this charter term, our suspension rates ranged from 3.9% in 2015-16 to a high point of 7.1% in 2017-18 (<https://data1.cde.ca.gov/dataquest>.) Thanks to implementation of a comprehensive Positive Behavioral Interventions and Supports (PBIS) effort, in 2018-19 our suspension rate was 0%.

LAUSD Annual Oversight Visit Report

In its 2018-19 Annual Performance Based Oversight Visit Evaluation Report (issued April 23, 2019), the LAUSD Charter Schools Division (CSD) concluded gave the following rankings to NVGA:

SUMMARY OF RATINGS <i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
3	2	1	3

Unfortunately, the “1” rank in Operations was required due to the fact that one employee did not have DOJ clearance prior to their start date and some staff did not attend child abuse mandated reporter training within six weeks of the start of the school year or the commencement of their employment. (Annual Oversight Report.) The report goes on to note, “To improve its practices regarding DOJ clearance and Child Abuse training, the school leader indicated that in moving forward the school is adopting the practice of allocating time before students arrive to ensure all staff has been trained and in compliance with Ed Code and mandated requirements. In addition, the school has also incorporated such practices as part of their Human Resources handbook to ensure that all employees are DOJ cleared prior to their first day of work. CSD notes that the school would have received a score of 3 (three) in this indicator.” (Ibid, p. 25.)

The Annual Oversight Report noted several areas of “Demonstrated Strength and/or Progress,” including:

- (G2) The Governing Board complies with all material provisions of the Brown Act. Brown Act training was conducted on August 1, 2018. Agenda and minutes are posted online, the board provides meaningful opportunity to be heard, hold regular meetings, provides requisite information and complies with teleconferencing requirements.
- (G5) The Governing Board monitors school performance and other internal data to inform decision-making. As best practice the [Board] has continually attended Oversight meetings, in the past walked classrooms and continues to learn and grow as they develop in collaboration with their School Principal a medium for sharing data for such a distinct

population. In reference to continuing to become a learning and growing organization, the board noted that the leadership team at the school narrowed down a tool for data collection called the STAR assessment, which provide snapshots for the students' academic growth and challenges that they face. The board also noted that this tool also provides teachers a better understanding where focus needs to be for individual students. Agendas and Minutes of the Board Meetings evidenced: Principal's Update on Attendance and ADA Data Management, WASC Mid-Year Cycle visit, Review of Internal School Data, per conversation with leadership continue to include detailed notes on data conversations on minutes for clarity to stakeholders.

(O3) The school has substantially implemented grade-level-appropriate standards-based instruction in accordance with the California academic content standards, including the CA CCSS, as evidenced by:

- ELA competencies: analyze central idea/claim – decode meanings of words in stories – identify, analyze literary elements – write and revise information/explanation/analysis arguments, etc. In Math, Algebra 1, Algebra 2 and Geometry competencies. Evidence if Financial literacy and World History competencies, etc.
- The school has chosen three focus standards (per month) in ELA and Math for 2018-2019, each posted in every classroom. Each month's curricular focus across all disciplines will address all chosen monthly standards.
- The school has implemented, in core ELA and Advisory classes, a focus on writing across the curriculum. A focus on writing includes specific steps of the writing process (pre-writing, drafting, editing, revising, researching, citing sources, finalizing, publishing, presenting, etc.).

(O6) The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree. . . .

(O8) The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter as evidenced via conversation with leadership, binder review, classroom observations and stakeholder interviews. Topics addressed this year have been: PBIS, Learning Through Internship (LTI), Advisory, Attendance Submission, Data Driven Instruction, WASC Follow-up Recommendations, Common Core Standards Alignment/Integration, Google Classroom/Technology Organization, English Language / SDAIE Instructional Strategies, SIOP Instructional Strategies, Safety Plan (Earthquakes, etc.), School Compliance Trainings, School Climate, Data Review, Wellness (David Lynch Foundation), Big Picture Network PD Events (Big Bang, BPL Leadership Conference, school site visit immersion days, etc.).

(O9) The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns

New Village Girls Academy’s fiscal condition has been positive since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$2,485,788 and a net loss of **(\$30,559)**. The reported net loss was primarily due to lower than expected increase in fair market value of the school’s investments. The 2018-2019 Second Interim projects positive net assets of \$2,485,788 and net income of \$0.

Areas of Demonstrated Strength and/or Progress:

1. The school’s fiscal condition is positive.

	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Audited Actuals)	2017-2018 (Audited Actuals)	2018-2019 (Second Interim)
Net Assets	\$1,232,347	\$1,591,296	\$2,516,347	\$2,485,788	\$2,485,788
Net Income /Loss	\$147,194	\$358,949	\$925,051	(\$30,559)	\$0
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$0	\$0	\$0	\$0

(Annual Oversight Visit Report.)

While the section on Academic Success does not include any specific items under “Areas of Demonstrated Strength and/or Progress,”¹⁸ the report does highlight the challenges we

¹⁸ Under Areas Noted for Further Growth and/or Improvement, four items reference comparisons of NVGA to “Resident Schools” our students purportedly would otherwise attend, including the 4-year Cohort Graduation Rates. As a DASS school, however, these comparisons to “Resident” schools are misplaced and inappropriate.

encounter in academic achievement based on the well below-grade level proficiency levels our students commonly bring to the school. Finally, the report also notes that NVGA met two of the three benchmarks it has for 2015-20, including targeted and differentiated ELD instruction and full implementation of the CA Common Core State Standards (CCSS). While NVGA did not meet the third benchmark regarding EL Reclassification Rates matching LAUSD’s annual reclassification rates, the report notes that NVGA’s reclassification rate has steadily increased in recent years, and that “[t]he school has had an increase of students at lower ELD levels” and “[p]er leadership the reclassification challenges are compounded by their high transiency rates.” (Annual Oversight Report, p. 22.)

LAUSD Benchmarks

New Village officially has met all but one of our assigned benchmarks, and we believe – in the context of the population we serve – that we have met all of them.

1. Academic Achievement:

- a) Provide a written update to the CSD on the targeted and differentiated ELD instruction being provided to ELs;*

MET, as noted by CSD in the Annual Oversight Report.

- b) Annually reclassify English learners at a rate no less than the District Average per year;*

We believe we have MET this goal, when reviewed in context of the students we enroll; see the discussion above regarding EL Reclassification.

- c) Provide evidence of full implementation of the CA CCSS;*

MET. Teachers have now aligned academic competencies to CA CCSS for each course that is taught at New Village. Teachers are ensuring that CA CCSS are guiding instruction and that these are being communicated to students.

2. Data Collection and Reporting:

- a) No later than January 31st of each year, New Village Girls Academy leadership will provide the Charter Schools Division a written update on their CALPADS data reporting.*

MET, as noted by CSD in the Annual Oversight Report.

WASC

On April 16, 2019, the Western Association of Schools and Colleges (WASC) re-affirmed our six-year accreditation via a Mid-Cycle Review. NVGA received a three-year accreditation after an intensive review. The visiting committee report recognized the significant progress New Village has made in carrying out its action plan, commending NVGA for the addition of a Data and Compliance Manager, PBIS programs, and adjusted metrics that will help the school build standards based on common formative and summative assessments given the short-term nature of most students’ enrollment at NVGA. The WASC visiting committee also commended

NVGA’s staff for their strides towards measuring student success academically and social-emotionally.

Average Daily Attendance

Consistent attendance is always a challenge for DASS schools serving a high-needs population.¹⁹ Over the past four years, average daily attendance (ADA) has ranged from a high of 94.25% (2015-16) to 62.99% (2018-19).²⁰ It is important to note that some students often lack even the most basic stability in their home lives. Some of our students live in foster homes or residential facilities, may experience homelessness, and can often be highly mobile. Additionally, even our non-parenting students deal with outside appointments uncommon in a “typical” secondary student’s life, such as pre-natal doctor appointments, childbirth, court dates, and probation meetings. While we recognize all of these factors as obstacles to regular attendance, we also know that we can only influence and guide students who come to school. Transiency, chronic absenteeism, supports and interventions are further discussed on page 29.

College Readiness

Between 2016-2019 based on cumulative data, approximately 91% of New Village’s graduates have completed the A-G courses required for admission to the California State University and University of California system.²¹ Approximately 82% of our graduates have pursued post-secondary education, with 37% attending a 4-year university, and 45% attending a 2-year college/trade school.

A key component of our model, discussed in greater detail below, is our Learning Through Internships (LTI) program. Our students learn crucial workplace skills and behaviors that prepare them for success in their future careers, and are exposed to opportunities that motivate them to persist in their education and enroll in college. In 2018-19, the following businesses and organizations partnered with us to offer internships to our students:

- Amara Kitchen (<https://www.amarakitchen.com/>)
- Antaeus Theatre (<http://antaeus.org/>)
- Country Villa (<https://www.nursinghomes.com/ca/los-angeles/country-villa-rehabilitation-center/>)
- Critical Mass Dance Company (<http://www.criticalmassdancecompany.org/>)
- Dynamic Girls, Inc. (<https://girlsinc.org/girls-inc-girls-action-network-hill/>)

¹⁹ A recent [EdSource article](#) noted that almost 60% of students attending California’s continuation schools during the 2016-17 school year were chronically absent. <https://www.mercurynews.com/2018/04/23/chronic-absence-rates-high-at-many-california-continuation-schools/>

²⁰ The LAUSD teachers’ strike in January 2019 had a large impact on attendance. Many of our students had to stay home to care for younger siblings, some families were confused about whether New Village teachers were on strike or if the school was open, etc.

²¹ Graduates who do not complete A-G typically earn their diploma under an alternative path, such as A.B. 216 or A.B. 1806.

- El Rescate (<http://www.elrescate.org/>)
- Freedom and Fashion (<https://freedomandfashion.org/>)
- Gang Reduction and Youth Development (GRYD) (<https://www.lagryd.org/>)
- Girls Who Code (<https://girlswhocode.com/>)
- Heart of Los Angeles (HOLA) (<https://www.heartofla.org/>)
- Homies Unidos (<http://homiesunidos.org/>)
- LA Dogworks (<http://ladogworks.com/>)
- Lincourt Stables (<https://www.lincourtstables.com/>)
- Pio Pico Library (<https://www.lapl.org/branches/pio-pico>)
- Ronald McDonald House of Charity (<https://rmhcsc.org/losangeles>)
- St. Anne's (<https://stannes.org/>)
- St. Vincent Medical Center (<https://stvincent.verity.org/SVMC/>)
- Youth Policy Institute (<https://www.ypi.org/>)

- A total of 27 agencies and 24 volunteers were involved in the LTI program in 2018-19; 61 students (73%) completed internships, with 44 students (53%) completing paid internships.
- Our Learning Through Internships Coordinator implemented a Work Readiness Certification program in the Fall of 2018 that modeled a similar program administered at the Los Angeles County Office of Education, and was adapted to meet the Big Picture Learning Model. The program, focusing on professional development and career readiness, has been impactful in increasing the level of professionalism for students, has afforded some students to acquire paid internships, and has increased the confidence of partners in receiving interns. In 2018-19, 60 students (71%) completed the NVGA Work Certification Program.
- The Work Certification Program serves as an introduction to work readiness at New Village that is based on College and Career Readiness Common Core Standards for reading, writing, speaking, and listening, as well as the standards for Career Ready Practice.²² The first month of every semester is dedicated to exploring and completing assignments in the following areas:

- Multiple Intelligence Strengths Assessment that allow students to capture the full range of their abilities and talents which they then can use to explore possible career choices.
- Resume building
- The development and delivery of an elevator pitch

²² <http://www.corestandards.org/ELA-Literacy/CCRA/W/> and <https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf>

- Understanding of work appropriate language, behavior, and attire
- Mock Interviews with the LTI Coordinator which prepares them for interviews when they seek out potential internships
- Review of Student Expectations at the internship site. Internship Mentors (worksite supervisors), report back to the LTI Coordinator of the student's performance and attendance during the LTI block periods on Tuesday and Thursday afternoons.

4. SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

At New Village, we believe that mental and physical well-being form the foundation of academic achievement. As such, our program intentionally and persistently focuses on our students' educational, physical, psychological, and social needs in a community of mutual respect, recognition, and support. NVGA was originally founded in collaboration with St. Anne's which provides free childcare for all St. Anne's residents who attend New Village and to other parenting students from the community to the extent of available space. St. Anne's operates a large early education center adjacent to New Village and, as noted above, provides free child care for St. Anne's residents and, subject to space availability, community residents who attend New Village. Unfortunately, reductions in state funding in the past years have significantly reduced the amount of infant and toddler childcare available in the St. Anne's program. St. Anne's also supports some of our students with mental health counseling. Our school social worker has been able to find other child care centers in the community that can provide this much needed service, however, these services are also limited.

The core of our academic program is a partnership with Big Picture Network, an international community of schools designed to transform the educational experience "one student at a time." New Village Girls Academy converted to the Big Picture Model in 2010. Currently, there are nine Big Picture Learning (BPL) public schools in California, with another 18 alternative education schools in the process of transitioning to the BPL model.

Big Picture Schools are defined by a philosophical commitment to interest-generated, real-world, personalized project-based learning. As such, New Village is built around the recognition that each student has unique interests, needs, and abilities that the educational program must take into account. We believe that the key to achievement lies in fostering students' individual interests and encouraging their active participation in the learning process.

Within New Village's educational program, each student has an advisor who also serves as a credentialed core subject teacher. The advisor's role is to manage the student's Learning Through Internships (LTIs) and individual personalized learning plans (ILPs). To do this, the advisor must get to know and build relationships with each student and her family (this includes one-on-one meetings with each student). The advisor draws on many disciplines to meet the needs of each student, their projects, and the advisory activities.

The advisor is a coach, teacher, manager, and often, friend. Advisors guide students in learning how to manage their time, plan their work, find internships, and complete projects. Advisors coach students to seek and build authentic learning experiences inside and outside of the school.

The advisor also organizes the “advisory period” to meet the needs of the students. He or she facilitates the group activities that are designed to expose students to new ideas and concepts; provide academic learning opportunities; create a group identity and group process; and build a sense of belonging and trust in each other, school, and the educational process.

A key component of every student’s education is the LTI (Learning Through Internship). Students participate in an internship twice a week, and work closely with a mentor at their worksite. Students complete authentic (real-world) projects every semester of their high school experience that integrate their internship experience. Internships require the student, the mentor, and the student’s advisor (a credentialed teacher) to collaborate and develop a project that is tied to the student’s academic program, common core standards, and interest. This focus on authentic learning develops students’ ability to apply knowledge and skills to real life experience and challenges, preparing students for success once they graduate from New Village. Student success is measured by both the state academic standards (indicated on page 29) and the professional standards that are delineated and defined by each workplace. The projects students complete are done during LTI time and are standards aligned and closely supervised by the advisor. Our partnership with Big Picture helps us implement a successful instructional experience for our students that is rigorous, relevant, and grounded by powerful and sustained relationships.

Students earn 5 credits per successfully completed internship. Internship grades are calculated based on attendance (40%), advisor/credentialed teacher evaluations based on student weekly journal entries and an end-of-year student evaluation (30%), a student self-evaluation at the end of the semester (10%), and workplace mentor evaluations (10%). All students are expected to participate in internships as early as the first month of school, for our internship-veterans. We set benchmark goals annually for the percentage of students engaged in internships with the ultimate goal being 100% of students participating in at least one internship a year. On a case-by-case basis, students may be excused from this required element of the program if they are unable to participate for any reason. For example, students who may enroll mid-semester may elect to participate in workplace visits or may participate in internships held on campus.

The LTI Coordinator is meeting weekly with advisors to review individual student progress to ensure that students are on track for work certification if they have not yet been certified, and evaluate how they are performing in their internship. The academic and socio-emotional needs of students are consistently monitored and supported throughout the school year and may, on a case-by-case basis, influence participation in internships. These cases are examined by the advisor and principal. In order to participate in an internship, students must demonstrate the following:

- 1) Identify an interest
- 2) Create a professional resume
- 3) Articulate her strengths in a succinct manner (e.g., an “elevator speech”)
- 4) Secure an internship with a mentor (with support from school staff)
- 5) Complete a set-up meeting with the advisor and prospective mentor
- 6) Have parent written permission to participate

Our LTI mentors are drawn from the rich fabric of Los Angeles professional life. Mentors are identified through personal connections of staff and friends of New Village as well as through outreach to local organizations and professional individuals. The safety and well-being of our students is our number one concern at New Village. With this in mind, our mentors are carefully vetted in a manner consistent with the LAUSD *Partnership Agreements Required for Internship and Employment Experiences* (REF-5034.0) with specific reference to the guidelines for *Unpaid Internships for Exploratory Work Experience Credit*. Additionally, advisors have weekly contact with mentors via phone, email, or site-visit. Advisors visit sites at least twice a semester. Advisors meet individually with students at least once a week, and often daily, to check in about internship progress, including perceived safety at the internship site. Every mentor has clearance from the Department of Justice and that is done through LiveScan and this information is verified by our front office staff to ensure the safety and students.

5. SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

We attribute much of our success over our past five-year charter term to two primary factors: First, based on 13 years of experience, we are proud of the positive, safe and respectful atmosphere we have nurtured at New Village. Our students' lives outside of school are often characterized by chaos and uncertainty, frequently including violence and sexual abuse. A stable teaching staff and a strong system of support services have created a school where young women feel safe and receive care and attention in a supportive environment. Through a 10:1 student to teacher ratio, ongoing teacher professional development, and intensive psycho-social supports for students, students continue to respond with dramatic improvements in their behavior and a renewed commitment to their education. We repeatedly continue to hear students communicate to our social worker and advisors/teachers that New Village is the first school where they have felt that the teachers really care about them. Bonds between students and teachers are gratifyingly strong.

NVGA began the 2018-19 school year with a new school Principal, along with several other new key staff members including a Data and Compliance Manager and ELD Specialist. NVGA's Assistant Principal and six of our eight teaching staff from the 2019-2020 school year will be returning (plus a returning Science teacher who was with NVGA years ago). We are confident this coming year (2019-2020) and beyond will continue to provide smooth transitions for both our students and staff.

The second critical factor in our success is that the Big Picture model focuses on engaging and empowering students by grounding their academic program on their own passions and interests. Many of our students come to us on the verge of or having already disengaged from school psychologically or physically. Our work is to contextualize student learning, so our students find relevance toward becoming self-motivated to succeed in school. We do this work with the help of several crucial partners, such as the LTI partners listed above, as well as the following:

- Big Picture Learning National Conferences in the summer and leadership conferences in the fall

- David Lynch Foundation | Transcendental Meditation
- National and International visitors hosted throughout the year to study the New Village model
- Partnerships with St. Anne’s for mental and physical health services for New Village students
- Partnerships with Children’s Institute and Children’s Hospital for mental health services for New Village students
- Gang Reduction and Youth Development (GRYD) and Volunteers of America (VOA) Partnership: GRYD and VOA is actively collaborating with us in the areas of:
 - New Student Recruitment
 - Student Retention
 - Student attendance (I.e. supporting students’ safe passages to and from school etc.)
 - After school supervision
 - Securing resources for parents (i.e. homeless issues, etc.)

For many of our students who have had limited exposure to a variety of professional fields, enrichment opportunities, college-bound culture, and positive adult mentorship, our program creates space for our students to prepare for a much broader set of options as they transition into adulthood.

6. AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCED AND HOW THEY WILL BE IMPROVED IN THE NEW CHARTER TERM

Average Daily Attendance (Enrollment/Transiency and Chronic Absenteeism)

Two aspects of our students’ realities have a significant impact on their academic outcome data and overall school success: (1) transiency and (2) chronic absenteeism. As noted, while we typically enroll about 85 students at any one time, throughout the year many students dis-enroll and others join us at all different points throughout the calendar year. The latter in particular impacts our outcome data. It is very important to note that we may enroll a new student in 11th grade in Fall who is reading at a 6th grade level and her scores will still be included in our CAASPP data; or we may enroll a new 12th grader in late Spring who is too credit-deficient to graduate with our other 12th graders.

One recent issue that impacts our enrollment trends, for example, is that the rate of transiency in our foster youth population has increased as a consequence of the Continuum of Care (CCR initiative) initiated through a series of legislation over the past two years. The CCR initiative has been enacted to prioritize family reunification over housing foster youth entering group homes and/or out-of-home foster placements/congregates. Although the goal of these laws is to move youth to the least restrictive and least service-intensive settings, the laws also determine that the length of time a child can stay in a group homes and/or out-of-home foster placement/congregate must be shortened to six months or less. Therefore, we have faced challenges retaining foster youth enrolled at NVGA for extended periods of time. Some foster youth will enroll for as little

as a few days or as much as a few months before they are transitioned to either a new facility or reunified with immediate and/or extended family.

Similarly, chronic absenteeism continues to be a challenge for many of our students who have a number of challenges that have been identified as being indicators for high absenteeism. These include:

- ***Pregnancy/Parenting Challenges:***
 - *Lack of access to stable childcare:* Although our students are referred to local agencies by our social worker who can provide this support, many obstacles remain in terms of navigating bureaucracies, and capacity available at childcare centers.
 - *Medical Appointments:* Given the delicate health of a newborn, and often times, their mothers, students who are parenting often must miss school in order to attend medical appointments.
 - *Maternity Leave:* When students must go out on maternity leave the school offers students independent study contracts tailored to fit their immediate academic needs, allowing girls to stay on track with their courses.
- ***Mental health challenges:*** During wellness intakes with the school social worker, over 80% of New Village's students routinely report experiencing physical, verbal, emotional or sexual abuse as a child within or outside of the home; over 60% routinely report having a traumatic experience.
- ***Transportation costs:*** NVGA provides monthly free TAP cards to students in order for them to get to school, use on field trips and/or for personal use. We have found that students are likely to not come to school if they lose their TAP cards or they are not present when the school refills student cards.
- ***Having to care for younger siblings:*** Students have expressed to staff that their absences are in part due to having to care for younger siblings when parents are unable to find or afford childcare.
- ***Homelessness:*** As mentioned previously, our families face significant challenges finding affordable housing. Our students may experience homelessness for days, weeks, and even months at a time, greatly reducing their attendance. Students are identified as homeless when such information is revealed staff by the student, parent, or community partners. New Village places the family in contact with community partners that can offer support and resources. Students are also identified as homeless within the school's SIS system.
- ***Lack of parental involvement:*** Based on ongoing conversations we have had with parents and students, some parents are unable to fully engage and participate in their child's education due to work and/or mental health and substance abuse challenges.
- ***Gang involvement:*** Given the high rate of violence in the community surrounding the school and other neighborhoods where our students live, there is a large presence of local gangs and affiliation to tagging crews in our student population. During the school year of 2017-18, staff noted an increase of gang recruitment and families disclosed affiliation to local gangs. We have observed that local tagging crews are recruitment entities whose goal is to recruit youth for the MS-13 gang in particular. Among other issues, this led to more fights between girls and an increase in our suspension rate in 2017-18.

To address these concerns, NVGA is working continuously to assist students in the following ways:

- ***Weekly Meetings:*** In an effort to address the psycho/social well-being of students and their families while simultaneously increasing engagement of parents/guardians, our school social worker meets weekly with all teachers and support staff to refer families to appropriate services such as counseling, food programs, and parent trainings linked to social-emotional development and growth. The meetings between staff conclude in follow-up actions where NVGA's social worker reaches out to parents/guardians to provide additional support. The Student School Climate Survey that was administered during the beginning of the Spring 2019 semester shows that the majority of students have an adult at NVGA who they can talk to if they have a problem, students know they can access resources at NVGA for social-emotional supports, and through our wellness program students are taught interventions on how to deal with social-emotional needs. More than sixty-percent of students reported that they would feel comfortable reaching out to an adult at NVGA if they had mental health concerns.
- ***Community Support:*** In partnership with the Volunteers of America beginning January 2019, Gang Reduction and Youth Development (GRYD) workers are conducting home visits of students. These visits can include talking with parents, investigating why students are having challenges attending school, motivational strategies, and offering transportation and/or resources.
- ***Group and Foster Home Connection:*** To address the transiency in our foster youth population, we are in communication with foster homes and identified social workers/case managers and request monthly/bimonthly meetings to discuss student progress. Phone calls are made to case managers when students are absent.
- ***Ongoing Communication:*** Through phone calls, text messages, home visits and letter correspondence, we are making attempts to reach parents that are disengaged and explaining the legal obligations they have to bring their children to school.

For students who are participating in intervention plans to improve their grades, attendance and/or behavior, stakeholders are requested to attend meetings with the school leadership, the student's assigned advisor, and support staff to address concerns and develop tangible plans that meet the needs of students. As a last resort, we work in partnership with a LAUSD Pupil Service and Attendance Counselor to inform stakeholders of the ramifications of poor attendance. Subsequent meetings are scheduled to track student progress. Students who are on maternity leave are provided with independent study opportunities so they can stay on track with their academic goals. We are also celebrating student attendance through monthly attendance awards as well as providing incentives to individual advisories with high attendance. ADA reports are provided at every Board meeting to ensure accountability.

Increasing Student Academic Outcomes

Clearly there is significant room for growth in both ELA and Math, and we began making significant changes in 2018-19 under the guidance of our new Principal. These changes include the following:

Interim Benchmark Assessments: Unfortunately, prior to the new principal's arrival at New Village, internal benchmark assessments were not implemented consistently in the preceding few years. Starting in December 2018, for the first time NVGA initiated the Renaissance STAR benchmark assessment tool, aligned to California Common Core State Standards (CCSS), after receiving approval from CSD staff to use this as a valid assessment tool. Going forward, we plan to use STAR assessments for ELA and Math every 6-8 weeks, starting at the beginning of each new school year. We continue to use Read 180 twice annually (and as new students enroll) to determine student Lexile levels and growth in reading.

Data is introduced during Professional Development at least once a month and is analyzed collectively. This analysis is led by the Principal and the Data and Compliance Manager. Teachers use data to drive instruction in content classes. Through the information that is provided by STAR and Read 180 assessment results as well as other assessment data, teachers are encouraged to use NVGA's lesson planning tool to address student academic deficiencies in English and in math. Through this tool, we are able to view what focus skills students are most lacking and where improvement needs to be made. For differentiation of instruction, teachers are scaffolding curriculum in consideration of low-grade scale levels. In addition, teachers offer text that is appropriate to English Learners' Lexile level and provide accompanying activities for ELs through System 44/Read 180 (more on ELs is included below). Teachers make themselves available during advisory time for additional assistance and through school email during off hours.

Teachers are also starting to create individual learning plans (ILPs) for students based on ongoing assessment results, a practice we plan to continue next year from the start of the school year. Advisors are reviewing individual STAR and Read 180 assessment results with each student and their parents/guardians and working with the students to develop specific goals for their next round of benchmark assessments. It is important to note that many of our students have indicated disdain towards these assessments, and we know that in some cases, student proficiency levels may be higher than the test data would indicate (and in other cases, we are missing data due to student absences on testing days). We are working with students and their parents to emphasize the importance of these assessments and the CAASPP tests, both for them individually to help us personalize their instruction and help them succeed, and for our entire school as an external accountability measure.

ELA Interventions and Program Changes: In order to help our students make steady gains in ELA, first and foremost, we are thrilled to have added a second English teacher in 2018-19, Dr. Robert Montes. Our specific ELD interventions and programs are detailed more below, but we note that the ELD program -- which includes 20-30% of our total enrollment at any given time -- has a significant impact on ELA and Math scores. All students scoring below high school reading level or who receive services for literacy via an IEP participate in intervention through the Read 180 system. Through benchmark assessments using Renaissance 360 Reading and Read 180 Reading Inventory, student progress is monitored and instruction is targeted to meet student needs in English Language Arts.

Math Interventions and Program Changes: Through the analysis of math course passage rates and CAASPP math results, New Village reevaluated math instructional strategies and interventions. The APEX online curriculum was discontinued for two reasons: 1) Low student reading levels made the APEX curriculum increasingly challenging, 2) The program's rising licensing costs. The APEX curriculum was instead used as a guiding framework while other technological tools were introduced to expose students to a variety of assessment platforms including Teacher Desmos (<https://teacher.desmos.com/>) and Mathalicious (<http://mathalicious.com/>). Math teachers noted that students had little to no experience using technology for math assessments prior to taking the CAASPP, which is a vital skill required for navigating through computer-based assessments. Mathalicious, in particular, provides students with the opportunity to work on real world numeracy questions and applications, as these skills are core values of Big Picture Learning. Students are given teacher-created and computer-generated formative and summative assessments to evaluate progress throughout the semester.

One of the challenges that math teachers have noted is that many students lack the foundational arithmetic skill sets required for algebra readiness. The smaller class sizes in the 2017-18 school year allowed for differentiation as well as time to provide student accommodations for those that require additional time as well as Spanish translation. In the Fall of 2018, there was a notable increase in class sizes for core math content classes which created instructional challenges during that term. Additionally, last school year, only one of the two math instructors was fluent in Spanish. Fortunately, we have been able to secure bilingual math teachers who are able to mediate language barriers and help our EL students make gains in math as they develop their English language proficiency.

Strengthen Project-Based Learning: To strengthen the support for student academic growth within a student driven project-based curriculum, school leadership has developed ongoing after-school professional development sessions that take place twice per week, where among other trainings, teachers receive coaching from project-based learning experts as well as resources that align with mastery-based competencies. For the academic year of 2018-19, staff enacted a plan to increase the rigor of student exhibitions by requiring that students make connections between their individual essential questions and all core subject areas. We are also increasing the rigor by guiding students toward higher-order thinking by encouraging analysis and application that extends beyond summary. As a collective, school leadership and teachers analyze course passage rates in core subject areas including math, English, and science. Given the need for formal assessments, the Renaissance 360 assessment tool was introduced in the Fall of 2018 to specifically test for English and math. The data from this initial assessment is being used to diagnose academic deficiencies, guide instruction, and monitor student progress moving forward. Teachers and the data and compliance manager received formal training on Renaissance 360 to ensure that data is being analyzed effectively and academic interventions are designed to assist students that may be falling behind. To address science, our partners at the California Science Center developed a mastery-based competency curriculum exclusively for New Village. Student grade data for all course subject areas are analyzed and evaluated on an ongoing basis by the NVGA leadership team and teachers. New Village's A-G courses continue to be approved through UC Doorways.

APEX/or Credit Recovery: Beginning in the Spring of 2019, students were offered the opportunity to accumulate more credits through the after-school APEX program facilitated by Youth Policy Institute (YPI). This supplemental opportunity prioritizes seniors who are credit deficient so that they may graduate on time. On February 1, 2019, we added four additional APEX licenses for a total of 10; 35% of expected graduates for June 2019 were completing an APEX course during spring 2019.

ELD Program: In the fall of 2018, we implemented System 44 Lexile leveled texts, with teacher-created comprehension tests to ensure student understanding. Transiency impacts our ELD program as well: half of our EL population newly enrolled at NVGA during the 2018-19 school year.

Given the high percentage of our English Learner population and their low levels of EL proficiency, we also hired an English teacher who was formerly an EL Specialist who now instructs a dedicated Structured English Immersion class which meets four times a week for 55 minutes each session. English Learners at ELD Levels 1-2, as identified by the ELPAC, are programmed into ELA/SEI, Structured English Immersion program (SEI) for designated/targeted ELD, where classroom instruction is in English but with a Read 180/Systems 44 curriculum. English Learners at ELD Levels 3-4, as identified by the ELPAC, are programmed into mainstream English courses implementing SDAIE/SIOP strategies. Each EL student also receives integrated ELD services across all content areas utilizing both SDAIE and SIOP strategies, along with designated ELD time during pull-out sessions with the EL Specialist during periods 1, 2, 3, and 4.

By design, the ELA curriculum in all classes includes instruction of the corresponding CA ELD standards, which are scaffolded to grade-level CCSS ELA standards. ELD standards address skills English Learners must acquire in initial English learning to enable them to become proficient on the ELA standards. The ELD standards and ELA standards ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in the ELA standards. The content and material are presented to English Learner students through SDAIE and SIOP strategies, consistent use of scaffolding techniques, and specialized methodologies and materials that address the need for differentiated instruction accounting for varying proficiency levels of English language development. Re-teaching activities and strategic lesson planning allow for EL students to meet the ELD/ELA standards that are required in order to attain ELPAC levels of proficiency.

ELA courses at New Village are taught by teachers who possess the appropriate EL certification as recognized by the California Commission on Teacher Credentialing. As mentioned previously, New Village has adopted Read 180/System 44 for 9-12 grades. The use of these supplemental strategies and materials allows teachers to better differentiate their instructional delivery to the specific English proficiency needs of students.

Additionally, Novice English Learner students (Newcomers) as identified by the Initial ELPAC and enrollment forms/discussions with parents/students, also are provided primary language support in Advisory, where students are accessing New Village's unique program

features, like Learning Through Internship (LTI) and Wellness, and are encouraged to build on their primary language academic skills to develop their semester long projects. For LTELs, specific strategies used include the following: Universal themes; visuals and manipulatives; Explicit language/literacy development across the curriculum; and SDAIE strategies for access; Focus on study skills, critical thinking; Metacognition and authentic assessment; Programs, activities, Native speaker classes; student leadership to create an affirming school climate.

Currently two of our nine classroom teachers hold a CLAD. In 2018-19 we have professional development time on strategies specific to ELs, including project-based learning, which supports ELs with the acquisition of academic vocabulary by engaging students in meaningful learning through flexible, individualized strategies.

A number of assessments are used to track our EL's progress through the ELD standards. These assessments include, but are not limited to, the following:

- ELPAC scores
- ELD Standards-Based Teacher Assessments
- Scholastic Read 180 Reading Inventory
- Renaissance STAR Reading

The progress of our EL population is now being tracked by a task force that is led by the Assistant Principal and comprised of the Principal, EL Specialist, the Data and Compliance Manager, the College Counselor, Social Worker, Resource Teacher, and the LTI Coordinator. The emphasis of the taskforce is on academic, attendance, wellness, and college and career readiness success for our EL students. The reason why we are looking at EL students through a comprehensive lens is because we identified that the majority of this student population is chronically absent, has the highest rate of identified medical challenges, and requires additional assistance when navigating the process of acquiring an internship and becoming college ready. Based on these observations, the task force has developed individualized plans for student success, as well as introduced professional development content during staff meetings that address challenges faced by the EL population.

Positive Behavioral Interventions and Supports (PBIS): PBIS was formally introduced to NVGA staff in August of 2018 with an emphasis on historical background, purpose, and components of the three-tier system. During the 2017-18 school year, our suspension rate had increased, primarily due to fights on campus and issues with gang affiliation. We introduced PBIS in order to address behavioral challenges and instruct teachers on effective interventions that would ultimately increase student connection to the school community, increase productivity during instructional time, reduce suspension and expulsion rates, increase attendance, create higher academic achievement and improve overall school climate. As part of staff professional development, a sample Behavior Matrix was provided as the primary tool for induction into Tier 1 interventions. Tier 2 and Tier 3 interventions are exercised on a case to case basis with the guidance and support of more experienced staff members. The Principal and Data and Compliance Manager have been practicing PBIS since 2015 in another school setting, and new

teacher/EL Coordinator Dr. Montes has been practicing PBIS since 2014 across various secondary demographics. As a result of PBIS Implementation, we have observed the following changes:

- In 2018-19 we had zero student suspensions or expulsions.
- In the student school climate survey administered in the Spring of 2019, 87% of students reported that school staff believed in their ability to succeed in classes, and compared to their last school, 78% of students felt that New Village provided a more positive and supportive learning environment for them; 82% of students reported feeling safe while at school, and 70% of students felt that school behavior expectations are applied fairly to all students.
- In the staff school climate survey administered in the Spring of 2019, 100% of teachers surveyed felt safe inside of school grounds, 76% of adults who work at NVGA felt the staff are treated with respect by the students; 88% of adults felt that there are strong relationships with students within the school and that the code of student conduct is fair.
- Based on the student staff climate survey, we noted that only 29% of staff agree that the school teaches ways to resolve disagreements so that all parties involved can be satisfied with the outcomes. We have identified this as an area of growth and will be conducting further trainings during staff meetings with respect to conflict resolution and PBIS.

Given the myriad challenges our students bring to school, our work at New Village is continuously challenging. We see on a daily basis how New Village impacts the lives of the young women we serve, truly changing the trajectory of their lives. In the Fall of 2018, we made an effort to reach all 20 alumnae who graduated in Spring 2018. We were able to successfully reach 14 out of the 20 graduates (70%). Out of the 14 alumnae reached, five are attending a 4-year university, and seven are attending a 2-year community college. Considering where these students were when they arrived at New Village and the significant life challenges that they have faced, this is truly remarkable. Notably, in the spring of 2019, we will be celebrating the college graduations of our Class of 2015 graduates, including one student who will be graduating from UC Berkeley and another from UCLA. While we know that we do not positively change the lives of every young woman who enrolls in our program, the dramatic impact New Village does have on dozens of students each year is incalculable.

7. SURROUNDING SCHOOLS

As a DASS school, New Village is not comparable to typical neighborhood schools and is not compared to “resident” schools students attend based on their home address. As discussed above, the ODA Data Set identifies McAllister and Riley High Schools and Ramona Opportunity School, all LAUSD schools for pregnant and parenting teen girls and other highly at-risk girls. As demonstrated in the preceding sections, NVGA is producing stronger or comparable student outcomes as these schools, and serves as an important option for these students within the District. Of course, much work remains to be done to increase student proficiency, but we are pleased with our progress to date.

At New Village, we are very proud of our success in serving as a “lifeline” for so many girls each year. Just as we hold our students to high expectations for success, so too do we believe in holding ourselves to rigorous standards for performance, and continuously evaluating our progress and working to improve. While measuring and quantifying our success as a DASS school may be more challenging than other more traditional schools, we know that our impact can be both measured and celebrated, as we continue to do the hard work, we are doing to change life outcomes for these students and their families.

C. STUDENT POPULATION TO BE SERVED

1. TARGET POPULATION

New Village serves grades 9-12. Since opening in 2006, New Village has consistently enrolled a population of young women facing extreme life challenges. Several of our students grapple with more than one risk-factor for academic failure, including involvement in the juvenile justice system, teen pregnancy/parenting, and issues related to abuse, neglect, or addiction. In 2018-19, our enrollment as of the October 3, 2018 reporting date to CDE was 97.7% FRPL, 85.1% Latina, 9.2% African-American, 2.3% Filipina, and 3.4% Caucasian; 18.4% SpEd, 26.4% EL, 8% were Foster Youth, and 3.4% were Homeless. In addition, while not tracked by CDE, 24% of our total students enrolled throughout 2018-19 were pregnant or parenting (down from 38% in 2017-18).

New Village is committed to continually employing recruitment strategies that reach out to all female secondary students in the LAUSD service area who might benefit from our educational program and services, especially those students who may be hard to reach because they are not currently enrolled in any public-school program. The target population includes:

- Students searching for a small school setting that provides 1:1 attention and small group learning opportunities.
- Youth who are extremely credit deficient and need to recover credits to graduate
- Foster and homeless youth who need personalized educational programming that is responsive to their needs and connects them to wraparound services
- Students who are facing medical challenges
- Students with high social-emotional needs
- Students who have struggled in more traditional school settings (i.e. larger class sizes, heavy course-loads, and lack of wellness services)
- Students who desire choice and are passionate about driving their own educational experience through the personalization of their project topics and real-world experiences
- Students who are motivated by a family-like social structure and would benefit from small advisory communities with 1:1 ratio check-ins with staff and meaningful community building activities
- Students that are pregnant parenting, EL students with Level 1 and Level 2, and recent arrivals

There continues to be good news in California about the teen pregnancy/birth rates, which hit a record low of 15.7 births per 1,000 females between the ages of 15-19 in 2016, an 11% decline between 2015 and 2016 and a 66% drop since 2000.²³ Los Angeles County reported 15.0 teen births per thousand in 2015-17, down from 28.8 teen births per thousand in 2011.²⁴

At the same time, the percentage of teens in California and Los Angeles who are in foster care, homeless, or involved in the juvenile justice system have increased over the same periods. According to the 2018 Annual Homeless Assessment from the U.S. Department of Housing and Urban Development (HUD), “California remains the state with the highest population of people experiencing homelessness overall and the highest number of unaccompanied homeless youth.”²⁵ With 12,396 unaccompanied homeless youth, California far exceeds the totals in other large states, including New York (2,941), Florida (1,892) and Washington, with 1,404.²⁶ Across the U.S., experience in the foster care and juvenile justice systems has a high correlation with youth homelessness.²⁷ A 2018 report from Bay Area Legal Aid found that three out of four homeless youth in the area had a history in foster care or juvenile justice, or both.²⁸

Of the 46,423 juvenile arrests in California in 2018, 12,864 (24.5%) were female.²⁹ According to a 2018 report published by the California Health Care Foundation, a growing number of youth in California are experiencing mental illness and substance abuse disorders; 38% of adolescents in California have used marijuana at least once, 30% used alcohol (up from 15% in 2009) and 13% engaged in binge drinking (up from 9.8%) in the past 30 days.³⁰ The rate of depression has been steadily increasing among teens in California and the US. One in eight teens reported a major depressive episode in 2014–2015, up from one in 11 in 2011–2012 and two-thirds of

²³ California Department of Public Health.

²⁴ <https://www.thinkhealthla.org/indicators/index/view?indicatorId=430&localeId=256>; Public Health Institute Center for Research on Adolescent Health and Development. *Teen Births and Costs by California Counties (2011 Data)*. teenbirths.phi.org/CountyTable2011Data.pdf

²⁵ U.S. Department of Housing and Urban Development. The 2018 Annual Homeless Assessment Report (AHAR) to Congress. Part 1: Point-in-Time Estimates of Homelessness. December 2018. Accessed from <https://files.hudexchange.info/resources/documents/2018-AHAR-Part-1.pdf>.

²⁶ Tiano, S. (2019). More Than 12,000 California Youth are Homeless. What’s Being Done to Change That? *The Chronicle of Social Change*. Access from <https://chronicleofsocialchange.org/news-2/12000-homeless-youth-california/33710>.

²⁷ Dworsky, A., Napolitano, L., & Courtney, M. (2013). Homelessness during the transition from foster care to adulthood. *American journal of public health, 103 Suppl 2*(Suppl 2), S318–S323. doi:10.2105/AJPH.2013.301455.

²⁸ Bay Area Legal Aid. (2018) Building a Safety Net for the Safety Net: Legal Aid in Partnership with Youth. Accessed from <https://baylegal.org/wp-content/uploads/2018/08/2018-BayLegal-Youth-Homelessness-Project-Report.pdf>.

²⁹ California Department of Justice, Criminal Justice Statistics Center. (2018). Juvenile Justice in California. Accessed from <https://data-openjustice.doj.ca.gov/sites/default/files/2019-07/Juvenile%20Justice%20In%20CA%202018%2020190701.pdf>.

³⁰ U.S. Department of Health and Human Services. (2017). California Adolescent Substance Abuse Facts. Accessed from <https://www.hhs.gov/ash/oah/facts-and-stats/national-and-state-data-sheets/adolescents-and-substance-abuse/california/index.html>.

adolescents with major depressive episodes did not get treatment. One in nine high school girls in California attempted suicide in 2015.³¹

Students with these risk factors are at a greater risk for dropping out of school prior to graduation.

Each of these sobering statistics can be used as a predictor for negative adulthood outcomes such as incarceration, poverty and early death. However, intervention during the critical adolescent years can affect adulthood outcomes positively if students are directed toward high school graduation and develop positive social networks.³²

At New Village, we see the human face of the statistics above on a daily basis. In addition, many of our students experience extreme self-consciousness and embarrassment related to their pregnancies and childbirth, foster care status and histories of emotional, physical and sexual abuse. In many cases, these attitudes constitute a significant obstacle to remaining in school. New Village’s ability to operate as a single-sex school for girls is unique among charter schools and enables it to largely eliminate this barrier.

8. ENROLLMENT PLAN

New Village has been authorized to serve up to 180 students in grades 9-12 each year (the capacity of our facility), an enrollment capacity we plan to continue. Due to the high mobility of our unique population, we experience more fluctuation in enrollment throughout the year than most schools, and in the past few years, have averaged 90 enrolled at any one time, with an average of 150 total students enrolled throughout the year. Our enrollment specifics for any single year or day are much harder to predict than a typical school, but the following presents our enrollment estimates for the new charter term:

Enrollment Roll-Out Plan					
Grade	2020-21	2021-22	2022-23	2023-24	2024-25
9	30	31	35	35	45
10	30	31	35	35	45
11	30	31	30	35	45
12	30	30	30	30	45
Total Students	120	125	130	135	180

³¹ California Health Care Foundation. (2018). Mental Health and Substance Abuse: A Crisis for California’s Youth. Accessed from <https://www.chcf.org/wp-content/uploads/2018/12/AlmanacMentalHealthSUDYouth.pdf>.

³² D. Osgood, W. Anderson, and A. L. Anderson. “Unstructured Socializing and Rates of Delinquency,” *Criminology*, 2004: 519-549.

D. GOALS AND PHILOSOPHY

1. MISSION AND VISION

The mission of New Village Girls Academy is to provide a high quality, engaging educational opportunity and integrated support services for young women, especially those experiencing challenging life circumstances. Our students include young women in the foster care and probation systems, pregnant and/or parenting teens and girls who have previously dropped out of school, or who are on their way to doing so.

Our vision is to empower our students to become self-reliant women by helping them develop the skills, ambition, and self-confidence necessary for productive, successful lives. By implementing the successful Big Picture high school design, a highly innovative model based on student-centered and student interest-driven learning, New Village offers students authentic real-world learning experiences that are generally rare and difficult to produce in larger, traditional seat-time-in-class schools. We believe that Big Picture’s motto of educating “one student at a time” in a community of learners, blending school-based learning with real-world doing is the best program for our unique population of students.

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

New Village believes an “educated person” in the 21st century must be prepared to transition from secondary school to post-secondary school and/or career, with the skills (including tech-based skills) and habits of mind necessary for success in the 21st century. Our curriculum, based on the Big Picture Learning model, is certified to meet A-G requirements by the University of California. The following learning goals are the foundation of our instructional program, which all align with Common Core standards and an emphasis on critical thinking skills:

- **Communication Skills:** “How do I take in and express information?” A focus on public speaking, reading, writing, computer/multimedia/tech skills, listening, foreign language, and creative expression.
- **Empirical Reasoning Skills:** “How do I prove it?” A focus on the analytical processes, the scientific method, logic, research, ability to develop strategies to test hypotheses, and the student of sciences, biology, chemistry, and physics.
- **Personal Qualities:** “What do I bring to this process?” A focus on the personal habits of academic inquiry, time management, empathy, respect, responsibility, leadership, organization, physical fitness, perseverance, and self-awareness.
- **Social Reasoning Skills:** “What do other people have to say about this?” A focus on citizenship, understanding diverse perspectives and cultures; learning cooperation and conflict resolution; and studying past experience/history, world history, geography, U.S. History, government, and economics.
- **Quantitative Reasoning Skills:** “How do I measure or represent it?” A focus on mathematical topics and data manipulation, intermediate algebra, statistics, geometry, basic operations, tables, graphs, estimating, and number sense.

These goals inherently encompass college and career readiness and integrated technology use for 21st century learning. Our emphasis is on helping students develop problem-solving strategies, critical thinking, persistence, and other crucial habits that allow them to function independently and achieve their own goals.³³ In addition, through college visits, dual enrollment at Los Angeles Community College (LACC), and intensive college counseling support, we work constantly to instill a college-going mindset in our students. A recent study found that California students who participated in dual enrollment as part of their high school career pathway were more likely than similar students in their districts to graduate from high school, enroll in four-year colleges, and persist in college. They also accumulated more college credits and were less likely to take remedial classes.³⁴

Any student who is interested in taking more advanced level coursework or AP coursework is supported in her application to LACC. Once accepted, students take placement exams and are enrolled as any other LACC student, but our students have the benefit of the counseling and guidance of New Village staff. In this way, our students begin to build their capacity to navigate the sometimes daunting process of university red tape with the additional benefit of earning college credit. Through internships, students are motivated to see the benefits of advanced learning and the “real world” implications of their education.

Technology is embedded throughout the NVGA curriculum and online assessments, internet research, online communications, document processing and presentation development, and tracking their own progress via a variety of online platforms such as Schoology, Mathalicious, Dreambox, Google Classroom, Google Drive applications, etc. Students have access to computers in the classrooms and in our Maker Space.

3. HOW LEARNING BEST OCCURS

At New Village, we believe that leaning occurs best -- and indeed, that students thrive -- when they have close relationships with adults who believe in their potential, hold them to high expectations, and mentor them through the steps necessary to achieve success. With our personalized, project-based instructional program (including our LTI program), NVGA expands the definition of teacher to include members of the community, who have knowledge and skills to share and can provide applied learning opportunities in alignment with students’ academic and life goals. As such, NVGA transforms “high school” into a series of experiences in and outside the walls of school that create confident, connected young women who have developed a strong supportive citywide network. Collaborating within a community of learners, students create work that matters, enlarging their sense of possibility about the impact they are capable of achieving.

³³ Lai, E. R. (2011). Critical thinking: A literature review. *Pearson's Research Reports*, 6, 40-41.

³⁴ Hughes, K, Rodriguez, O., Edwards, L., Belfield, C. (2012). Broadening the Benefits of Dual Enrollment. Reaching Underachieving and Underrepresented Students with Career-Focused Programs. Community College Research Center.

The instructional program at New Village is inspired by our partnership with the Big Picture network of schools. Elliot Washor and Charles Mojkowski³⁵ outline the reasoning behind developing a highly-individualized, internship-based program for students who have or are struggling to stay engaged with formal education. Ultimately connected to the work of LS Vygotsky³⁶ and the understanding that learning occurs in context and is constructivist by nature, Washor and Mojkowski describe the “Big Four” and the “Deeper Four” reasons students disengage from school, and the “higher expectations” that can be used as a filter to determine whether an instructional program is likely to re-engage or continue to engage students in taking ownership of their own learning.

- The Big Four: Conventional wisdom and mainstream dialogue about the dropout crises in the United States routinely identify four reasons students disengage from formal education: 1) Academic Failure, 2) Behavior, 3) Life Events, and 4) Disinterest.³⁷ While the “Big Four” may be common characteristics of students who drop out of school, they do little to give us insight into *why* these circumstances manifest. The Big Four are symptoms, and many students at New Village carry them into our school. Our work is to use the “Deeper Four” to uncover the reasons for past failure toward creating an experience designed to re-engage.
- The Deeper Four: Based on over 15 years of observations and listening to students in Big Picture and other high schools, the authors posit a set of reasons why students experience academic failure, unproductive behaviors, challenging life events, and/or disinterest in school and life: 1) not mattering, 2) not fitting in, 3) unrecognized talents and interests, and 4) restrictions.³⁸ The underlying concept is that students, such as those we enroll at New Village, are struggling to find their place in a standardized school culture which supports success along a fairly rigid path.³⁹ From our first contact with students, we strive to understand and value each individual for her own unique circumstance, passions, and talents. The job of our advisors is to co-design *with students* a path toward academic success, using Individualized Learning Plans that are unique to each student’s goals and context. Our program is designed to remove the institutional factors that lead to the “deeper four.”

³⁵ Washor, E. and Mojkowski, C. (2013) Leaving to Learn: How Out of School Engagement Increases Student Engagement and Reduces Dropout Rates. Heinemann, Portsmouth, NH.

³⁶ Vygotsky, LS (1978) Mind in Society.

³⁷ Washor, E. and Mojkowski, C. (2013) Leaving to Learn: How Out of School Engagement Increases Student Engagement and Reduces Dropout Rates. Heinemann, Portsmouth, NH.

³⁸ Ibid.

³⁹ Alger, A. L. (2016). The Big Picture School Model: Understanding the Student Experience.

- Higher Expectations: Washor and Mojkowski bring their understanding into practice by outlining “10 conditions schools must provide if they are to engage students in productive learning:”
 - Relationships: Do my teachers and others who might serve as my teachers know about me and my interests and talents?
 - Relevance: Do I find what the school is teaching to be relevant to my interests?
 - Authenticity: Is the learning and work I do regarded as significant outside school by my communities of practice and by experts, family, and employers?
 - Application: Do I have opportunities to apply what I am learning in real-world settings and contexts?
 - Choice: Do I have real choices about what, when, and how I will learn and demonstrate my competence?
 - Challenge: Do I feel appropriately challenged in my learning and work?
 - Play: Do I have opportunities to explore-and make mistakes and learn from them-without being branded a failure?
 - Practice: Do I have opportunities to engage in deep and sustained practice of those skills I need to learn?
 - Time: Do I have sufficient time to learn at my own pace?
 - Timing: Can I pursue my learning out of the standard sequence?

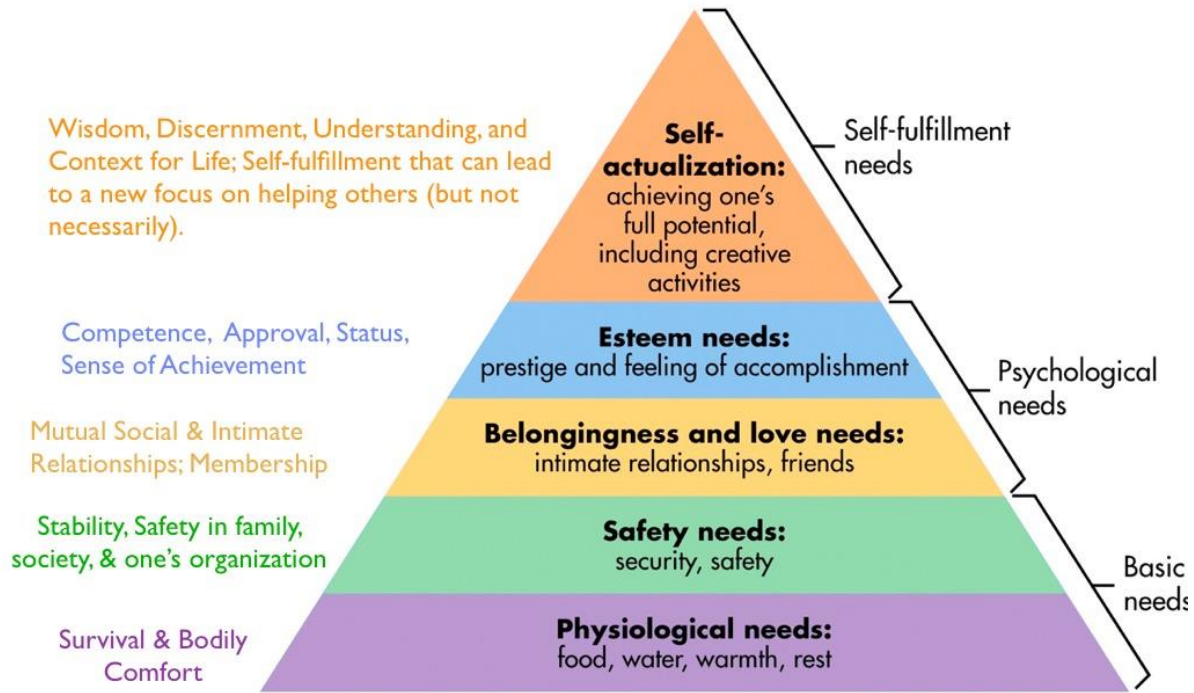
It is through these filters that we make decisions about our infrastructure and instructional practice.

NVGA’s practices continue to reflect a set of beliefs about how learning best occurs. The school’s overall principles and values are rooted in a great deal of thinking, talking and reading with a variety of NVGA stakeholders (including students). We practice what we preach and remain grounded in research on best practices in education, particularly for those students who have not been successful in more traditional learning environments. On the whole, NVGA believes that students learn best when the following conditions remain at the core of our practice:

Students day-to-day needs are met.

Maslow’s Hierarchy of Needs (below), developed in 1943, illustrates how the “lower” hierarchy needs such as breathing, food, water, shelter, clothing and sleep *must* be addressed, followed by a sense of safety and security, *before* one has the capacity to address higher needs:

Maslow's Hierarchy of Needs



A tired child, a child who has not had enough food to eat, or a child who is concerned about her own child's safety, can hardly be expected to dive into the history of World War II with much interest let alone rigor. As Maslow's hierarchy of needs shows, students, especially New Village students, need for their psychological and social needs to be prioritized in and outside of the classroom – including a sense of “belonging” – which includes strong relationships with both peers and adults. Over the past decade plus, we at NVGA have learned that “one persuasive explanation attributes the effectiveness of ... schools to their capacity to satisfy students' basic psychological needs for safety, belonging, autonomy, and competence. When these basic needs are fulfilled, students are more likely to become engaged in, and committed to, the school and, therefore, inclined to behave in accord with its expressed goals and values.”⁴⁰

Students are all known well.

New Village is a small school designed around who are students are, which includes their past experiences and current circumstances. The curriculum is student-interest driven and centers

⁴⁰ <https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success>

around the unique social emotional and learning needs of our population. Our teachers all also assume the role of student advisors, with schedules built as such around our advisory system. In order to know each student inside and out, NVGA adults need to know the context of their lives, communities and realities. NVGA believes that for students to *teach* students (rooted in the belief that teachers teach children, not subjects), they need to first *know* them as well as the worlds in which they live. Tyrone Howard, a professor of education at the University of California, Los Angeles, recently stated that “teacher-student relationships matter.” Dr. Howard is writing a book on the research about students’ relationships with their teachers and how well they learn [and states that he thinks] “schools in many ways have put the cart before the horse. What they’ve done is they want to jump right into academics and really dismiss or minimize the importance of relationships.”⁴¹

Learning integrates the real world with students’ interests and passions.

NVGA believes that students need to engage with content that is connected to their daily lives as well as to their futures. Our students learn best when their engagement with learning is through critical thinking about the world around them as well as via hands-on, project-based learning grounded in real-life skills and knowledge. Our students also learn best when their education is personalized to their needs, interests, and unique learning styles. NVGA firmly believes that “students come to the classroom with prior knowledge that must be addressed if teaching is to be effective.”⁴²

To put it another way, if what students “know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere, reverting to their preconceptions outside the classroom. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning.”⁴³

Learning is active, not passive.

NVGA students are not seen as empty vessels to fill with knowledge. At NVGA, “learning^[1] is an active, contextualized process of constructing knowledge rather than acquiring it” and “learners continuously test [their] hypotheses through social negotiation... bring[ing] past experiences and cultural factors to a situation.”⁴⁴ Extensive research supports the effectiveness of active learning, “particularly in improving the achievement level of the lowest-performing students and minorities.”⁴⁵

NVGA also believes that authentic mastery of content best occurs when students are given the

⁴¹ <https://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/>

⁴² Donovan, J., Branford, and S. (2005). *How Students Learn: History, Mathematics, and Science in the Classroom*. Washington, DC. National Academies Press

⁴³ Darling-Hammond, L. (2008). *Powerful Learning: What We Know About Teaching for Understanding*. Maiden, MA. Wiley-Blackwell

⁴⁴ www.learning-theories.com.

⁴⁵ dropoutprevention.org; Johnson, Johnson, & Holubec, 1992; Kagan, 1994; Slavin, 1983

means to pursue learning through exploration, investigation, collaboration, questioning, creation, discussion, and by publicly sharing and exhibiting their knowledge. The more actively engaged students are in the learning process, and the more relevant the curriculum is to their life and to their own individual experiences, the more powerfully they understand and absorb the concepts and skill sets we strive to instill which also of course contributes to their lives as lifelong learners.

Student voice and choice drives us.

Various studies have shown that “students are more motivated, engaged, and responsible when their education is connected to who they are and what they care about.”⁴⁶ NVGA continues to strive to ground our academic program such that our students build confidence with their capacities to read, write, critically think and act, and that they become more and more empowered to interact in the world in ways to make their – and others’ – lives better, more secure and happy. Along these lines, inviting student voice and choice into our school has been central to our growth. NVGA has created a place where students have the opportunity to share their preferences for both content and methods of study, as well as final presentation of their learning, which has proven to be a key to NVGA’s success. We have continued the longstanding practices of decades’ worth of small, successful schools:

“The term "Student Voice & Choice" was developed as part of the democratic schools movement over 30 years ago. It refers to a set of interconnected ideas related to positive youth development, motivation, and engagement theory, grounded in the belief that students have wisdom about their learning needs and interests, and it's essential to give this wisdom a central place within the school context: both as a mechanism for listening to students' voices as an end in itself, and as the means or driver for creating educational programs that allow students to make their own choices related to their learning path.”⁴⁷

Teachers teach students not just subjects.

Over the years at NVGA, we have learned that our students learn best when they are being both academically and holistically developed, which includes not only providing them with education and access to programming around student health, fitness, and personal well-being, but also facilitating their growth in other areas they will need to develop for post-secondary success. We feel the same way about our teachers. In order to best serve our students, we know that our teachers must be provided the time, resources and support they need to continuously improve their teaching practice. Just as we want our students to learn the tenets of persistence and perseverance, we also expect our faculty to explore those areas as well. As has been historically our focus with professional development from our inception, it remains evident in our plan for professional development for the 2020-21 school year that we deeply recognize that academic training for our faculty and staff is not enough. Social emotional learning, trauma- informed

⁴⁶ <https://edpolicy.stanford.edu/sites/default/files/publications/scope-pub-social-emotional-learning-researchbrief.pdf>

⁴⁷ <https://www.redesignu.org/design-lab/mastery-learning/resource-bank/student-voice-choice>

care, and restorative practices are at the center of our adult learning community.

4. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)

Student academic and personal progress is of the highest priority at New Village. While each young woman who enrolls at New Village comes with a different set of past achievements and current obstacles, each student is capable of developing rigorous personal goals and achieving those goals in the supportive environment at New Village. Because our student population is highly-mobile and some students, especially those in foster care, enroll at New Village for less than one year, have several high-risk factors (e.g., pregnancy, parenting, juvenile delinquency), New Village has been designated a DASS school (and previously was an Alternative School Accountability Model (ASAM) school from 2010-11). Standardized measures of student and school achievement are not well-suited to our small and highly mobile student population, most of whom enter the school with a high degree of remediation needs. As the California Department of Education has stated, “The state indicators and standards were developed for non-alternative schools. In order to fairly evaluate the success and progress of alternative schools that serve high-risk students, modified measures may be used for certain indicators. This means that these indicators may be calculated differently, or use different criteria, for DASS schools.”⁴⁸

As a DASS school, our focus is in individual student performance and achievement of Individual Learning Plan goals, particularly achieving a diploma. The following chart details the Charter School’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, NVGA stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions NVGA anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
All New Village students will have access to a high-quality education program taught by qualified teachers.	Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6

⁴⁸ <https://www.cde.ca.gov/ta/ac/cm/documents/whatisdass.pdf>

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- *New Village will hire, supervise, evaluate and retain qualified teaching staff.*
- *New Village will ensure verification of proper credentials and DoJ clearance prior to start of employment.*
- *New Village will actively recruit qualified teachers reflecting student ethnic demographics*

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- *New Village will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.*
- *New Village will review alignment of instructional materials to standards.*
- *New Village will maintain an annual inventory of instructional materials and respective purchase of materials.*
- *New Village budget will be reviewed every year to ensure adequate budget for instructional materials is in place.*

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- *New Village facilities will be maintained and cleaned by New Village custodial staff*
- *New Village will do annual and monthly facility inspections to screen for safety hazards.*
- *New Village will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff*

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- *New Village will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.*
- *New Village will provide CCSS-aligned ELA and math instruction using integrated and designated ELD instructional strategies to all students, including ELs.*
- *New Village will provide PD to teachers examining STAR, Read 180, and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.*

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas (ELA, Math, Science, Social Science,) described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- *New Village will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades aligned with the Big Picture model and curricula. We will also provide real world learning, Life and College and Career planning, and Learning Through Internships (LTI).*

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: 100% of teachers will be properly certified and assigned.

Metric/Method for Measuring: Personnel files, master schedule.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 2: 100% of New Village students (including all statistically significant subgroups) will have access to standards-aligned materials and technology

Metric/Method for Measuring: materials/tech inventories; student folders; observations

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

Priority 1 Outcome 3: New Village facilities will be maintained and cleaned ($\geq 90\%$) through a contract with the New Village custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).

Metric/Method for Measuring: Site Inspection Lists and daily spot checks

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	$\geq 90\%$	$\geq 90\%$	$\geq 90\%$	$\geq 90\%$	$\geq 90\%$

Priority 2 Outcome 1: New Village will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.

Metric/Method for Measuring: Purchased text and online curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

Priority 7 Outcome 1: All New Village students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science) outlined in the charter petition.

Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES
GOAL #2

<p style="text-align: center;">Every New Village student will have project-based, blended and personalized learning, as well as Learning Through Internship (LTI) opportunities.</p>	<p style="text-align: center;">Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td style="padding: 2px;"><input type="checkbox"/> 1</td> <td style="padding: 2px;"><input checked="" type="checkbox"/> 4</td> <td style="padding: 2px;"><input type="checkbox"/> 7</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 2</td> <td style="padding: 2px;"><input type="checkbox"/> 5</td> <td style="padding: 2px;"><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 3</td> <td style="padding: 2px;"><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p style="text-align: center;">Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7								
<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
<input type="checkbox"/> 3	<input type="checkbox"/> 6									

Specific Annual Actions to Achieve Goal
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Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized tests and CAASPP school assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)

- *New Village will provide highly qualified instructional personnel, EL Specialist and intervention/support personnel to implement high quality instruction with continuous monitoring by the Principal.*
- *New Village will provide comprehensive professional development to support student achievement.*
- *New Village will analyze STAR, Read 180 and other state and internal assessment scores quarterly to review progress towards annual targets.*

Priority 4 Outcome 2 – Share of English learners that become English proficient - - See above; plus: NVGA will implement the New Village EL Master Plan.

- *New Village will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs, with specific focus on LTELs and newcomers*
- *New Village will identify English Learners by proficiency level, ensure integrated and designated ELD instruction is aligned to the new ELD standards, and monitor student progress in program implementation.*
- *New Village will provide professional development related to EL support, including ELPAC training and re-designation criteria.*
- *New Village will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.*

Priority 4 Outcome 3- English learner reclassification rate - Same as Priority 4 Outcome 2 above, plus:

- *New Village budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.*
- *New Village will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs*

Priority 4 Outcome 4 – A-G Course Completion Rate

- All students develop individual learning plans that include life and college and career plans; all grades will take part in college and career activities as outlined by the Life and College and Career Action Plan

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – New Village will offer all students, including all subgroups, a broad course of study that includes engaging, project-based, blended learning with real -world experiences with technology and arts integration, and LTI.

- *New Village will provide professional development to teachers on integrating project-based, blended and personalized learning and tech integration across the curriculum.*
- *New Village will provide resources, time and materials for all students to engage in meaningful, real world project-based learning and online/tech-integrated learning with internship opportunities.*

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: New Village students, including all significant subgroups, will meet or exceed targets for growth once set by the State (if applicable to a DASS school) in the areas of ELA and Mathematics.

Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in core subjects on the CAASPP or students who Met or Exceeded the performance standards.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	<p><i>ELA: 30%</i></p> <p><i>Math: 0%</i></p>	<p><i>ELA: to increase by 2% each year</i></p> <p><i>Math: to increase by 2% each year</i></p>	<p><i>ELA: to increase by 2% each year</i></p> <p><i>Math: to increase by 2% each year</i></p>	<p><i>ELA: to increase by 2% each year</i></p> <p><i>Math: to increase by 2% each year</i></p>	<p><i>ELA: to increase by 2% each year</i></p> <p><i>Math: to increase by 2% each year</i></p>	<p><i>ELA: to increase by 2% each year</i></p> <p><i>Math: to increase by 2% each year</i></p>

Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year.

Metric/Method for Measuring: EL proficiency rates as demonstrated on ELPAC assessments

APPLICABLE STUDENT	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

NT GROUPS						
English Learners	<i>The average baseline score for English Learners on the ELPAC is a Level 1.</i>	<i>Increase an average of one level per year for each individual student</i>	<i>Increase an average of one level per year for each individual student</i>	<i>Increase an average of one level per year for each individual student</i>	<i>Increase an average of one level per year for each individual student</i>	<i>Increase an average of one level per year for each individual student</i>

Priority 4 Outcome 4: New Village will ensure EL reclassification rate rates.
Metric/Method for Measuring: EL reclassification rates

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	<i>4% on 2018-2019</i>	<i>7%.</i>	<i>2 percentage point increase</i>	<i>2 percentage point increase</i>	<i>2 percentage point increase</i>	<i>2 percentage point increase</i>

Priority 4 Outcome 4: Graduating seniors will have successfully completed courses that satisfy the UC program requirements.

Metric/Method for Measuring: Percentage of graduating seniors who will have successfully completed courses that satisfy the UC/CSU A-G admissions requirements.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	<i>53% one year graduation rate (DASS)</i>	<i>2 percentage point increase</i>	<i>2 percentage point increase</i>	<i>2 percentage point increase</i>	<i>2 percentage point increase</i>	<i>2 percentage point increase</i>

Priority 8 Outcome 1: New Village will offer all students, including all subgroups, a broad course of study that includes engaging project-based, blended and personalized learning experiences with for real-world learning through LTI.
Metric/Method for Measuring: % of students with access to LTI, project-based, personalized, blended and tech-based learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Significant Subgroups)	100%	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES	
GOAL # 3	
<p>New Village will foster parent/guardian, community and student engagement in school life and high rates of stakeholder satisfaction.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6</p> <hr/> <p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>
Specific Annual Actions to Achieve Goal	

Priority 3 (Parental Involvement)

Priority 3 Outcome 1 – Efforts to seek parent engagement and input in decision making.

- *New Village will maintain school website as a communication tool for the community.*
- *New Village will communicate the most important website items via a monthly newsletter (translated into Spanish and other languages as necessary) that is sent home via a hardcopy.*
- *New Village will convene the parent council at least quarterly each school year.*

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- *New Village parent/guardians outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.*
- *New Village's Office Manager, Principal and Teachers will help improve attendance and decrease habitual truants through home calls, meetings with students and families, and positive reinforcement incentives.*

Priority 5 Outcome 2 – Prevent drop-outs

- *See above for Specific Annual Actions plus: New Village will provide training and support in Advisory and other non-scholastic support for students.*

Priority 5 Outcome 3 – Graduation rates

- *See above for Specific Annual Actions.*

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- *New Village will provide training and support for students to develop academic proficiency and readiness for college or career, with academic interventions and restorative justice practices.*
- *New Village will provide a holistic approach that focuses on student wellness and addresses issues of trauma and stress that includes meditation and a wellness program*

Priority 6 Outcome 2 – pupil expulsion rates

- *See suspension above.*

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- *New Village will implement annual surveys to assess stakeholder satisfaction*

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: New Village will encourage parents/guardians to attend at least 2 events each year (specific goal to be set annually in LCAP).

Metric/Method for Measuring: # of parents/guardians attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>Parent participation rate of 20%</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>

Priority 3 Outcome 2: New Village will establish a School Site Council that will be promoted, and supported to be fully operational and self-sustaining with at least 4 annual meetings, along with an ELAC (if more than 21 EL students are enrolled) to advise on the EL program at least 4 times annually.

Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>75% of the time</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Priority 5 Outcome 1: New Village works to increase the attendance rate (with an ultimate goal of 90%) and lower the rate of students who are chronically absent by monitoring student attendance, developing partnerships with community based groups supporting adolescents struggling with depression, domestic violence, substance abuse, and gang intervention, and developing parent outreach processes for students chronically absent (more than 10 unexcused absences per year.)

Metric/Method for Measuring: Attendance and chronic absenteeism rates

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all Statistically Significant Subgroups)	<i>23.6%</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>
African American	<i>5.9%</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>	<i>2 percentage point decrease</i>

Hispanic or Latino	24.2%	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease
White	75.0%	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease
Filipino	50.0%	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease
Two or More races	N/A	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease
English Learners	87%	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease	2 percentage point decrease

Priority 5 Outcome 2: Prevent dropouts and ensure by ensuring students are engaged in learning and supported for success in their personal plans, with significant wrap-around supports for students at-risk of dropping out.

Metric/Method for Measuring: High school dropout rate

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all statistically significant subgroups)	19%	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease
African American	8%	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease
Hispanic or Latino	80%	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease
White	8%	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease
Filipino	NA	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease	2 Percentage point decrease

Two or More Races	NA	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>
English Learners	28%	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>	2 <i>Percentage point decrease</i>
Priority 5 Outcome 3: New Village will increase 1-year graduation rate annually with a goal of 100%.						
Metric/Method for Measuring: High school graduation rate						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all statistically significant subgroups)	<i>One-year graduation is 62%</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>
African American	6%	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>
Hispanic or Latino	91%	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>
White	NA	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>
Filipino	NA	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>
Two or More Races	NA	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>
English Learners	18%	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>	2 <i>Percentage point increase</i>

Priority 6 Outcome 1: New Village will maintain a low suspension rate

Metric/Method for Measuring: % of student suspensions

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all statistically significant subgroups)	<i>Suspension baseline is 0%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
African American	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
Hispanic or Latino	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
White	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
Filipino	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
Two or More Races	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
English Learners	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>

Priority 6 Outcome 2: New Village will maintain a low expulsion rate that is $\leq 1\%$.

Metric/Method for Measuring: % of student expulsions

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide and all statistically significant subgroups)	<i>Expulsion baseline is 0%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
Hispanic or Latino	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
White	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
Filipino	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
Two or More Races	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>
English Learners	<i>NA</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>	<i>maintain or below 2%</i>

5. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

At New Village, we believe that the best way to ensure that students are engaged and self-motivated is to ensure that what they are doing is relevant and of personal interest. Within the context of allowing students to delve deeply into projects that they actually want to spend time working on, we guide them to understand the knowledge they must have and the skills they must develop to be educated and productive 21st century citizens. In this way, students leave New Village with a skill set that ensures their capacity and desire to be lifelong learners. We believe that physical and mental wellbeing are the underpinnings of academic success. For that reason, we employ two additional structural elements:

- **Single-Sex Enrollment:** In 2006, the US Congress amended Title IX to specifically allow for single-sex instructional environments in the public school system. While much of the research supporting single-sex instructional environments is based on schools in which a variety of variable could account for student outcomes,⁴⁹ an important review of California’s short-lived single-sex academies pilot points to factors predicting success in place at New Village. Amanda Datnow and Lea Hubbard⁵⁰ conducted extensive qualitative interviews and observations in three of California’s six single-sex pilot academies following their funding and implementation under Governor Wilson’s administration in the late 1990’s. Their findings were particularly applicable to our work at New Village. The researchers found that single-sex instructional environments had the capacity to allow students, especially those from chaotic home environments, to eliminate distractions present in co-ed environments and better focus on academic subjects.⁵¹ The researchers further found that important adult:student modeling and candid adult: student conversations were conducted resulting in the potential for greater social outcomes for students. The researchers emphasized that the single-sex environment, in itself, was not enough to increase the potential for positive student outcomes, but that the single-sex environment, positive student:teacher relationships, and increased access to resources and funding *combined* to support more successful social and academic outcomes for the students who participated.⁵² New Village is specifically structured to support and encourage the development of relationships between students and

⁴⁹ Haag, P. (1998). *Single-Sex Education in Grades K-12: What Does the Research Tell Us?* In “Separated by Sex: a critical look at single-sex education for girls” by American Association of University Women Educational Foundation, Washington DC.

⁵⁰ *Anthropology and Education Quarterly*, Vol. 36, No. 2, pp. 115-131, ISSN 0161-7761, online ISSN 1548-1492. © 2005 by the American Anthropological Association. All rights reserved. Direct all requests for permission to photocopy or reproduce article content through the University of California Press's Rights and Permissions website, www.ucpress.edu/journals/rights.htm.

⁵¹ Hubbard, L., & Datnow, A. (2005). Do single-sex schools improve the education of low-income and minority students? An investigation of California's public single-gender academies. *Anthropology & Education Quarterly*, 115-131.

⁵² *Ibid.*

teachers and to improve student access to opportunity and community resources within a single-sex environment. In addition to pregnancy and motherhood a large number of our students have experienced sexual abuse; and the single-sex environment provides relief from the profound shame and embarrassment that commonly accompanies such histories and a safe setting for candid discussion; and in recognition of the unique characteristics of our student population New Village was granted a waiver by the State Board of Education to allow it to operate as a single gender school.

- **Formal Supports:** With the clear understanding that students are extremely challenged to focus on instructional requirements such as Algebra I if they are experiencing the effects of abuse, neglect, or physical or psychological trauma, New Village Girls' Academy allocates time and resources toward healing, strengthening, and developing resilience among our students. Through community partnerships with organizations such as the David Lynch Foundation, St. Anne's, Children's Hospital, and the Children's Institute, we include opportunities for our students to develop the tools they need to be successful academically and in life.

E. INSTRUCTIONAL DESIGN

1. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

New Village offers at-risk young women in grades 9-12 an engaging and personalized secondary education. In an environment designed to support the specific needs of the population we serve, students engage in a rigorous curricular program designed to prepare them for productive adulthood. While research on single-sex schools in the United States is still emerging, preliminary studies point to the improved academic achievement of girls enrolled in single-sex high school,⁵³ but the benefits to our population of young women has much more significant implications. Multiple studies examining the benefits of single-sex schools have cited improved self-esteem and focus for girls enrolled in single-sex school environment.⁵⁴ We know that many of our girls suffer from low levels of self-esteem, which may contribute, to the kinds of choices they have made in the past (e.g., pregnancy, delinquency, running away from home).⁵⁵ We believe that our students thrive in an environment in which they can focus on developing a positive sense of self-esteem and healthy relationships, and we believe a single-sex school is the best way to achieve this environment.

We see four programmatic elements as critical to achieving our mission.

⁵³ Datnow, A., Hubbard, L., & Woody, E. (2001). Is Single Gender Schooling Viable in the Public Sector? Lessons from California's Pilot Program. Final Report.

⁵⁴ Reiter, J. N. (1998). California single-gender academies pilot program: Separate but really equal. *S. Cal. L. Rev.*, 72, 1401.

⁵⁵ Harter, S. (1993). Causes and consequences of low self-esteem in children and adolescents. In *Self-esteem* (pp. 87-116). Springer, Boston, MA.

Advisory: First and foremost, students at New Village will be well-known. Our students have largely come to us from circumstances of neglect by parents, guardians, schools, communities and society at large. We serve young women in foster care because their parents were unwilling or unable to care for them, young women who have dropped out for failure to engage with teachers and their peers at other schools, and young women on probation because the only “family” they could find to mentor and guide them was found on the streets. We know that adolescents who have positive adult mentors who they may reference in times of uncertainty often make more productive life choices.⁵⁶

Evidence in child development and school counseling research supports the belief that students learn best in a close-knit, nurturing environment in which no child can “fall through the cracks” of the large, impersonal, bureaucratized high school. These environments are conducive to students developing “relational trust” with other adults and students in the building.⁵⁷

New Village emphasizes the development of genuine, productive relationships between students and staff. Educators who work at New Village must be prepared to and enthusiastic about knowing their students in a much more comprehensive way than is typical at large secondary schools. Because we believe that we can only serve students if we understand their personal goals and aspirations in the context of their lives outside of school, we purposefully structure our school to facilitate opportunities for meaningful dialogue.

Our first point of contact with any student is through advisory. Each student at NVGA is part of a small learning community of 20 or less students called an advisory. The advisory is led by a teacher who works with this small group of students for the duration of their high school experience, assists each student with their instructional programs and builds a relationship with each student and the student’s family. It is a goal of advisory for each student to work closely with her advisor to identify interests and personalize learning. In every way, the advisory become a “home away from home” for the student. As is evident in our schedule, and in order to develop these kinds of consistent adult-student relationships, the central structural element at New Village Girls Academy is Advisory. Much more than a traditional homeroom, each student is paired with an advisor for the duration of her tenure at New Village. Advisors guide and help students manage Individualized Learning Plans mapping the skills, requirements, and goals necessary for graduation. Advisors manage and assess internships and projects and help students develop critical life skills such as organization, time management and communications.

Learning Through Internships (LTI): We understand that engaging our students is critical to their academic success. New Village students have demonstrated in their past school experiences that they are at high-risk for dropping out of school altogether. Helping them to see the relevance

⁵⁶ National Middle School Association. (2003). *This we believe: Successful schools for young adolescents: A position paper of the National Middle School Association*. National Middle School Association.

⁵⁷ Tocci, C. et al, *Advisory Programs in High School Restructuring* National Center for Restructuring Education, Schools and Teaching (NCREST), Teachers College, Columbia University (2005) (citations omitted).

of school in their individual lives is an important key to guiding them through to graduation. Students at New Village discover and explore their personal passions through research and real-world experience. The pedagogical foundation for the program derives from a constructivist theory of education which states that people learn best when learning is based on their prior knowledge and takes into account the environmental factors which may influence a student's acquisition of knowledge.⁵⁸ At New Village, we rely on the research on what constitutes effective teaching and learning for all students and then look for how each practice and pedagogy best applies to the demographic we serve. Contemporary sociocultural research tells us that knowledge is constructed as students and more capable others, in our case, advisors, mentors, and peers, work together toward common goals.⁵⁹ Rooted in the discourse of L.S. Vygotsky (1978), this constructivist theory of education believes that development occurs when the learner engages in the use of the tools of learning (e.g., language and skills) toward a meaningful outcome. Furthermore, research has shown that learning is most productive when new material is introduced in the context of the learner's life and values.⁶⁰ This research supports the manner in which we structure our academic program to include the development of strong adult-student relationships and the integration of content area learning into real-life contexts.

Advisors and content area specialists then tie these passions to learning in the academic content areas. Through Advisory based field experiences, community service, and guest speakers, along with research and job shadow days, students are exposed to different career options and encouraged to explore and develop their own passions, expanding their learning and skills through internships and other "real world" experiences.

For more than two decades, Big Picture Learning has been a leader in providing student-centered learning opportunities in real-world environments, paired with strong mentors. ImBlaze is a powerful platform that enables schools to curate a set of internships for students to request to pursue. Schools can monitor the search process, track internship attendance and ensure compliance, and ensure student success. ImBlaze was built upon three core beliefs around effective internships:

- 1.) Student agency should drive the internship search process.
- 2.) A vibrant and authentic internship program is developed by the school leveraging the power of its community.
- 3.) An adult coordinator (whether a teacher, advisor, school support staff member, etc.) is a crucial component of this work.

In the online platform, students search for internships that align to their interests. They can "Request to Pursue" interesting opportunities. If approved by our LTI Coordinator and vetted through the compliance procedures outlined for mentors, the student works to secure the internship. Students can also suggest potential internships for their peers, which will help us authentically build our database. Students can easily search for internships and log attendance

⁵⁸ L.S. Vygotsky. *Mind in Society*. 1978.

⁵⁹ R. Tharp, P. Estrada, S. Dalton, and L. Yamauchi. *Teaching Transformed*. 2000.

⁶⁰ National Council of Teachers of Mathematics "Professional Standards for Teaching Mathematics." 1991.

on any iOS or Android device. As students check in, their location is confirmed via their device GPS and attendance is verified with the internship mentor.

New Village’s staff is being trained this (2019) summer to implement Big Picture Learning’s ImBlaze for the 2019-2020 school year.⁶¹ ImBlaze already has received significant recognition. Julia Freeland, Director of Education at the Clayton Christensen Institute for Disruptive Innovation, “has touted ImBlaze as a rare exemplar of Ed-tech that addresses opportunity gaps and helps students grow their social capital,”⁶² and [Jobs for the Future](#) has called out ImBlaze “for easing the administrative burden on schools to provide exemplar learning experiences.”⁶³ ImBlaze is currently being used in more than 84 schools across the U.S. Big Picture Learning provides [training opportunities](#) for participating schools, including through their annual conference on Student-Centered Learning.⁶⁴

While NVGA’s Learning Through Interest (LTI) Coordinator has always focused the work on establishing a relationship with the community to identify internship opportunities with students play a role in maintaining and developing these relationships while in their internships, ImBlaze invites students to become much more active (and accountable) in the entire process. NVGA students will be able to search the ImBlaze database for potential experiences and they can also submit opportunities they discover, whether for themselves or another student. By working together as a community, NVGA staff, students, and families can develop a diverse, well-rounded internship database with the help of ImBlaze.

Individualized Learning Plans (ILPs)

Each young woman who enrolls at New Village brings with her a specific set of life circumstances and academic experience. In order to best serve each of our students, advisors work with students to create individualized learning plans (ILP) which map academic and personal goals and make specific plans to accomplish these goals. Through this process, our students are appropriately guided to meet academic credit requirements and identified for support services including remediation and mental health counseling. Advisors hold students accountable for making progress toward their identified goals. Each student’s ILP is reviewed and updated two times a year and forms the core of our goals and benchmark system.

Integrated Support Services (ISS)

Our student population is characterized by special and often extremely challenging life circumstances. In order to allow our students the opportunity to develop to their fullest academic

⁶¹ <https://www.bigpicture.org/apps/pages/imblaze>

⁶² Fisher, J. (2017). Disrupting opportunity gaps will hinge on networks. Christensen Institute. Accessed from <https://www.christenseninstitute.org/blog/disrupting-opportunity-gaps-will-hinge-networks/>.

⁶³ Jobs for the Future. Promising Trends and Challenges in Work-Based Learning: A Market Scan of Organizations and Tools. Accessed from <https://www.jff.org/points-of-view/promising-trends-and-challenges-work-based-learning-market-scan-organizations-and-tools/>.

⁶⁴ Getting Smart. ImBlaze: Igniting Powerful Real-World Learning Experiences. Accessed from <https://www.gettingsmart.com/2018/06/imblaze-igniting-powerful-real-world-learning/>.

potential, we must work to mitigate some of the other stresses in their lives. New Village has the capacity to support our students in ways large, traditional high schools are simply not structured or staffed to accommodate. We are quite proud of our comprehensive health and wellness program, which includes:

Transcendental Meditation (supported by *The David Lynch Foundation*): students are trained in transcendental meditation to be used as a tool to eliminate anxiety and stress and to maximize their educational potential. The school practices meditation two times a day for 15 minutes each time in advisory class.

Mental Health Therapy Referrals (in partnership with *Children's Institute, Children's Hospital & St. Anne's*): students are offered referrals to local community organizations for mental health therapy. Both individual and family therapy is available. The Peacock Foundation offers animal-assisted group therapy.

Physical Education: students participate in multiple physical fitness classes throughout the year, where students engage in activities such as volleyball, basketball, dance, hiking, cross fitness and yoga.

School Wide Wellness Education: students are engaged in monthly activities pertaining to a variety of health topics. A monthly school wide event is held, incorporating workshops, guest speakers and critical conversations related to topics like: Healthy Relationships, Fitness, Self-Esteem, Nutrition, Sex, Addiction, Mental Health practices, Sexuality, Pregnancy Prevention and other women's health issues.

Full-Time School Social Worker: New Village has a full-time social worker to assist students dealing with crises and obtaining necessary mental and physical health, housing, childcare and other services.

This high-quality secondary school education includes critical support services for our students in order to help stabilize their present lives so that they may focus on their education and future.

6. CURRICULUM AND INSTRUCTION

New Village is committed to establishing high standards and expectations for all students including meeting the CA CCSS and offering students the opportunity to complete the A-G coursework required for admission into the University of California and California State University systems. Through core skills mastery and project-based education, students are expected to demonstrate mastery in the six core subject areas: language arts, social sciences, mathematics, science, foreign language, and visual and performing arts, along with health/P.E. and chosen electives.

New Village implements a curriculum developed by Big Picture and approved by the University of California as meeting the A-G required coursework for the state university systems. Advisors (credentialed teachers) and individual students work together to develop their Individualized Learning Plans detailing the most appropriate and relevant course of study for each individual

student, including a personalized graduation plan. In order to obtain a high school diploma from NVGA, a student generally must⁶⁵:

- Demonstrate through two high-stakes, public exhibitions the development of personal attributes indicating a readiness for responsible participation in society, including the ability to be employed.
- Demonstrate content area competency aligned with Common Core standards in all courses required by the California Education Code § 51225.3 (See Table below for detail). A course grade of “C” or better is needed in order to pass and issue credits.

Our students come to New Village in various stages of their academic careers. Only a relative few are close to or have obtained grade level appropriate credits in middle school or while enrolled in another high school. More frequently, our students arrive needing to make up credits and deepen their core academic foundation. Additionally, New Village students often enroll at New Village as 16, 17, or 18-year olds at widely varying academic levels.

In order to best serve each student starting from her individual circumstances, all New Village students develop an Individualized Learning Plan (ILP). This plan articulates an individualized curriculum built on the students’ passions, interests, goals, academic credits, skills, and needs. Every aspect of the ILP is created via collaboration between the student and her advisor. Additionally, advisors work with students to identify a consistent adult guardian or mentor in their lives (e.g., a parent, legal guardian, family member, counselor) who also participates in the creation of the ILP.

A typical ILP entails a simultaneous combination of most of the following elements: 1) Life management goals, including courses or support services for students with risk factors for academic failure or other undesirable future outcomes, 2) Advisory based activities to introduce and strengthen academic, organizational, and life skills, 3) Content area work, 4) Projects, Field Studies, and Student Internships, completing problem solving project work alongside a mentor while working in a field of interest. This Individualized Learning Plan is a record of the academic rigor of the student’s work processes and product and includes how the five Learning Goals described below will frame the work. It identifies the Common Core Standards that will be addressed through the work, identifies adults and other resources that will assist and guide the student, and how the work will be assessed at the student’s exhibition.

An Exhibition of 45-60 minutes occurs at the end of each semester (two annually). Exhibitions provide a forum for which students demonstrate their learning by presenting their research, projects, and other Individualized Learning Plan work before a panel of adults and peers. Exhibitions require students to be organized self-advocates who can present evidence of their learning and articulate both success and areas in need of improvement related to their learning

⁶⁵ Modifications to standard graduation requirements are made as appropriate for individual students. For example, a student who newly enrolls in 12th grade and is close to credit completion for a diploma may not be asked to do a Senior Thesis Project. Similarly, students in foster care – a significant portion of our population – may have alternative graduation requirements under A.B. 216 (formerly A.B. 167), yet we create graduation plans for each that incorporate A-G within the context of A.B. 216.

plan goals. High quality project work combines many if not all of the student's ILP learning goals in meaningful and in-depth ways that are aligned to grade level content standards. Exhibitions also provide a forum for students to be reflective and honest about their learning process, identifying both strengths and weakness, and constructing a plan to continue to grow in these areas. Because Mentors, community partners, and the student's advisor are present at Exhibitions, there is a high degree of accountability for students during these public conversations. The advisor/credentialed teacher determines the mastery of content standards through a teacher-designed rubric that aligns with the standards identified in the individualized learning plan.

All exhibitions, along with student project work across all disciplines, are structured around the 5 Big Picture Learning Goals, which are linked to Common Core Standards. All students are expected to learn deeply within each Learning Goal Area through individually designed authentic projects, which are connected to their interest areas. Exhibitions are assessed both by each student's advisor and a panel including students, parents, community and board members, and other friends of NVGA, according to New Village's five Learning Goals, with elaboration in the form of essential questions:

1. Empirical Reasoning - How do I prove it?

This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory.

What idea do I want to test?
What has other research shown?
What is my hypothesis? How can I test it?
What information (data) do I need to collect?
How will I collect the information?
What will I use as a control in my research?
How good is my information?
What are the results of my research?
What error do I have?
What conclusions can I draw from my research?
How will I present my results?

2. Quantitative Reasoning – How do I measure, compare or represent it?

This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time.

How can I use numbers to evaluate my hypothesis?
What numerical information can I collect about this?

Can I estimate this quantity?
How can I represent this information as a formula or diagram?
How can I interpret this formula or graph?
How can I measure its shape or structure?
What trends do I see? How does this change over time?
What predictions can I make?
Can I show a correlation?

3. Communication - How do I take in and express ideas?

This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language.

How can I write about it?
What is the main idea I want to get across (thesis)?
Who is my audience?
What can I read about it?
Who can I listen to about it?
How can I speak about it?
How can technology help me to express it?
How can I express it creatively?
How can I express it in another language?

4. Social Reasoning – What are other people’s perspectives on this?

This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically.

How do diverse communities view this?
How does this issue affect different communities?
Who cares about this? To whom is it important?
What is the history of this? How has this issue changed over time?
Who benefits and who is harmed through this issue?
What do people believe about this?
What social systems are in place around this?
What are the ethical questions behind this?
What do I think should be done about this?
What can I do?

5. Personal Qualities – What do I bring to this process?

This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement.

How can I demonstrate respect?
How can I empathize more with others?
How can I strengthen my health and well-being?
How can I communicate honestly about this?
How can I be responsible for this?
How can I persevere at this?
How can I better organize my work?
How can I better manage my time?
How can I be more self-aware?
How can I take on more of a leadership role?
How can I work cooperatively with others?
How can I enhance my community through this?

Because our students come to us with varying degrees of academic credits and standing and at varying ages, individualized academic programs will be based on more than grade level expectations. At New Village, we take each student as they enroll and develop an individualized scope and sequencing plan based on that student's academic and personal needs. That being said, we have developed a generalized scope and sequencing plan for use by advisors and students when developing ILPs. This scope and sequence is correlated to grade level expectations.

a. Key Features And Components Of The School's Educational Program By Subject Area

At New Village, instruction is not limited to traditional classroom lecture format, but rather content mastery is achieved through a variety of instructional experiences that may include: internships, independent projects, workshops, college classes, field studies, traditional research, written reflections, tutoring, and student exhibitions. In addition, all students are expected to complete a minimum of two project-based assignments for each unit. Along with each unit's project work, students will be required to complete all assigned readings and conduct active research embedded in their internship projects centered on the selected topic/s agreed upon by their advisor/teacher and mentor as they relate to the course standards. In keeping with the Big Picture philosophy, academic learning will be linked to student interests and connected to real world experiences. This active learning must include both primary and secondary source analysis and written reflections of these source materials will be expected along with final products for all student work. Students will have access to standards-based academic texts, the Internet, primary and secondary sources, as well as expertise at their internship site and outside experts as lecturers.

English Language Arts

A-G approved, Core, and College-preparatory course

The ELA program at NVGA is aligned fully with the Common Core standards. The Common Core's "College and Career Readiness Anchor Standards" dictate the broad goals for what all students should be able to do prior to graduating high school in order to be ready for higher education and a range of career options, while the 9-12th grade standards inform more specific grade level expectations. Classes are designed to provide students with exposure to a variety of

texts from the classics to contemporary literature to non-fiction that represents the voices of diversity within the community. ELA instruction focuses on three of the Big Picture Learning Goals: Communication, Social Reasoning, and Personal Qualities. The entire Language Arts curriculum is a strong literature-based program that includes a balance of oral and written language. Reading instruction is meaning-based and encompasses systematic and explicit instruction of emergent literacy skills including attention to the four cueing systems, spelling and vocabulary development, a wide range of comprehension strategies and critical thinking skills to interpret, evaluate and appreciate texts. Students with language and other special needs also are given ample opportunities to participate in communicative and interactive learning activities, which enhance their language acquisition, social, interpersonal, and academic skills in a language and print rich environment.

English 9

A-G approved, Core, and College-preparatory course

In 9th grade, our students gain proficiency in the Common Core standards by reading a variety of literary genre types (poetry, stories and drama) for comprehension. “English 9” focuses on themes of self-awareness, community awareness, cultural diversity and building critical thinking skills. Students learn to identify central ideas, make inferences, and understand complex character development. We teach them to analyze what they read and to cite strong and detailed textual evidence to support their positions. Students learn to identify figurative and literal language, formal and informal tones, and how to structure a text in terms of order of events or manipulating time. They are able to elevate the quality of their persuasive, expository, and narrative writing to the high school level. In collaborative discussions and class presentations our students learn to verbally present information clearly using precise evidence to support claims when appropriate.

English 10

A-G approved, Core, and College-preparatory course

In 10th grade, our students gain proficiency in the Common Core standards by reading a variety of literary genre types (poetry, stories and drama) for comprehension. In “English 10”, students develop an understanding of the connections between history and literature. Students learn to identify central ideas, make inferences, and understand complex character development. We teach them to analyze what they read and to cite strong and detailed textual evidence to support their positions. Students learn to identify figurative and literal language, formal and informal tones, and how to structure a text in terms of order of events or manipulating time. They are able to elevate the quality of their persuasive, expository, and narrative writing to the high school level. In collaborative discussions and class presentations our students learn to verbally present information clearly using precise evidence to support claims when appropriate. By the end of the 10th grade, they should be able to demonstrate a strong command of English grammar.

English 11

A-G approved, Core, and College-preparatory course

Our 11th grade ELA coursework builds upon the reading, writing, speaking and listening skills that the students have learned in the earlier high school years. In “English 11,” the focus is on reading and critical analysis of American Literature and autobiography as a genre. Students

develop a higher proficiency levels in terms of their reading comprehension and their persuasive, expository, and narrative writing skills. Similarly, students strengthen their collaborative discussion abilities to be able to respond thoughtfully to different perspectives and to synthesize a variety of information to problem-solve and/or make recommendations.

English 12

A-G approved, Core, and College-preparatory course

Our 12th grade ELA coursework builds upon the reading, writing, speaking and listening skills that the students have learned in the earlier high school years. In “English 12,” students focus on reading and critical analysis of British Literature and autobiography as a genre. They develop higher proficiency levels in terms of their reading comprehension and their persuasive, expository, and narrative writing skills. Similarly, students strengthen their collaborative discussion abilities to be able to respond thoughtfully to different perspectives and to synthesize a variety of information to problem-solve and/or make recommendations.

English Language Development

Non-Core, Non-College Prep

New Village’s ELD class is designed to ensure English Learners have equal access to instructional materials and supports in order to achieve grade-level CCSS mastery and English-language proficiency.

Our English Language Development Program is intended to accomplish two parallel and complimentary goals. First, we support students classified as English Learners in their acquisition of English as a Second Language. Second, we support students still gaining fluency in English in their access to content presented in our English language classrooms.

The ELD teacher works with each student classified as an EL and with that student’s advisor to develop a support plan for English Language Proficiency and Content Area Acquisition. The goals and support plan are included on the student’s ILP and co-evaluated by the ELD teacher and the advisor at least 4 times annually. Students may participate in designated ELD and/or integrated ELD, depending on the language proficiency level as determined by the ELPAC. ELs may participate in internships with bi-lingual mentors to further develop their cognitive skills in a real-world context.

The ELD teacher uses *Read 180/System 44*, a Common Core standards aligned curriculum, to support English Language Proficiency. All teaching staff will be trained in strategies (e.g., SDAIE, SIOP, GLAD strategies) to support content access for ELs.

Mathematics

A-G approved, Core, and College-preparatory course

Our math program also is entirely aligned with the new Common Core standards and, as such, includes progressive competency aligned with the “Eight Standards of Mathematical Practice.” The mathematics curriculum is problem-based, offering all students the opportunity to learn mathematical concepts and procedures with understanding. At New Village, we offer Algebra I, Geometry, and Algebra II. Students may fulfill their “C” requirement by passing Algebra I and one other year-long math course. Students interested in furthering their studies in Mathematics

may do so through their projects and internships or by taking courses at a local community college.

Algebra I

A-G approved, Core, and College-preparatory course

Symbolic reasoning and calculations with symbols are central in algebra. Through the study of algebra, a student develops an understanding of the symbolic language of mathematics and the sciences. In addition, algebraic skills and concepts are developed and used in a wide variety of problem-solving situations: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; and (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.⁶⁶

Geometry

A-G approved, Core, and College-preparatory course

Today we understand geometry as being a formal logical system, not solely the science of measurement as it was at its conception. The challenge to the student is to see both the practical applications implicit to geometry, as well as the opportunity for a visual/spatial example of the reoccurring systems of thought found across the spectrum of mathematics. Geometry is a shining example of how practical questions around how to measure in a systematic, efficient, repeatable way can lead to an in-depth understanding of what measurement is, and what the thought processes of solving those problems looks like. The aim is for the student to depart with the meta-cognitive savvy to systematically work through unforeseen problems across all the disciplines in a systematic (foolproof) manner.

Geometry is a course designed for students who are interested in taking two or more years of college prep mathematics. Geometry will address such topics as (1) congruence; (2) similarity, right triangles, and trigonometry; (3) circles; (4) expressing geometric properties with equations; (5) geometric and dimension; (6) modeling with geometry; and (7) mathematic practices. Our teachers will try to make the abstract more concrete and accessible for students, providing manipulatives and leveraging technology to deepen understandings.⁶⁷

Algebra II

A-G approved, Core, and College-preparatory course

Our Algebra II class will focus on the Common Core standards that fall into the following five categories: (1) seeing structure in expressions; (2) arithmetic with polynomials and relational functions; (3) creating equations; (4) reasoning with equations and inequalities; (5) and mathematical practices. Instruction will be delivered in a manner that is sensitive to all learning

⁶⁶ <http://www.corestandards.org/Math/Content/6/introduction>.

⁶⁷ All seven geometry focus categories are taken directly from the Common Core website: <http://www.corestandards.org/Math/Content/highschool/introduction>.

styles. In particular, students will be able to problem-solve using highly visual and tactile techniques such as graphing two functions.⁶⁸

History-Social Studies

A-G approved, Core, and College-preparatory course

The social studies curriculum is based on core knowledge in history and social sciences and the California State Standards. At New Village Girls Academy, we offer World History and US History. Students may fulfill their “A” requirement by passing these classes. Students interested in furthering their studies in Social Studies or History may do so through their projects and internships or by taking courses at LACC, a local community college.

World History

A-G approved, Core, and College-preparatory course

Students study the major turning points that helped to shape the modern world, from the late eighteenth century through the present. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

United States History

A-G approved, Core, and College-preparatory course

Students in this course study the major turning points in American history in the twentieth century. Following a review of the nation’s beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the 10th grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

⁶⁸ All five algebra II focus categories are taken directly from the Common Core website:
<http://www.corestandards.org/Math/Content/highschool/introduction>.

American Government

A-G approved, Core, and College-preparatory course

This course provides students with a basic understanding of types of governments, with an emphasis on understanding the U.S. political system and its history. This course examines the Constitution of the United States, including the study of American institutions and ideals, and the principles of state and local government. Students compare different types of governments, have a complete understanding of the US political system, and learn about the rights and responsibilities of citizenship. Students know the methods citizens can use to participate in the political process at local, state and national levels, and how political participation can influence public policy. Students also understand the content and context of documents that established the US, especially the Declaration of Independence and the US Constitution.

Principles of Economics

A-G approved, Core, and College-preparatory course

Students learn the theoretical basis of economic systems around the world, but especially in the US; such as supply and demand, calculating business costs and profits, but we build on upon the theories by using real-world economic applications to create a basic understanding of economic concepts and our economic system. Students analyze and interpret data to understand the laws of supply and demand and how it affects their day to day lives. Students are given the tools to understand how economists use markets and trends to predict the growth of the economy. Students also study how the government is involved in establishing economic stability and how to use economics to maintain stability in their own lives, as well as the lives of the people around them.

Science

The science program has been designed to address the California standards, and aligns with the California Next Generation Science Standards. At NVGA and in partnership with the California Science Center, we offer Biology, Chemistry, Earth/Physical Science offsite while also offering an additional Environmental Science on site. Students may fulfill their “D” requirement by passing these courses. Students interested in furthering their studies in Science may do so through their projects and internships or by taking courses at LACC, a local community college.

Space and Engineering

A-G approved, Core, and College-preparatory course

This course on Space Exploration that requires students to work in teams and will reveal the slow transformation in human consciousness that causes us to continually redefine: (1) our place in the Universe; (2) our reason for being here; (3) the origins of our species. This course will use a combination of hands-on activities, lectures, and field trips to understand the human effort to explore space. The course will emphasize a conversational tone between the teacher and students designed to encourage student expression and stimulate critical thinking. This course will include the use of applied mathematical analysis. Students will derive equations, solve problems and understand the utility of mathematics as an essential tool for space exploration. Mathematical content will include algebra, geometry, trigonometry, and a brief introduction to

the fundamental concepts of differential and integral calculus. The large percentage of a student's grade will be based on a final classroom project.

Astrophysics

A-G approved, Core, and College-preparatory course

Students explore the principle scientific findings that inform our knowledge of the Universe and how that knowledge changes our perception of our significance as human beings in the Cosmos. The course combines the history of astronomy, principal scientific discoveries about the Cosmos, the technologies underlying selected astronomical instruments and the mathematics used for measurement to provide students with a quantitative understanding of the subject of astrophysics. Students will learn about the Universe and what tools Scientists have created to measure the Universe and how the Universe answers with data. Students will understand how natural philosophers of the 15th – 17th centuries carefully measured the motions of the heavens and developed mathematical models to predict planetary motion. Students will learn about refracting telescopes, reflecting telescopes, and light. The student will describe how light moves as waves that carry energy from place to place in the Universe at a constant speed, how parallax and triangles provide the secret to measuring the distance to the nearest stars and how our solar system has planner structure and helps form a baseline for understanding our Universe. Students understand the apparent brightness and standard candles, Andromeda, redshift, and dark matter.

Biology

A-G approved, Core, and College-preparatory course

This course centers on the study of living things: their structures, functions, behavior, relationships, and classification. Students will develop an understanding of the diversity of life and the interdependence of all organisms. There is a thirty (30) hour lab component, and lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of the scientific process, research and reporting, data collection and analysis, and understanding of overarching biological concepts. Students will utilize the labs menu, selecting labs that correspond with their interests and internship studies, to meet the minimum 30hour lab component.

Chemistry

A-G approved, Core, and College-preparatory course

This course centers on the study of chemical theory. Students will develop an understanding of matter and its properties. There is a thirty (30) hour lab component, and lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of the scientific process, research and reporting, data collection and analysis, and understanding of overarching concepts in chemistry. Students will utilize the labs menu, selecting labs that correspond with their interests and internship studies, to meet the minimum 30 -hour lab component.

Earth/Physical Science

A-G approved, Core, and College-preparatory course

This course centers on the study of the function and application of Newton's Laws, forces, work, motion, energy, fluid, heat, light, waves, sound, electromagnetism and electronics. There is a thirty (30) hour lab component, and lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of research and reporting, data collection and analysis, and understanding of physics concepts. Students will utilize the labs menu, selecting labs that correspond with their interests and internship studies, to meet the minimum 30 hour lab component.

Environmental Science

A-G approved, Core, and College-preparatory course

This course centers on the study of the natural environment. Students will develop an understanding of the interdependence of earth's living systems. There is a thirty (30) hour lab component, and lab participation and completion of scientific inquiry are requirements. Lab activities will promote utilization of the scientific process, research and reporting, data collection and analysis, and understanding of overarching concepts in environmental science. Students will utilize the labs menu, selecting labs that correspond with their interests and internship studies, to meet the minimum 30 hour lab component.

Physics

A-G approved, Core, and College-preparatory course

This is a college preparatory class looking into the relationships between matter and energy. We will be covering the following topics: linear motion, Newton's laws of motion, circular motion, gravitation, work energy relationships, momentum, thermodynamics, light, magnetism, and electricity. This is a math intensive course; students should have strong algebra skills and will be required to use a scientific calculator.

Health and Physical Education

Non-Core, Non-College Prep

At NVGA, we offer Physical Education. Students may fulfill their Physical Education requirement by passing the equivalent of two year-long courses in Physical Education. The physical education program teaches movement skills with California state standards incorporated into every lesson. Physical Education emphasizes the connection between physical and psychological well-being. Students practice gross and fine-motor skills in a variety of contexts. The development of life-long habits, positive self-image, and teamwork are key goals in physical education.

World Languages

A-G approved, Core, and College-preparatory course

Spanish I

A-G approved, Core, and College-preparatory course

Spanish I teaches students to greet people, describe family and friends, talk about hobbies, and communicate about other topics, such as home life, occupations, travel, and medicine. We explore vocabulary, grammar, and culture in context, followed by explanations and exercises. Vocabulary includes terms to describe school subjects, parts of the body, and people, as well as idiomatic phrases. Instruction in language structure and grammar includes the structures and uses of present-tense verb forms, imperatives, adjective agreement, impersonal constructions, formal and informal address, and reflexive verbs. Students explore words used in different Spanish-speaking regions and learn about the cultures of Spanish-speaking countries and regions within and outside Europe. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish II

A-G approved, Core, and College-preparatory course

Building on Spanish I concepts, Spanish II students learn to communicate more confidently about themselves, as well as about topics beyond their own lives – both in formal and informal situations. Each lesson presents vocabulary, grammar, and culture in context, followed by explanations and exercises. Students expand their vocabulary in topics such as cooking, ecology, geography, and architecture. Instruction in language structure and grammar includes a review of present-tense verb forms, an introduction to the past tense, the conditional mood, imperatives, impersonal constructions, and reported speech. Students deepen their knowledge of Spanish-speaking regions and cultures by learning about history, literature, culture, and contemporary issues. The material in this course is presented at a moderate pace. The content is based on the American Council on the Teaching of Foreign Languages (ACTFL) standards.

Spanish III

A-G approved, Core, and College-preparatory course

Spanish III examines higher level topics and linguistic structures, with a heavy emphasis on cultural and societal issues. The big idea grammatically is mastering the subjunctive mood — present, past, and present and past perfect subjunctive. It also reviews the tenses from Spanish I and Spanish II, and introduces irregular preterite verbs and the conditional perfect. There is more focus on Latin American art, music, archeology, legends, history, and environmental challenges specific to Latin America. Skills are developed through higher level readings and similar activities as Spanish I and II, and we pull heavily from the “lecturas” and stories.

Visual and Performing Arts

Art History

A-G approved, Core, and College-preparatory course

Art History will provide students with an understanding of the basis of many different art forms as well as allowing students an understanding of the historical contributions and cultural dimensions of the visual arts. Students will discover the chronological order of art forms and the connections between each time period. This course includes an investigation of the ideas and trends influencing artists from ancient times to present day.

Elective Core and Elective Non-Core

Financial Literacy

A-G approved, Core, and College-preparatory course

Financial Literacy (Non-core, College Prep)- Financial literacy teaches, assesses and certifies students in financial concepts by empowering students with financial information for the 21st century through an online interactive curriculum (Everfi- Financial Literacy) and in-class group activities that evoke critical thinking. At the end of the course, students are able to define financial concepts, know the effects of financial decisions and gain critical thinking skills and apply them to real life events. Financial concepts discussed are on savings, banking, payment types, credit scores, paying for college, renting and owning property, insurance and taxes, fraud, and investing.

Advisory

Non-core, Elective Credit, Non college-preparatory course

Each advisory is supported and led by an advisor (a credentialed teacher), that works closely with a group of students and forms personalized relationships. Students receive guidance on a wide range of topics during advisory period, including course selection, future planning, study skills, social problems, and outside-of-school learning opportunities. In addition to one-on-one conversations with a designated advisor, students may also participate in group discussions or team-building exercises intended to build stronger peer relationships and teach students the value of collaboration, constructive feedback, and healthy peer interactions. Students receive instruction related to social-emotional learning, and develop their individualized learning plan. The result is a student-centered learning design, where students are actively invested in their learning and are challenged to pursue their interests. Through this course students complete a semester long high-quality project (exhibitions) that is connected to all their core subjects.

Learning Through Internship

A-G approved, Core, and College-preparatory course

The Learning Through Internships course will provide students with an introduction to the three pathways in the Business and Finance Industry Sector: Business Management, Financial Services, and International Business. Students will explore general principles of business, finance, career preparation, economics, management, marketing, entrepreneurship, and personal financial literacy, with an overall emphasis on global interconnectedness and technological

applications. As a Big Picture Learning course, assignments will draw on real-world, hands-on learning experiences, including internship work, outreach to industry professionals, job shadowing, and career research. Seat time will predominantly consist of internship and on-the-job hours, learning in a professional work environment, and connecting classroom instruction with real-world applications. After completing this course, students will have a strong foundation in business practices and communication, they will have developed a career search portfolio, and they will be prepared for more advanced courses in the Business and Finance Industry Sector.

Transcendental Meditation

(Non-Core, Non-Credit, Non College-Preparatory course)

The Quiet Time program is a practical, evidence-based approach to reduce stress and dramatically improve academic performance, student wellness and the school environment. Quiet Time provides students with two 15-minute periods of Transcendental Meditation each day to help balance their lives and improve their readiness to learn. This schoolwide program complements existing educational strategies by improving the physiological underpinnings of learning and behavior.

7. INNOVATIVE CURRICULAR COMPONENTS OF THE EDUCATIONAL PROGRAM

New Village employs innovative curricular components to support student success. Three innovative features have been institutionalized and are of particular note.

- **Advisory:** The New Village advisory structure is the touchstone of our educational program. This structure is specifically designed to allow for individualized mentorship and accountability for students who have, more often than not, been left to fall through the cracks in traditional educational institutions. A maximum 20:1 ratio and pairing students with advisors for the entirety of their tenure at New Village allows for students to be well-known and develop deep and trusting relationships with adult mentors.
- **Interest-Based Engagement:** In advisory, students create an Individualized Learning Plan that begins with their personal life and academic goals and interests and uses those student-generated interests to build a plan toward graduation. In order to maintain engagement and prepare our students for college and career beyond high school, our students participate in internships as a part of their academic program.
- **Integrated Services:** We understand that students grappling with extreme life challenges may not have the resilience to focus on their educational program. At New Village, we believe that students must be viewed holistically and that the physical and mental well-being of our students is critical to academic and life success. Daily meditation and staffing to support and develop a student wellness program are only some of the ways we support the needs of the whole student in the school context.

8. INTERVENTION AND ENRICHMENT PROGRAMS

Our individualized educational program structure allows each student to build an academic program specifically tailored to her needs. Low student: teacher ratios allow our teachers to provide remediation and enrichment support when warranted. Our full time Resource Specialist Program (RSP) teacher is responsible for developing individualized Education Plans (IEPs) for the purpose of meeting the individual needs of exceptional students. She also coordinates services to student for the purpose of ensuring effective instruction and an effective cohesive program. RSP teacher provides instructional support, differentiated instruction or related services for students in the general education classroom and in small groups or one-on-one in a separate setting. The RSP also partners with psychologists and speech therapists (independent contractors) as needed, per individual students' needs. Our part-time school psychologist conducts initial and triennial comprehensive psycho-educational assessments, including functional behavioral assessments, behavior intervention plans and educationally related mental health assessments. She consults and collaborates with parents, school staff, and outside agency personnel regarding mental health, social-emotional, behavioral and educational concerns. Our school psychologist also provides individual counseling and groups that focus on issues related to social skills, decision-making skills, coping skills and conflict resolution with a priority to sped students and students with a 504 plan. She also assists in developing crisis, behavior and anger management trainings, policies and procedures. Our summer school program provides additional opportunities for remediation on an annual basis. Page 113 provides information regarding the supports provided to students who are achieving below grade level.

9. CURRICULAR AND INSTRUCTIONAL MATERIALS

New Village implements a Big Picture inspired curriculum including all A-G required course offerings. New Village uses materials aligned with the state standards, including Common Core, to support the curriculum. Teachers in each content area may work with the principal to gain approval for the use of alternative materials than those listed in this charter petition. Traditional textbooks such as the ones listed below are often used as references during courses of study.

Above all, NVGA strives to root its curriculum in materials that are:

- Common core standards aligned
- Current
- Real-world connected
- Interactive
- Inquiry based
- Social emotional learning focused and trauma informed care connected
- Research based
- Proven to be effective for NVGA's student population
- Adaptable for project-based learning adaptation
- Adaptable for student interest integration
- Culturally relevant and competent

Course	Instructional Materials	Publisher
U.S. History	<p>The Americans: Reconstruction to the 21st Century</p> <p>Online Resources: <i>History Alive! Pursuing American Ideals; America's History</i> (9th Edition) TCI: https://www.teachtci.com/social-studies/high-school-social-studies/; Howard Zinn's "People's History of the United States" (2005) and <i>A People's History of the United States: Teaching Edition</i> (2003 Edition)</p>	Glencoe/McGraw-Hill
World History	<p>Patterns of Interaction</p> <p>Online Resources: <i>History Alive! World Connections; Traditions and Encounters: A Brief Global History</i> (TCI: https://www.teachtci.com/social-studies/high-school-social-studies/)</p>	McDougal Littell
American Government	<p>Government in America: People, Politics, and Policy. 13th Ed.</p> <p>Online Resources: <i>Government Alive! Power, Politics, and You</i> (TCI: https://www.teachtci.com/social-studies/high-school-social-studies/) Teaching Tolerance: https://www.tolerance.org/classroom-resources</p>	Prentice Hall
English 9	<p>Prentice Hall Literature: Timeless Voices, Timeless Themes, Gold (California Edition)</p> <p>Online Resources: Advisor selected resources including class sets of books (short stories, poetry, novels), different primary source materials to support content and themes. Informational texts chosen from among current events and tied to social studies. Art integrated into the study of language arts. Teaching Tolerance: https://www.tolerance.org/classroom-resources</p>	Prentice Hall
English 10	<p>Prentice Hall Literature: Timeless Voices, Timeless Themes, Platinum (California Edition)</p> <p>Online Resources: Advisor selected resources including class sets of books (short stories, poetry, novels), different primary source materials to support content and themes. Informational texts chosen from among current events and tied to social studies. Art integrated into the study of language arts. Teaching Tolerance: https://www.tolerance.org/classroom-resources</p>	Prentice Hall
English 11	<p>Prentice Hall Literature: Timeless Voices, Timeless Themes, American Experience (Student Edition)</p> <p>Online Resources: Advisor selected resources including class sets of books (short stories, poetry, novels), different primary source materials to support content and themes. Informational texts chosen from among current events and tied to social studies. Art integrated into the study of language arts.</p>	Prentice Hall

	Teaching Tolerance: https://www.tolerance.org/classroom-resources	
English 12	The Language of Literature, Grade 12 Online Resources: Advisor selected resources including class sets of books (short stories, poetry, novels), different primary source materials to support content and themes. Informational texts chosen from among current events and tied to social studies. Art integrated into the study of language arts. Teaching Tolerance: https://www.tolerance.org/classroom-resources	McDougal Littell
English Language Development	Read 180/System 44 Online Resources: Expository Reading & Writing Course (ERWC): http://writing.csusuccess.org Read 180: https://www.hmhco.com/programs/read-180-universal Systems 44: http://idp-awsprod1.education.scholastic.com/idp/ Systematic ELD: http://www.elachieve.org/what-we-do/about-syseld-2.html Cambridge English’s “face2face” Series: https://www.cambridge.org/us/cambridgeenglish/catalog/adult-courses/face2face Hampton Brown Edge Reading, Writing & Language Series (2014): https://ngl.cengage.com/search/productOverview.do?N=201+4294918381&Ntk=NGLE%7CP_EPI&Ntt=edge%7C19177312651127856379995526643673897112&Ntx=mode%2Bmatchallpartial	Houghton Mifflin Harcourt
Algebra I	Classroom teacher uses Learning System and/or other CA CCSS materials as instructional support/resources	
Algebra II	Online Resources: Kahn Academy Math: https://www.khanacademy.org/math	
Geometry	UC Scout Courses: https://www.ucscout.org/courses IMP Math: https://www.mathimp.org/general_info/intro.html Carnegie Learning Math: https://www.carnegielearning.com/why/our-approach/ Algebra I – Core Connections Activate Learning’s Meaningful Math: https://activatelearning.com/meaningful-math/ or CPM: https://cpm.org/what-cpm-offers/ Algebra II – Core Connections Activate Learning’s Meaningful Math: https://activatelearning.com/meaningful-math/ or CPM: https://cpm.org/what-cpm-offers/ Geometry – Core Connections Activate Learning’s Meaningful Math: https://activatelearning.com/meaningful-math/ or CPM: https://cpm.org/what-cpm-offers/ Pre-Calculus with Trigonometry – Core Connections Activate Learning’s Meaningful Math: https://activatelearning.com/meaningful-math/ or CPM: https://cpm.org/what-cpm-offers/ Calculus – Core Connections Activate Learning’s Meaningful Math: https://activatelearning.com/meaningful-math/ or CPM: https://cpm.org/what-cpm-offers/	

Biology	<p>Biology</p> <p>Online Resources: UC Scout course: https://www.ucscout.org/courses Kahn Academy Science: https://www.khanacademy.org/science Discovery Education's <i>Science Techbook</i> (9-12): http://www.discoveryeducation.com/TechbookNow/Resources/9-12.cfm Environmental Science and other sciences: https://www.thebiozone.com/category/your-topic/ Smithsonian Science Education Center: http://www.ssec.si.edu/</p>	Holt and Winston
Chemistry	<p>Chemistry</p> <p>Online Resources: UC Scout course: https://www.ucscout.org/courses Kahn Academy Science: https://www.khanacademy.org/science Discovery Education's <i>Science Techbook</i> (9-12): http://www.discoveryeducation.com/TechbookNow/Resources/9-12.cfm Smithsonian Science Education Center: http://www.ssec.si.edu/</p>	Holt, Rinehart, and Winston
Physics	<p>Physics</p> <p>Online Resources: UC Scout course: https://www.ucscout.org/courses Kahn Academy Science: https://www.khanacademy.org/science Discovery Education's <i>Science Techbook</i> (9-12): http://www.discoveryeducation.com/TechbookNow/Resources/9-12.cfm Smithsonian Science Education Center: http://www.ssec.si.edu/</p>	Holt, Rinehart, and Winston
Environmental Science	<p>Environmental Science: Earth as a Living Planet</p> <p>Online Resources: UC Scout course: https://www.ucscout.org/courses Kahn Academy Science: https://www.khanacademy.org/science Discovery Education's <i>Science Techbook</i> (9-12): http://www.discoveryeducation.com/TechbookNow/Resources/9-12.cfm Environmental Science and other sciences: https://www.thebiozone.com/category/your-topic/ Smithsonian Science Education Center: http://www.ssec.si.edu/</p>	Peoples Education/Wiley
Economics	<p>Economics: Principals and Practices</p>	McGraw Hill Companies Inc.
Astronomy	<p>Conceptual Astronomy: A Journey of Ideas</p>	John Wiley & Sons, Inc.
Art History	<p>Art in Focus</p> <p>Online Resources:</p>	Glencoe

	Advisors will create art integration accordingly and use a variety of curricular resources such as: https://www.davisart.com/products/high-school/ and https://www.edutopia.org/blog/PBL-context-for-arts-integration-andrew-miller and other similar resources for curriculum generation	
Space Science and Engineering	Earth and Space Science for NGSS	Biozone
Spanish I	<i>Realidades</i> , Level 1 Online Resources: Spanish 1: UC Scout: https://www.ucscout.org/courses/spanish-1 Spanish 2: UC Scout: https://www.ucscout.org/courses/spanish-2 Possible other programs to consider for Spanish (or another foreign language) include Apex Learning and Rosetta Stone	Prentice Hall
Spanish II	<i>Realidades</i> , Level 2 Online Resources: Spanish 1: UC Scout: https://www.ucscout.org/courses/spanish-1 Spanish 2: UC Scout: https://www.ucscout.org/courses/spanish-2 Possible other programs to consider for Spanish (or another foreign language) include Apex Learning and Rosetta Stone	Prentice Hall
Spanish III	<i>Realidades</i> , Level 3 Online Resources: Spanish 1: UC Scout: https://www.ucscout.org/courses/spanish-1 Spanish 2: UC Scout: https://www.ucscout.org/courses/spanish-2 Possible other programs to consider for Spanish (or another foreign language) include Apex Learning and Rosetta Stone	
Health and Physical Education	Teacher-created materials from state standards and frameworks Stanford University's "A Healthy You" Nutrition and Fitness curriculum: http://ldt.stanford.edu/~cjimenez/healthy_you.pdf	

Additionally, NVGA's instructional staff may use the following sites and materials as resources for curriculum and project development:

Buck Institute: <https://my.pblworks.org/resources>

Edutopia: <https://www.edutopia.org/blog/social-justice-projects-in-classroom-michael-hernandez>

Envision Schools Project Exchange:

<http://www.envisionprojects.org/pub/docs/envision/index.htm>

High Tech High Student Projects: <https://www.hightechhigh.org/student-work/student-projects/>

Intel Teaching Idea Showcase:

<https://www.intel.com/content/www/us/en/education/k12/teaching-idea-showcase.html#ages1518>

Khan Academy: <https://www.khanacademy.org/>

National Science Teachers Association: <https://www.nsta.org/publications/freebies.aspx> and <https://ngss.nsta.org/Classroom-Resources.aspx>

New Tech Network's Project Based Learning site:

<https://newtechnetwork.org/resources/tag/project-based-learning/>

Secondary School Sample Projects:

<http://learningnetwork.setbc.org/pblresource/2017/01/20/resources-and-projects-from-high-tech-high/>

US Scout (University of California's online learning program for high school students):

<https://www.universityofcalifornia.edu/press-room/uc-expands-free-online-course-offerings-california-high-school-students> and <https://www.ucscout.org/>

10. COMPREHENSIVE COURSE LIST

Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
English Language Arts	English 9		English 10		English 11		English 12	
Mathematics	Algebra I or Geometry		Algebra I or Geometry or Algebra II		Algebra I or Geometry or Algebra II		Geometry or Algebra II	
Science	Biology or Environmental Science		Biology or Chemistry or Physics or Environmental Science		Biology or Chemistry or Physics or Astrophysics or Environmental Science or Space Science and Engineering		Biology or Chemistry or Physics or Astrophysics or Space Science and Engineering or Environmental Science	
History-Social Science	World History		World History or United States History		World History or United States History		World History or United States History or Government and Economics	
Spanish	Spanish I or Spanish II		Spanish I or Spanish II or Spanish III		Spanish I or Spanish II or Spanish III		Spanish I or Spanish II or Spanish III	

Subject Area	9 th Grade		10 th Grade		11 th Grade		12 th Grade	
	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.	1 st Sem.	2 nd Sem.
Physical Education	Semester long Physical Education courses are offered for any grade level based on student interest and resource availability.							
English Language Development	Multi-level ELD Support is available to all students qualifying for ELD instruction throughout the entire school year until student has redesignated as Fluent English Proficient.							
Electives	Electives are offered for any grade level based on student interest and resource availability.							
Learning Through Internships	All students are required to participate in LTI as part of New Village’s educational programming.							
Advisory	All students are required to participate in LTI as part of New Village’s educational programming.							

- NOTE: All courses offered, with the sole exception of P.E. And Advisory, meet A-G requirements. The fourth-year science is an elective and it varies each year. For 2017-2018, it was Physics (G elective) and this year it was Astrophysics (G elective). College Prep Electives include Government & Econ (12th grade), Financial Literacy (12th grade), LTI (9-12), Environmental Science (9-12).

11. INSTRUCTIONAL METHODS AND STRATEGIES

New Village students may work toward achieving their ILP goals in a variety of ways.

One on One Instruction: The daily structure and open format schedule at New Village offers both students and teachers many opportunities to work individually with students on both life and academic skill development. Each advisor is responsible for helping approximately 20 students create, manage, and execute individual plans utilizing any of the resources available at New Village and in the community. New Village students will have access to teachers certified to teach all the A-G content area courses.

Project-Based Learning and Field Studies: According to research on situated cognition, learning is maximized if the context for learning resembles real-life in which the to-be learned material will be used.⁶⁹ In traditional classrooms, students often work alone on simple assignments that emphasize short-term content memorization with only the teacher as their audience.⁷⁰ Project Based Learning (PBL) is not simply doing activities injected into traditional education to enliven

⁶⁹ J. S. Brown, A. Collins, and P. Duguid. “Situated Cognition and the Culture of Learning” in Educational Researcher; Jan-Feb 1989: 32-42.

⁷⁰ B. Pearlman. “New Skills for a New Century: Project-based learning teachers kids the collaborate and critical thinking abilities they’ll need to compete” in EduTopia. June 2006.

things as a culminating event for a learning unit. Real PBL, by contrast, is deep, complex, rigorous, and integrated. Its fundamentals are fourfold:

1. Projects are completed throughout a semester in order to allow for deeper learning.
2. Complex entry questions are asked that establishes a student's need to know, and scaffold the project with activities and new information that deepens the work. Students also embed the content areas into their research and final exhibitions.
3. Organizational skills are developed throughout the projects by developing plans, drafts, and timely benchmarks.
4. Students must be held accountable for making progress toward specific goals through project work, and timely assessments and/or feedback on the projects for content, oral and written communication, teamwork, critical thinking, and other important skills should be provided.

Project-based, real-life learning at New Village is also characterized by the following:

- Project-based learning occurs throughout Advisory and core-curriculum classes sometimes focusing on issues in the School's surrounding community and involving people and resources outside the School, and with Common Core Standards as a curricular foundation.
- Project Based Learning will also be component of internships, interest visits, and mentorship relationships in which students are engaged in real work with a community mentor.

Internships: In our Learning Through Internship program, students work two-days-a-week in an internship with a mentor -- an experienced worker in the field of the student's interest -- and then complete authentic projects every semester of their high school experience. This focus on authentic learning develops students' ability to apply knowledge and skills to real life experience and challenges, preparing students for success once they graduate from New Village.

Online and Off-Site Coursework: Students may obtain course credit via state and district approved online coursework, coursework at community colleges or in a summer school program where appropriate. Students will be approved in 1 of 2 ways before engaging in online coursework for credit:

- 1) Via their ILP (for students enrolled in our full-day program)
- 2) Via an executed Independent Studies contract (for students enrolled in our Independent Studies program)

For students participating in our full-day program, ADA is calculated based on time on site. No additional ADA is requested for online work for these students. For students participating in our Independent Studies program, ADA is claimed based on the percentage of assigned work completed as verified by our Independent Studies teacher.

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

All of New Village’s courses have been designed in alignment with the California state standards (www.cde.ca.gov/be/st/ss) and the new Common Core standards (www.corestandards.org), including NGSS. Faculty at New Village have collaboratively aligned the New Village competencies (from Big Picture Learning) to the CCSS/NGSS. Teachers have collaborated and developed rubrics for each subject area including ELD, to ensure that state content standards are being followed and delivered in the classroom. Subject teachers identify priority standards and deliver collaborative assessments. Students at the beginning of each semester also are required to create an individualized learning plan where they tie their goals to common core standards for each subject area. Internal assessments are used to monitor growth, provide academic interventions, and guide data-driven instruction for teachers across all subjects.

13. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

At New Village, technology is used in meaningful and regular ways to support our learning goals. Students have access to desktop computers, projectors, and Chromebooks in the classrooms. Through a Riordan Foundation grant, we were able to purchase cutting-edge technology for the school’s Makerspace. Students have access to 3D printers, a laser cutting machine, sewing machines, silk screen equipment, computer numerical control (CNC) carving machine, vinyl cutter/plotter, wood working machines and tools, welding equipment, robotic kits, circuit boards, and more. Examples of student products created by Makerspace include:

- A prototype of hindlegs to help disabled dogs
- A STEM Barbie marketing box to encourage young girls to pursue a career in STEM
- An architectural floor plan for a rehabilitation center focused on the physical and socio-emotional needs of patients.
- An original and androgynous fashion line that challenges gender norms
- Artistic videos focused on the impact of music on mental health and the physical impact of dance on children
- A pendant that symbolizes the amount of time left before endangered species go extinct

Students and their families can access information about assignments, their own progress and achievement, and more via PowerSchool. Students conduct research online, communicate with their internship mentors and others via email, and use a variety of technological tools to communicate, exhibit, and organize their learning. During twice yearly exhibitions, students organize their data and present their information using such tools as PowerPoint and Prezi. Students use Google Docs, Schoology and PowerSchool to track progress toward their learning goals and organize work.

Technology supports our efforts to provide a highly individualized instructional program for our students. Life circumstances, such as giving birth or parenting infants make it challenging for some of our students to attend school consistently. Online learning opportunities also enhance our ability to provide specialized instruction in areas in which students may have interest but in which we do not have staff expertise.

Regular integration of technology will ensure that our students have the skills necessary to navigate standardized tests administered on a computer. All students at New Village are required to maintain an active email account issued by NVGA. Students engage in rigorous conversations with New Village staff about the safe and ethical use of technology, including participation in social media. Student practice technology skills required to succeed on computer-based standardized assessments as part of our math curriculum. Internal assessments such as STAR 360 and Read 180 are also computer-based.

In order to integrate technology into the classrooms, teachers:

- Study, review and critique content on web pages
- Use online Mind Maps for class brainstorms
- Use student-created surveys to gather data using applications such as Google Forms
- Allow students to create digital projects
- Use game-based learning platforms such as Kahoot for exit surveys and Dreambox (math)
- Have students participate in Webquests (web scavenger hunts)

14. SPECIFIC GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A-G REQUIREMENTS

The following table shows both UC approved courses as well as courses required for graduation from New Village. The College Counselor reviews student transcripts, enroll students in required courses, tracks each student's graduation plan, and at the end of each semester, updates graduation plans in collaboration with each student. This information is also relayed to stakeholders to ensure students remain on track for graduation. Students earn 5 credits for each course passed.

Many of our students require remedial support, especially in English Language Arts and Mathematics. If credit recovery is required, the College Counselor provides students with options to participate in dual enrollment or enroll in APEX online credit recovery. Once progress reports are released mid-semester, the College Counselor meets with students that are in danger of failing/and or are failing, and set up goals in consultation with teachers to ensure students remain on track to complete A-G requirements. Individualized instruction targeting students needing remediation are offered on case-by-case basis.

Students are expected to complete A-G requirements in order to graduate and are required to pass courses with a C or better. With five course periods in the bell schedule and four years,

students take 20 courses towards graduation (“College Prep Elective” overlaps with an advanced year of a core course).

	New Village	UC/CSU A-G Eligibility	Credits
History/Social Science (“A”)	3 years	2 years	60 credits
English (“B”)	4 years	4 years	80 credits
Math (“C”)	4 years	3 years; 4 recommended	80 credits
Science (“D”)	3 years	2 years; 3 recommended	60 credits
World Languages (“E”)	2 years	2 years; 3 recommended	20 credits
Visual & Perf. Arts (“F”)	2 years	1 year	20 credits
College Prep Electives (“G”)	1 year	1 year	Covered with exceeded requirements in A-F
Physical Education	2 years	N/A	20 credits
Advisory	4 years	N/A	40 credits
Other academic courses outside of A-G	3 years	N/A	60 credits
PMC Hours (Community Service/Real-World Learning)	40 hours (10/year)	N/A	N/A

First Step at New Village or 9th Grade Expectations	
Advisory	All students will be assigned an advisor upon first enrolling at New Village
	All students will contribute meaningfully to the development of a safe and positive school community, including participation in at least 1 “pick-me-up” public recognition of a fellow student at assembly per month
ILP	Each student will work with her advisor to examine her academic goals (e.g., by looking at past school records or by participating in baseline academic assessments)
	Each student will work with her advisor to examine her personal goals
	Each student will work with her advisor to develop an ILP toward achieving those academic and personal goals
	Each student will participate in at least 2 ILP meetings per year to update, revise, and check for progress on ILP goals
LTI	Each student will develop and pursue her interests in the real world (e.g., through research, interviews, and field trips)
Academic Development	Students will work toward course credit or the prerequisites for course credit in the following areas: <ul style="list-style-type: none"> - Any Social Studies Course - English 9 - Algebra I - Physical Education I
	Students may also work toward course credit in the following areas: <ul style="list-style-type: none"> - Biology - Language I - Art History or Studio Art
	Students will work with their advisor to create and implement a plan for credit recovery, if necessary
Life Skills Development	Each student will update and use an electronic planner on at least a weekly basis
Assessment	Each student will participate in 2 public exhibitions per year
	Each student will develop and maintain a portfolio of her best work showing evidence of her progress toward each of her ILP goals and her assessment data
	Students will participate in any state and/or federally mandated testing required for their age and/or grade level including CELDT/ELPAC and CAASPP testing where applicable. Students will also participate in all internal assessments.

Second Step at New Village or 10th Grade Expectation	
Advisory	All students will contribute meaningfully to the development of a safe and positive school community, including participation in at least 1 “pick-me-up” public recognition of a fellow student at assembly per month
	Students will begin visiting colleges and looking at requirements
ILP	Each student will work with her advisor to update her academic goals
	Each student will participate in at least 2 ILP meetings per year to update, revise, and check for progress on ILP goals
LTI	Each student will develop and pursue her interests in the real world (e.g., through research, interviews, community service, volunteering and shadow days)
Academic Development	Students will work toward course credit in the following areas: <ul style="list-style-type: none"> - Any Social Studies Course for which credit has not yet been received - English 10 - Geometry or Algebra I or II - Chemistry
	Students may also work toward course credit in the following areas: <ul style="list-style-type: none"> - Elective Science Course - Foreign Language I or II or III - Art History - Physical Education II
Life Skills Development	Each student will update and use an electronic planner on at least a weekly basis
Assessment	Each student will participate in 2 public exhibitions per year
	Each student will develop and maintain a portfolio of her best work showing evidence of her progress toward each of her ILP goals and her assessment data
	Students will participate in any state and/or federally mandated testing required for their age and/or grade level including CELDT/ELPAC and CAASPP testing where applicable. Students will also participate in all internal assessments.
	Students will prepare and take the PSAT

Third Step at New Village or 11th Grade Expectation	
Advisory	All students will be encouraged to explore a leadership role in the school and/or community
	Students will visit at least 3 colleges including, but not limited to: a community college, a UC campus, a CSU campus, a liberal arts campus, and a vocational campus
	Students will meet with a college counselor and research at least 3 post-secondary options and their requirements
ILP	Each student will work with her advisor to update her academic goals
	Each student will participate in at least 2 ILP meetings per year to update, revise, and check for progress on ILP goals
LTI	Each student will develop and pursue her interests in the real world (e.g., through internships)
Academic Development	Students will work toward course credit in the following areas: <ul style="list-style-type: none"> - English 11 - Any Social Studies Course for which credit has not yet been received - Any Science course for which credit has not yet been received - Physical Education II
	Students may also work toward course credit in the following areas: <ul style="list-style-type: none"> - Any Science Course for which credit has not yet been received - Any Science Course for which credit has not yet been received - Any English Course for which credit has not yet been receive - Foreign Language I or II - Any Elective Course
Life Skills Development	Each student will update and use an electronic planner on at least a weekly basis
Assessment	Each student will participate in 2 public exhibitions per year
	Each student will develop and maintain a portfolio of her best work showing evidence of her progress toward each of her ILP goals and her assessment data
	Students will participate in any state and/or federally mandated testing required for their content area and/or grade level including CELDT/ELPAC and CAASPP testing where applicable. Students will also participate in all internal assessments.
	Students will prepare for and take the SAT or ACT

Final Step at New Village or 12th Grade Expectation	
Advisory	All students will be encouraged to explore leadership roles in the school and/or community
	Students will apply to at least 2 post-secondary institutions
	Students will create a post-New Village plan
ILP	Each student will work with her advisor to update her academic goals
	Each student will participate in at least 2 ILP meetings per year to update, revise, and check for progress on ILP goals
LTI	Each student will develop and pursue her interests in the real world (e.g., through internships)
Academic Development	<p>Students will work toward course credit in the following areas:</p> <ul style="list-style-type: none"> - Government and Economics - English 12 - Any content area course requirement for graduation for which credit has not yet been received - Any A-G requirement for which credit has not yet been received, if applicable - Language I or II or III - Art History if credit has not yet been received - Any other elective courses of interest
Life Skills Development	Each student will update and use an electronic planner on at least a weekly basis
Assessment	Each student will participate in 2 public exhibitions per year
	Each student will develop and maintain a portfolio of her best work showing evidence of her progress toward each of her ILP goals and her assessment data
	Students will participate in any state and/or federally mandated testing required for their age and/or grade level including CELDT/ELPAC and CAASPP testing where applicable. Students will also participate in all internal assessments.
	Students will prepare for and take the SAT or ACT

a. Credit Recovery Opportunities

Many New Village students are significantly under-credited when they arrive at our school. Each student works closely with her advisor and the academic counselor to create a plan for completing coursework required for graduation, including credit recovery. Time is built into each student’s core day for this work, as well as opportunities after-school, and, as funding permits, during summer school. Opportunities for credit recovery at New Village include: afterschool APEX sessions provided by YPI, opportunities to gain additional credit in physical education, as well as support from the academic counselor to pursue dual-enrollment.

15. ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

In compliance with California Education Code Section 52060(d)(iii), NVGA provides all students and parents/guardians with a course catalog or its equivalent – in both English and Spanish -- notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of NVGA's courses to meet college entrance requirements. NVGA has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University's "A-G" course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other local high schools.

A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. Thus, our high school graduation requirements will exceed the A-G requirements.

16. ENSURING STUDENTS MEET THE CDE'S COLLEGE/CAREER INDICATOR⁷¹

New Village will strive to ensure all students meet the "Prepared" level on the CDE's new College/Career Indicator by achieving a High School Diploma and any one of the following:

- Career Technical Education (CTE) Pathway Completion plus one of the following criteria:
 - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
 - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments
- Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)
- Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams
- Completion of courses that meet the University of California (UC) or the California State University (CSU) a-g criteria **plus one** of the following criteria:
 - CTE Pathway completion

⁷¹ It is unclear at this time whether DASS schools are expected to meet these criteria; we assume a modified list of criteria will be developed.

- Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
- One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
- Passing score on one AP Exam **OR** on one IB Exam.⁷²

With graduation requirements that exceed UC A-G requirements and extensive remedial support and intervention, we will strive to ensure that New Village’s students can and will meet this college/career readiness indicator criteria.

17. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

On April 16, 2019, the Western Association of Schools and Colleges (WASC) granted NVGA a three-year accreditation after an intensive review. The visiting committee report recognized the significant progress New Village has made in carrying out its action plan, commending NVGA for:

- Strong instructional site leadership that has shaped New Village into a caring and nurturing environment where all students can learn and thrive;
- A commitment to the Big Picture Learning program and project-based learning, combined with staff development to ensure implementation to fidelity;
- An internship program which provides students with real work experiences, making their educational experience relevant; and
- A culture of high expectations that is nurturing and supportive of all students, one that is clean and safe, and one in which leadership and staff focus on student well-being and achievement.

18. HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

In compliance with California Education Code Section 52060(d)(iii), NVGA provides all students and parents/guardians with a course catalog or its equivalent – in both English and Spanish -- notifying parents/guardians about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements.

Parents of students seeking higher education admission will be notified in writing within five (5) business days should any issues or problems arise regarding the eligibility of NVGA’s courses to meet college entrance requirements. NVGA has received full accreditation from the Western Association of Schools and Colleges (WASC) and will continue to ensure that courses meet the standards of the University of California and the California State University’s “A-G” course requirements for college entrance eligibility into the UC or CSU systems. Thus, all of our high school courses will be transferable to other local high schools.

⁷² CollegeBoard. AP Students. Retrieved from <https://apstudent.collegeboard.org/home>.

A core part of our mission is to provide students with the instruction and life skills necessary for them to succeed at the college or university of their choice, including the California State University, University of California and other national college and university systems. Thus, our high school graduation requirements will exceed the A-G requirements.

F. TRANSITIONAL KINDERGARTEN

Not applicable; New Village is a high school.

G. ACADEMIC CALENDAR AND SCHEDULES

The state of California requires that public schools deliver at least 64,800 instructional minutes, 80% of which must be on-site, classroom-based instruction, for grades 9-12 over at least 180 instructional days annually. New Village will follow the LAUSD calendar for single-track schools as adopted by the LAUSD board of education with some minor exceptions. The Draft 2020-2021 school year calendar is included.

1. ACADEMIC CALENDAR

3 – Independence Day Observed, NO SCHOOL

JULY 2020						
S	M	T	W	Th	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	

JANUARY 2021						
S	M	T	W	Th	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						

1 – 8 – Winter Recess, NO SCHOOL

11 – Second Semester Begins (First Day of Instruction)

18 – MLK Day, NO SCHOOL

of Instructional Days: 14

17 – Pupil Free Day

18 – First Day of Instruction

AUGUST 2020						
S	M	T	W	Th	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					

of Instructional Days: 10

FEBRUARY 2021						
S	M	T	W	Th	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						

15 – Presidents' Day

of Instructional Days: 19

4 – Admission Day, NO SCHOOL

7 – Labor Day, NO SCHOOL

28 – Unassigned Day, no classes in session

SEPTEMBER 2020						
S	M	T	W	Th	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		

of Instructional Days: 19

MARCH 2021						
S	M	T	W	Th	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			

26 – Cesar Chavez Day, NO SCHOOL

29 – 31 Spring Recess, NO SCHOOL

of Instructional Days: 19

OCTOBER 2020						
S	M	T	W	Th	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

of Instructional Days: 22

APRIL 2021						
S	M	T	W	Th	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	

1 – 2 Spring Recess, NO SCHOOL

of Instructional Days: 20

11 – Veterans Day, NO SCHOOL

23 – 27 – Thanksgiving Break, NO SCHOOL

NOVEMBER 2020						
S	M	T	W	Th	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					

of Instructional Days: 17

MAY 2021						
S	M	T	W	Th	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					

31 – Memorial Day, NO SCHOOL

of Instructional Days: 20

18 – Last Day of First Semester,
Last Day of Content Instruction

21 – 31, Winter Recess, NO
SCHOOL

of Instructional Days: 13

DECEMBER 2020						
S	M	T	W	Th	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		

9 – Tentative Graduation Date

10 – Last Day of Second
Semester, Last Day of Instruction

11 – Pupil Free Day

of Instructional Days: 7

JUNE 2021						
S	M	T	W	Th	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			

of instructional days = 180
of minimum days = 0

19. SAMPLE DAILY SCHEDULES

Core content classes meet twice weekly, are on either Monday/Friday or Tuesday/Thursday schedule, with science and electives on Wednesdays. Advisory time three days weekly includes intensive focus on students’ ILP learning goals, project-based work and standards-aligned intervention and support, including “Present Learning Performance” (PLP) time, in which students receive targeted intervention and support, including designated ELD for our EL students. Students are required to be on campus every day. The school’s bell schedule is the same for all grades.

New Village has always -- and will always -- strived for ways to best meet our students’ needs. As such, we are reflective and proactive in all aspects of our planning, including the daily and weekly schedule. Along those lines, after much contemplation and conversation among staff and students, as well as parents, Board members and our larger “village,” New Village’s schedule for 2020-2021 will be as follows:

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:50	Period 1	Period 3	Advisory	Period 3	Period 1
9:50-10:05	Meditation	Meditation	Meditation	Meditation	Meditation
10:05-11:55	Period 2 “ELD PLP Offered**”	Period 4	Advisory	Period 4	Period 2 “ELD PLP Offered**”
11:55-12:40	Lunch	Lunch	Lunch	Lunch	Lunch
12:40-12:55	Meditation	Meditation	Meditation	Meditation	Meditation
12:55-3:00	Advisory	LTI	Science & Electives	LTI	Advisory

* PLP ELD takes place during period 2 and is considered an elective course. All other English classes also incorporate SDAIE and SIOP strategies to support all English levels.

20. INSTRUCTIONAL DAYS AND MINUTES

The minimum total amount of classroom based instructional minutes offered during a 180-day school year at New Village Girls Academy will meet or exceed 80% of the minimum number of instructional minutes required by the state of California for Secondary programs. Our program runs daily from 8:00 AM – 3:00 PM with a 45 minute lunch.

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 Days	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.
9	Yes	180	375	0	0	0	0	0	0	180	64800	67,500	2700
10	Yes	180	375	0	0	0	0	0	0	180	64800	67,500	2700
11	Yes	180	375	0	0	0	0	0	0	180	64800	67,500	2700
12	Yes	180	375	0	0	0	0	0	0	180	64800	67,500	2700

21. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.

Not applicable.

H. PROFESSIONAL DEVELOPMENT

1. TEACHER RECRUITMENT

Teaching at New Village is an intense and engaging experience for any professional educator. This is a place where passionate educators wanting the space to delve deeply into both curricular content and relationships with students have a home. We are interested in talented educators representing the diversity of our students and our city. We recruit teachers from all over Los Angeles. New Village Girls Academy seeks to employ dedicated, talented educators with a positive spirit and a talent for working with young women in difficult circumstances. A successful New Village teacher will be creative and flexible but also persistent in demanding the highest possible standards from each student. New Village teacher candidates should enjoy collaborating with other professionals and participating in a community of learners.

All core subject teachers at New Village will meet state and federal requirements and be knowledgeable about child development. We look for teachers with BCLAD certification to support our English Language Learner population. At minimum, all teachers will have a CLAD certificate and experience working with high-risk populations of girls. (See also Element 8.)

Part-time teachers may be hired to teach electives such as foreign language, arts classes and psychology.

As teachers are hired, the Principal ensures that a teacher properly authorized to teach in each subject area teaches all coursework for that subject. New Village recruitment and selection procedures and practices include notifying New Village staff to elicit internal recommendations for the position, posting the position on recruiting websites (e.g., EdJoin, CCSA), on the Big Picture Network's employment section, at local colleges and universities with education/teacher certification programs, and relevant job fairs. Following posting of the job description in various sources the Principal will review written applications. Qualified candidates are interviewed, and finalists may be asked to participate in a second interview or perhaps a teaching demonstration. References and credentials will be checked, along with background clearances.

22. PROFESSIONAL DEVELOPMENT

New Village understands the critical nature of ensuring that our teachers have professional development (PD) opportunities that are both relevant in content and adequate in depth. A variety of scheduling strategies are employed to allow teachers to examine successful teaching methods and discuss how to fine-tune and enhance them. These strategies include, but are not limited to: pupil free days and professional development sessions before the academic year begins, along with two hour a week of professional development led by the Principal, consultants, and teachers who demonstrate expertise in varying areas. Options for this time include: cross curricular collaboration; inter-staff mentorship; determining how to address the needs of specific students; PBIS; data analysis; and improving upon teaching strategies to address the needs of all learners. At least three times a year, baseline, benchmark, and summative data, respectively, are examined and used as a needs assessment in terms of managing professional development time. Additionally, professional development time will include strategies for implementing CA CCSS based on staff needs.

New teachers are assigned a veteran teacher mentor. The veteran teacher mentor checks-in with new teachers to review their understanding of project-based learning, and to provide guidance during collaborative lesson planning. The principal also provides guidance via professional development and classroom observation feedback. Throughout the academic year, during professional development, major project-based learning concepts are introduced to ensure that new teachers are meeting district and internal required benchmarks. When the budget allows, new teachers may participate project-based learning conferences, and may also visit other schools with similar educational programming to observe pedagogical approaches.

From our current understanding of needed growth areas at New Village, we expect to continue our focus on developing our capacity to serve our English Learners. PD will focus on conversation and training for staff in this area. Predicted areas of need include training for making content accessible for ELs in an English Immersion Environment and content area vocabulary development for all students, but specifically for English Learners. Other training areas may include the use of art and technology to improve access and support student ability to communicate ideas while gaining English fluency.

Annual professional development includes a review of mandated reporting responsibilities and procedures, safety protocols, crises response (de-escalation techniques), PBIS, CPR/First Aide review, and self-care and vicarious trauma.

During the academic year PD is provided twice weekly for 1-hour sessions on Mondays and Thursdays afterschool. All staff are expected to attend unless specifically released by the Principal.

Professional development meetings are developed with the educational, and social-emotional needs of our student population utilizing project-based learning as pedagogical foundation. The meetings are used to share announcements, analyze data (surveys, assessments), review student goals and instructional benchmarks, pace curriculum, and refine differentiated instructional strategies. Topics may include writing across the curriculum, differentiated instruction for English Language Learners (ELLs), accommodations for students with special needs, Positive Behavior Interventions and Supports (PBIS) as well as trauma informed approaches.

Another element of professional development is grounded on the observation-debrief cycle headed by the Principal. During these observations, the Principal observes classroom instruction and provides written feedback that focuses on the effective execution of the following:

- Safety: physical safety, psychological safety, and a climate that's conducive to intellectual risk-taking
- Objectives: the lesson has a clear purpose, it is aligned to state common core standards, and it is part of an aligned curriculum unit
- Teaching: learning is being skillfully orchestrated and is artfully differentiated
- Engagement: there is evidence of active, minds-on involvement from students
- Learning: on-the-spot assessments are used to fine-tune teaching and interim assessment data are used.

Following the observation, the principal and the teacher discuss student learning based on student data and notes from the observation. Based on feedback received and further conversation, teachers are asked to develop goals and monitor their progress in meeting their instructional goals.

Based on the PD needs of teachers and classified staff as well as the analysis of student achievement data and goals, the school leadership has determined that for the 2020-21 school year, there are five major themes that will be addressed: 1) Special Education, 2) Project Based Learning, 3) Positive Behavior Interventions and Supports, 4) Data, 5) English Learners and Math. Professional development meetings are scheduled on Tuesdays and Thursdays during the instructional year.

- Special Education topics include, but are not limited to: SpEd 101
- Accommodations and Modifications

- Present levels of Performance
- Specific Learning Disabilities and Processing Disorders
- Behavior Management
- Intro to Trauma
- Sped Data Analysis
- Testing Differentiation of GE Lessons
- Adolescent Development
- Project Based Learning topics include, but are not limited to: 8 Non-Cognitive Competencies
 - Positive Self Concept
 - Realistic Self-Appraisal
 - Skills at Navigating Systems and Understanding and Dealing with Discrimination
 - Preference for Long Range Goals Over Short Term or Immediate Needs
 - Availability of a Strong Support Person
 - Successful Leadership Experience
 - Demonstrated Community Service and Involvement
 - Knowledge Acquired in or about a Field
- Real World Learning
- Designing and Implementing Structures for Change
- Implementing Culture Supports for Change
- Personal Development for Change
- Giving Students Feedback
- Student Language
- Review Case Studies

Positive Behavior Interventions and Supports topics include, but are not limited to:

- Tier 1-Behavioral Expectations Matrices, classroom set-ups, ORD forms, data tracking
- Tier 2- referral systems, intervention systems
- Tier 3- MOU with community partnerships
- Socio Emotional Learning
- Trauma Informed Practices
- Restorative Justice Circles
- Data Topics include, but are not limited to: Analysis of Data
- Data Driven Lesson Planning
- Teacher Collaboration via Cross Curricular Lesson Planning
- Progress Monitoring
- Student Feedback

EL/Math topics include, but are not limited to:

- SDAIE Instructional Strategies
- SIOP Instructional Strategies for English Learners
- Hands on Materials and Manipulatives for Practice
- Application of Content and Language in English and Math
- Integration of Language Skills in English and Math
- Lesson Delivery
- Content Objectives and Standards
- Data Driven Instruction per Assessment Data
- Word Walls
- Graphic Organizers

The Principal and Assistant Principal, along with 15 staff members including teachers, the school Social Worker, the Learning Through Internships Coordinator, the College Counselor, and the Office Assistant, attend the annual Big Bang Conference (funds permitting). The conference focuses on project-based learning, as well as college and career readiness. All staff will also attend a week-long session of professional development prior to the first day of the school year.

Big Bang Conference

Topics addressed at the conference:

- Project based learning
- College and Career Readiness
- Advisory
- Professional Development for Principals
- Design Thinking
- Self-Care for Staff
- Cognitive Behavioral Therapy Techniques
- Restorative Justice
- Gender Diverse Curriculum and Inclusivity
- Implementation of Imblaze - Learning Through Internships Software
- Building School Culture and Wellness
- Senior Capstone
- Student Retention and Equity
- Assessments and Data
- Interest-Driven and Individualized Learning
- Partnership Building & Internships
- Transformational Learning for Students with Special Needs

The proposed 2020-21 PD schedule is outlined in the following table.

Schedule	PD Topics
Week prior to 20-21 school year	<ul style="list-style-type: none"> • Social Emotional Learning - Overview of PBIS Systems with emphasis on Tier 1 • LTI • Advisory • EL and Math Assessment Data to Guide Instructional Planning and Introduction to Thinking Maps • Compliance and Governing Documents • Wellness • Classroom Management
August	<ul style="list-style-type: none"> • PBL • Data
September	<ul style="list-style-type: none"> • Sped • PBL • Data • EL/Math
October	<ul style="list-style-type: none"> • PBIS • PBL • EL/Math • Data • Sped
November	<ul style="list-style-type: none"> • PBL • PBIS System • EL/Math
December	<ul style="list-style-type: none"> • Data • PBL
January	<ul style="list-style-type: none"> • PBL • SPed • EL/Math
February- May	<ul style="list-style-type: none"> • EL/Math • PBL • PBIS • Data

I. MEETING THE NEEDS OF ALL STUDENTS

New Village is a place of inclusion for all manner of learners. Almost every student who enrolls at New Village comes with a specific and challenging set of circumstances placing them at-risk for academic failure. We celebrate the diversity each student brings to our community while

recognizing that all students bring barriers to effective learning with them to school. Some groups of students (i.e., English Learners, low socio-economic status, foster youth, resource and special education, remedial, and gifted) are identified as needing specific targeted services to support their educational achievement.

Multi-tiered systems of support (MTSS) is used to focus on students who are struggling and provide a vehicle for teamwork and data-based decision making to strengthen their performances before and after educational and behavioral problems escalate. New Village uses a combination of PBIS, MTSS practices, and differentiated instruction to identify and provide interventions for students who require additional behavioral and/or academic support based on classroom data and teacher input. New Village implements behavior and academic monitoring, and during MTSS meetings, students, stakeholders, and key staff develop target goals, and create frequent communication plans with parents. For extreme cases, the Charter School will take a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems.

We believe that the key to addressing each student's needs is a school in which students are individually known and attended to. Because our students will be known by a consistent team of adults and supervised carefully by an advisor, individual student's special needs will become part of the everyday educational program. All students have special needs. Through the development of individualized learning plans that work with the specific needs and interests of each student, we will engage in a rigorous practice that allows each student to draw upon her strengths and work toward overcoming her obstacles.

1. ENGLISH LEARNERS

Each year 20-30% of our students are English Learners (ELs), with the vast majority being Spanish speaking. New Village will establish an English Learner Advisory Committee (ELAC) if New Village enrolls more than 21 EL students, comprised of parents of EL students. The ELAC is responsible for advising the Principal and staff on programs and services for English Learners, including but not limited to: LCAP goals, priorities in the Single Plan for Student Achievement ("SPSA"), school-wide needs assessment, and budget allocation recommendations. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting.

In accordance to LAUSD's reference guide for ELD instruction, designated ELD instruction will occur during the Present Learning Performance (PLP) time as well as integrated ELD interventions across all content areas for all ELs. Curriculum resources are selected that align with best practices in English Learner instruction inclusive of resources that integrate ELA instruction, address designated ELD and integrated ELD instruction designed for acquiring foundational reading, and promote academic language and conversation skills in English in order to be successful in school. This includes targeted instruction for Emerging, Expanding, and Bridging EL students, adaptive learning to target support for foundational skills, and structured opportunities to practice and apply academic language. The selected curriculum includes

assessments that provide teachers with real-time student performance data that prompts and strengthens targeted interventions and identifies a student's exact skill gaps.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting with caring teachers and focused, personalized attention. New Village teachers, staff and Charter School leaders communicate to parents in Spanish as needed – but use English instruction for content areas in the classroom.

a. Identification of English Learners

New Village's EL program follows the NVGA English Learner Master Plan approved by LAUSD. New Village's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including both integrated ELD throughout core subject learning as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the Charter School year or within two (2) weeks after the date of the student's first enrollment at New Village.

The ELD Coordinator (Assistant Principal) will assess English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the ELPAC test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency will be administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students will be monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education.²⁹

This document provides the general performance level descriptors (general PLDs) for the English Language Proficiency Assessments for California. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12 \(PDF\)](#).

The following provides the general performance level descriptors (PLDs) for the Summative English Language Proficiency Assessments for California (ELPAC). These Summative general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#) (PDF).

Level	Description
4	<p>English learners at this level have well developed oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).</p>
3	<p>English learners at this level have moderately developed oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.</p>
2	<p>English learners at this level have somewhat developed oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.</p>
1	<p>English learners at this level have minimally developed oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-</p>

Level	Description
	<p>moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.</p>

<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Parents will be notified of their rights and their child’s ELPAC scores each year and will be encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

b. Educational Program for English Language Acquisition

All EL students learn with all other students (English Only, Reclassified, etc.) in the classroom during instructional time. In addition, EL students have designated ELD instruction with a teacher in small groups daily during the designated ELD period. During designated ELD, they complete curricular tasks in Reading Comprehension, Grammar, Word Meaning and Writing at their level of English proficiency. Instructional materials are aligned with student Lexile levels as determined by assessment data provided by STAR 360 and Read 180. These materials include News ELA and Systems 44 and direct instruction from the teacher. Upon completion of weekly tasks student data will be analyzed to track progress of language acquisition. The Systems 44 ELD curriculum supports language growth with a standards-aligned custom curriculum that integrates phonics and fluency practice. As students engage in adaptive learning with linguistic scaffolds through these curricular resources, teachers are provided point-of-use instructional supports to facilitate targeted instruction for each student based on their individual needs. The curriculum simultaneously develops academic vocabulary, ensuring EL students do not miss out on essential grade-level, standards-aligned instruction while increasing their literacy and language skills. Teachers will use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers keep the stages of language acquisition in mind as they plan instruction and differentiate within the classroom to meet the needs of each student as they work towards the next level of proficiency. Through 1:1 coaching, monthly grade level data analysis, STAR 360/Read 180 testing, and reporting on assessment benchmark data (including subgroup data), instructors at New Village will monitor ELs’ progress toward English proficiency. On a monthly basis, teachers will examine subgroup data to adjust instruction and use Lexile data to differentiate readings, provide scaffolds, and to inform small group instruction. In addition, EL students will receive Designated English Language Development for a target of 200-210 minutes a week.

All New Village teachers are trained to use Specially Designed Academic Instruction in English (SDAIE) and Sheltered Instruction Observation Protocol (SIOP) techniques to meet the needs of

ELs. The instructional design model used by New Village will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. New Village's philosophy of personalizing instruction for all students also benefits ELs by providing entry point learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:³⁰

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state content standards and our New Village competencies.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

- I. **Into:** Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

Anticipatory Guide: Students are given a series of statements that relate to concepts they are studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

- II. **Through:** The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied

Flowcharts – Students sequence important events in the content studied.

Cause and Effect Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This - Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide - Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what are discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

c. How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

New Village bases its English Learner support program on the 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, was replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, New Village teachers provide integrated ELD instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELD level annually. Our ELD Coordinator partner with the classroom teachers to include ELD goals on students’ learning

plans, including specific goals to meet during dedicated ELD instruction. Additionally, our ELD Coordinator will assess student progress towards attainment of the standards using standards-based portfolios at least twice a semester. Portfolios are monitored throughout the semester to ensure that students who are eligible for reclassification are identified.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

New Village ensures that teachers are qualified and supported to meet the needs of ELs. We hire teachers that are CLAD/BLAD certified and place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents are notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

d. Services and Supports For English Learners, Including Instructional Strategies And Intervention

See above. Teachers have access to ELD assessment results to inform program placement, reclassification, and instruction. New Village uses assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

New Village provides high quality professional learning opportunities for all of our teachers to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers receive training in the effective implementation of techniques such as SDAIE, scaffolding and SIOP model. Our ELD Coordinator communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensures student access to academic content.

e. Process For Annual Evaluation Of The School's English Learner Program

The Principal at New Village is responsible for ensuring the quality and success of all instructional programs and reports to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provide

feedback and coaching. In addition, the Principal works with staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check mastery towards each ELD standard. New Village leadership has identified SMART goals related to English acquisition, measured through internal assessments, standardized assessments, and classroom observations of scaffolding and the implementation of additional SDAIE and SIOP strategies.

f. Process and Specific Criteria for Reclassification

New Village monitors student mastery of the ELD standards through the use of online student folders. The folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, and writing.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. The ELD Coordinator reviews ELD folders at the end of each reporting period and EL students receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Published ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the New Village Student Information System, places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student reclassification criteria will meet the criteria of CA Education Code § 313(f) and will include:

Measure	Performance Expectation
ELPAC	Overall proficiency level of 4 (Well Developed) on the ELPAC
Performance of Basic Skills	High School Reading Lexile equivalency on Read 180 Reading Inventory. Currently the required Lexile level is 1060, however this may change in consideration of any changes regarding reclassification criteria mandated by the state of California.
Teacher Evaluation	Demonstrated mastery of grade level content with a C- or better in English 9, 10, 11, 12
Advisor Recommendation	Advisor recommendation
Parent Opinion and Consultation	Parent approval

Site administration or designee monitors ELPAC and performance of basic skills for potential candidates.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders are initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals and the team will also consult with the parent for their input. If a student has satisfied all of these requirements they will then be recommended for reclassification. A student will continue to be monitored by the reclassification team for two years after official reclassification.

g. Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

Reclassified students are monitored for a period of four years by our ELD Coordinator, both to ensure that they have not been redesignated too early, and that they are successfully participating in the academic program without incurring deficits. Monitoring of reclassified students' academic progress includes review of benchmark assessments, CAASPP scores (for 11th graders), and ELA grades. Follow-up services for students who do not demonstrate satisfactory progress include, but are not limited to: additional tutoring, counseling, and

enrichment classes. Students scoring at the lowest levels of the ELPAC continue in designated ELD, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that New Village provides for all students.

Students are monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). As detailed above, the four PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each proficiency level. These descriptors guide New Village teachers as they provide ELs with targeted instruction in English language development as well as differentiated instruction in academic content areas.

English learners continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). New Village sets a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process, within the context of the population we serve. The ELD Coordinator serves as the ELPAC testing coordinator and meets weekly with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator continues to monitor students who are re-designated as RFEP during a period of four years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

h. Process for monitoring progress and supports for Long Term English Learners (LTELs) and Students At-Risk of Becoming LTELs

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state's English language proficiency exam (AB 2193, Lara). When LTELs enroll at New Village, or students are classified as LTELs after enrolling at New Village, the ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. New Village prioritizes resources (e.g., curriculum for ELD instruction) for students at risk of being identified as LTELs. Specifically, there is a focus on three interventions for students that are designed as LTELs:

- A focus on oral language – Within classrooms, students are exposed to structured oral language practice, engage in instructional conversations, and have multiple opportunities to practice academic language by participating in academic discussion, processing language prior to writing, as well as exhibiting their progress through oral presentation.

- A focus on expository text: Students engage in academic learning through reading and writing expository academic text through research, inquiry and argumentative texts. All content areas expose students to informational texts.
- Goal setting: Through individualized learning plans, LTEL students develop academic and language goal setting. Students are also provided with their assessment data to reflect on their academic engagement and success, and where they are along the spectrum of progress toward English proficiency.

The Assistant Principal and EL Specialist monitor the EL program and supports to ensure that the program is aligned with CCSS and it is indeed proving to show academic progress among students. Stakeholders are also informed about student progress towards reclassification, as well as goals and challenges.

2. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Individualized instruction has long been used as an effective technique in working with Gifted and Talented Students. Because all students at New Village develop an individualized learning plan starting from where they are, academically and socio-emotionally, students qualifying for GATE services have the opportunity to engage in activities well-beyond grade level expectations and to extend the depth of their project work indefinitely. All teachers at New Village will receive training in working with Gifted and Talented students; all teachers and the Principal monitor the progress of GATE students as they do all students, on an individual basis. Additionally, our internship program allows GATE students to be paired with experts in any given field of interest that can further extend the depth and complexity with which students explore content. As with all students, advisors will maintain individualized learning plans, and based on evidence of student achievement and progress, assist students in developing appropriate goals and academic programs.

There are six potential areas of eligibility for GATE services: 1) Intellectual Ability, 2) High Achievement Ability, 3) Specific Academic Ability, 4) Visual/Performing Arts Ability, 5) Creative, and 6) Leadership Ability. The identification of students qualifying for GATE services in one or more areas of eligibility at New Village will employ the following procedure:

- 1) All staff will receive training on the identification of Gifted and Talented Youth in the six areas of eligibility
- 2) New Village staff will refer students for GATE eligibility screening to the School Psychologist
- 3) An SST including the School Psychologist, student's Advisor, Principal, the Student, and a Parent or Guardian (if the student is under the age of 18) will be convened to examine the evidence and determine the need for more comprehensive assessment
- 4) Assessment will proceed as follows in the following areas:
 - a) Intellectual Ability: The School Psychologist will administer an IQ test *or* the student will be referred for testing through the fee-for-service program at LAUSD (for LAUSD resident students only). Because 100% of our students are

- identified as “low socio-economic status,” any score over the 90th percentile on an intelligence test will result in an recommendation for GATE support
- b) High Achievement Ability/Specific Academic Ability: Student standardized test scores and grades will be examined. Students performing at least two levels above expectations or those scoring Well Above Average for three consecutive years on standardized tests will be recommended for GATE support
 - c) Visual/Performing Arts and/or Creative/Leadership Ability: Students recommended for further assessment under either of these categories will participate in at least one semester of internship in a related professional field. At the end of the semester, those students will present their exhibitions in front of a panel including the advisor, a parent or guardian, the school psychologist, and their mentor. Among other evaluative responsibilities, the panel will determine whether the student should be recommended for GATE services under one of the applicable categories.
- - NVGA’s Principal will serve as the designee for parents/students needing information regarding GATE.

3. STUDENTS ACHIEVING BELOW GRADE LEVEL

Most students enrolling at New Village are achieving below or significantly below grade level in at least one content area. This is one of the primary reasons that an individualized educational program is not only appropriate, but, essential, for our student population. For students who come to New Village having dropped out, or who are on the verge of leaving the school system, a nurturing and supportive school environment is critical. Students at New Village are not stigmatized because of their past educational histories. Rather, all students develop individualized plans toward high academic standards that start from where each student is at the moment.

Teachers at New Village are trained to develop an individualized academic program *based on evidence of student achievement and progress* for each student specifically targeted to address her needs. All students are given English baseline assessments to determine their Lexile level. For math, students are assessed within the next available school testing window using STAR 360 during the fall, winter, and spring testing windows. Any student determined to need additional support in these areas is guided to work with teachers and advisors who will support the development of foundational skills in these areas. We recognize that without the ability to read, write, and manipulate numbers fluently, students will struggle with all other academic content and functions. New Village is committed to providing our students with the support necessary to achieve.

Examples of interventions available for students achieving below grade level include one-on-one instruction with a teacher, are offered time during content classes to cover remedial content, and the use of technology designed to support remedial skill development. Advisors will work with each student achieving below grade level to determine the most appropriate course for

remediation and then monitor each student's progress carefully through the individualized learning plan meetings and exhibitions.

4. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

Socio-economically disadvantaged/low-income students typically comprise 100% of our student population as identified through applications for the Free/Reduced Lunch program. Most of our students come from challenging home situations, thus the environment and educational program at New Village is specifically designed to address the needs of a low-SES population. The physical environment at the school is intimate, welcoming and safe. New Village offers a supportive and targeted curriculum in a small school environment that supports the academic progress of our students. Small secondary school models have been shown to be particularly successful with socio-economically disadvantaged students because they allow for students to be *well known* by teachers, thus allowing for student needs to be quickly identified and targeted interventions to be put in place, something not possible in a school with thousands of students.⁷³ Our school structure, based around the Advisory system, ensures that all students' needs will be well known, monitored and addressed by a qualified team of teachers and professional support staff. Advisors will consult with support staff around issues of mental health, workforce development, and adolescent pregnancy and parenting in order to design a support network appropriate to each student's needs. Support staff include the school social worker and Assistant Principal. The school social worker is tasked with monitoring students' access to additional community resources. Considering that homelessness and displacement is a reality that is faced by a number of our low-income students, our school social worker works with community partners to connect them with advocacy organizations, and/or services. Partnering agencies include St. Anne's, the Children's Institute, the Childrens Hospital, and LAUSD.

5. STUDENTS WITH DISABILITIES

Please refer to DRL at beginning of Element 1.

6. STUDENTS IN OTHER SUBGROUPS

As noted throughout this petition, a significant percentage of NVGA students are pregnant and parenting teens, foster care and/or probationary youth, and students dealing with mental health illness/trauma and the impact of abuse, neglect and substance abuse. New Village is designed to offer a variety of support for students with extraordinary needs. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Principal will serve as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the Charter School will inform them of their

⁷³ The Coalition of Essential Schools. "Measuring Up: Demonstrating the Effectiveness of the Coalition of Essential Schools." 2006.

rights under the McKinney-Vento Act. New Village will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

The Multi-tiered Support Team includes the school psychologist, school social worker, the student’s advisor, the principal, and the data and compliance manager, will collaborate closely with a student’s wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student’s welfare and progress in school.

As detailed above, our Multi-tiered Support Team process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations. New Village does provide extensive support for these students in the context of our entire program.

J. A TYPICAL DAY

Visitors to New Village Girls Academy should be immediately struck by the atmosphere of community. Every person entering campus is greeted warmly and respectfully by all staff and students.

The school day is from 8:00 AM – 3:00 PM, but staff and students are on campus as early as 7:30 AM. Parenting students whose children are enrolled in the St. Anne’s early learning center can drop their children off at St. Anne’s Childcare Center adjacent to New Village. This service allows parenting teenagers to continue their education as well as helping to break the cycle of poverty by providing their children with high-quality early intervention and child development services.

Every school day begins with students checking in to their first period class. Teachers are responsible for recording student attendance and for setting the tone for their school day. Once a week, the entire school gathers for a student led “pick-me-up” and assembly. These events bring the entire school community together and address issues of identified importance to our students.

Core courses are offered throughout the week and students follow their assigned schedule. During the advisory period, students develop literacy and communication skills, develop projects, acquire and manage internships, review their Individualized Learning Plan regularly, and develop critical social skills in a supportive setting. Advisory is the core of our instructional program, and a critical piece to ensuring that all our students receive the individual attention they need to overcome their specific learning challenges. Students meet at least three times a week in advisory together.

Other daily activities on campus include daily sustained silent reading periods and twice daily Transcendental Meditation. For our students who often come from chaotic backgrounds and face uncertain futures, we have found the inclusion of meditation as a centering activity to greatly improve our campus culture.

Students that have special needs may receive remediation services throughout the day from the RSP teacher, school psychologist, or the school social worker. Students may also have individual appointments with therapists or counselors to support their mental well-being.

On Wednesdays, students report to advisory and activities in this period can include social-emotional learning, developing their portfolios, building on their semester-long research exhibitions, checking in with their advisors, creating goals, and analyzing ILP data. After lunch, most students travel to the California Science Center and participate in their assigned science course. Those students that are not assigned a science course, remain on campus for an elective course.

On Tuesdays and Thursdays after content classes have been completed, students begin their internship work, an important component of our program designed to re-engage students in their learning and motivate them to persist in school. Many of our students have been disengaged from school for a number of years before coming to New Village. By building on student interests and engaging students in real world projects, we increase the likelihood that our students will make substantive progress toward graduation while enrolled at our school. During the Learning Through Internship course, students can also work towards receiving Work Certification. Once advisors determine student readiness, students leave campus in the afternoons to participate in career interest visits, shadow days, or internships. These experiences are tied to academics and developed into semester or yearlong projects. Students are expected to demonstrate their learning from these experiences through semester-end public exhibitions.

After school each day, our students have access to extracurricular activities and academic support through our partnership with the Youth Policy Institute.

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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (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.

A. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

B. MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section D.5, *The Requirements Of California Education Code § 47605(B)(5)(A)(ii)*.

C. MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

In addition to formal summative assessments, we utilize a variety of assessment measures consistent with the educational program outlined in Element I to ensure that students are making regular progress toward achievement of academic goals. We employ multiple measures of assessment ranging from publisher made tests to student created portfolios in order to ensure that teachers and students have a holistic picture of academic progress and achievement. This information, then, is used to inform our instructional practice in order to improve student achievement. New Village not only evaluates its own school’s data but it also uses district identified comparison schools’ data in order to evaluate its performance.

A significant component of our assessment of student achievement is end-of-term student exhibitions, in accordance with the Big Picture model. Each student is required to make a presentation – typically one hour in length – in which she presents her learning over the previous term, including project work, internships, significant research and more. Specific exhibition protocols, procedures and feedback forms are used. Parents, mentors, educators and community members attend these exhibitions and provide feedback and assessment of the student’s work according to defined rubrics. The ongoing development and oversight of student projects and progress toward learning goals throughout the semester, along with the accountability toward both professional and academic standards, makes exhibitions an extremely rigorous, high-stakes assessment environment. Students are required to provide evidence of their achievements to an audience that includes individuals who knows their strengths and areas of needed improvement well. Exhibitions do much more than test content area knowledge. They require honest self-reflection in a real-world context.

Content area and school-based assessments are used to monitor student achievement and inform instructional practice. Content area teachers use publisher-made and teacher-made tests to check for understanding of content. Critical to tracking student progress are student generated portfolios containing evidence of and reflection on progress toward goals created for Individualized Learning Plans in a collaborative learning team including, at minimum the student, her advisor, and an adult mentor (e.g., parent, when available, guardian, or consistent and trusted adult). Advisors, community mentors, and peers evaluate individual student progress toward ILP goals during public exhibitions, and advisors report on student progress in narrative evaluations.

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject and progress against ILP and IEP goals (as applicable)	9-12	Daily and /or weekly
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against PLP goals	9-12	End of each unit

Assessment	Purpose	Grade	Administration Timeline
Writing Rubrics	Assess mastery of grade-level writing standards	9-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	11	Once a year
ACT	State Criterion-Based Assessment in ELA, math science and social studies	9-12	Quarterly
California Science Test (CAST)	State Assessment in Science	9-11	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	11	Once a year
Interim Assessment	Summative ELA, Math, Reading and Science assessment of mastery	9-11	At end of units of study per curriculum
ELPAC	Measure English language acquisition	9-12	Upon enrollment; annually for all ELs
Incoming Placement Exams	Measure mathematics ability	9-12	Upon enrollment; as needed
STAR Renaissance 360 Testing	Assesses ELA and math proficiency	9-12	Three times per year
READ 180	Measures Lexile reading levels for literacy proficiency	9-12	Upon enrollment for each new student; end of the year for all students
PFT (Physical Fitness Testing)	Assesses individual student physical health	9	Once yearly

D. DATA ANALYSIS AND REPORTING

New Village understands that, in order to best service our students, we must engage in a continuous cycle of examining meaningful data collected about student progress and the overall health of our school community. As such, New Village administration facilitates the tri-annual process of staff examination of student data collected from all available sources, including internal assessments as well as scores from standardized tests. Staff and administration make decisions on how to modify, change, or enhance the existing educational program based on these evaluations.

Baseline assessments administered during the first month of school or, in the case of the ELPAC, in compliance with applicable timelines for assessing English Learners. This data forms the launching point for individualized academic instructional support and practice. While ILPs are developed during the first month of school, all ILPs are reviewed after baseline data analysis to ensure that students are being appropriately supported and served. Modifications can be made to ILPs after this baseline process. Assessment data is shared with students during 1:1 conferences where they are informed of their progress and areas of growth.

Summative assessments, including state mandated testing occurs toward the latter 3rd of the 2nd semester. Review of this data opens conversations about overall program accomplishments and needs. The result of this data review drives goal setting for the following school year and allows administration time over the summer break to put plans in place to build on success and address any areas of deficiency.

Advisors and students examine classroom-based data contained in their portfolio. Examples of classroom-based data include, but are not limited to, homework assignments, quizzes and tests, and writing samples. This ongoing, evidence-based reflection, is meant to be supportive and conversational in nature. Students are active participants in determining their progress, held accountable by their advisors and the co-constructed goals written in the individualized learning plan. Students reflect on their progress with their advisor via the goals that they've set at the beginning of the semester. These conversations can guide advisors in understanding where a student needs support, how to work as her strongest advocate, and where to look for additional resources. This data can be shared with mentors, parents or guardians, or other stakeholders and is one way of knowing our students as individuals. Some of this work is collected in student portfolios to create a picture over time of student progress.

Content area teachers/advisors use classroom-based to determine appropriate next steps for supporting student progress. Content area teachers use evidence to measure student progress toward content area standards and to modify their instructional practice, pacing, or approach to a topic as needed. Our small class sizes allow for individualization in our content area courses, and teachers are expected to develop an understanding of student needs beyond the evidence that is collected on a quiz. Like in advisory, content area teachers engage regularly in evidence-based conversations with students that examine their personal efficacy in a given content area as well as the depth of her understanding of the content itself. Content area teachers collaborate regularly with advisors to strategize next steps, especially for students struggling with mastering any given set of material.

New Village considers school climate a multifaceted concept that involves many aspects of the students' educational experience and includes the school's attention to safety, promoting a supportive academic and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community. We administer staff and student school climate surveys every semester to measure how successful we are in developing an environment conducive to student learning. Results are shared with staff during professional development meetings and conversations are held on strengths, weaknesses, and areas for improvement.

Our focus at New Village is to work with students as individuals, and we continuously measure each young woman's progress throughout the year using multiple forms of data at a school-wide level to look for patterns of successes or challenges that can help us identify ways to better serve our students. The administrative team is responsible for compiling school-wide data such as attendance, enrollment, attrition, participation in after-school programs, assessment data, graduation rates, enrollment in 2- or 4-year colleges, rates of pregnancy or delinquency after enrolling in New Village. The administrative team, led by the principal, examines this data, quarterly, at minimum, and is responsible for leading conversations with the staff and the board of directors about the implications of the data results on the school's success or challenges toward our stated goals. Annual conversations with charter division staff also include a deep analysis of available data and are another way in which we are held accountable for serving the needs of students enrolled at New Village.

E. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Progress reports are provided for students and families on a quarterly basis, every nine weeks. Reports throughout the year include narratives as well as semester grades. A significant measure of student performance is the student exhibitions each semester; written feedback on assessment forms are gathered and included in each student's portfolio as part of her assessments.

Teachers assign student grades in each content area using a system compatible with the curriculum and format of the course. All grades, with the exception of the LTI which is described in Element 1, factor: a) attendance, b) coursework completion, c) coursework quality, and d) final assessment. Grades may be broken down as follows based on teacher discretion:

- 1) 30% of the grade is attendance. Throughout the semester, attendance is monitored by both teachers and the data and compliance manager. If a student is chronically absent, attendance interventions are provided to best support the student to ensure their success in the class. Total points are calculated at the end of the grading period and measured as a percentage out of 100% of the total days offered during that grading period.
- 2) 20% of the grade is coursework completion. Students earn coursework credit by completing teacher assigned work, unless substitute assignments as agreed to between the student and the teacher. Assignments completed late because of excused absences or life circumstances are not counted against students. Total points are calculated at

the end of the grading period and measured as a percentage out of 100% of the total assignments offered during that grading period.

- 3) 20% of the grade is coursework quality. Students earn coursework quality credit by completing assignments in a manner consistent with expectations outlined by the teacher on assignment rubrics or based on the progress measured by unit tests or quizzes. Assignments may be weighted by teachers, but generally, students will have the opportunity to earn complete credit for assignments considered of satisfactory quality, partial credit for assignments that are incomplete and/or do not meet minimum requirements for quality. Total points are calculated at the end of the grading period and measured as a percentage out of 100% of the total assignment offered during that grading period.
- 4) 30% of the grade is earned through results from summative and/or formative assessments. Summative and/or formative assessments are designed to allow students to demonstrate their understanding of the content and concepts addressed in the course. Depending on the content area, summative and/or formative assessments can take the form of exams, or written assignments (e.g., essays), but they most often take the form of an integrated, project-based exhibitions. Exhibitions at New Village are publicly defended descriptions of learning. The advisor evaluates student performance on the overall exhibition and also on the content area knowledge linked to the overall project. Students present and are engaged in conversation by a panel of peers and adults. The final assignment may be a combination of exam or individualized assessment and exhibition at the discretion of the teacher. Rubrics are used to evaluate exhibitions. The final exhibition assessment is out of 100 points and students are graded based on the rubrics assigned by their teacher.

Percentages correspond to letter grades. All courses must be passed with a “C” or better.

As an alternative school with a highly transient and challenged population, our promotion policy is student-centered. We focus more on achievement towards graduation rather than specific grade level within the 9-12 range – our Advisories include students mixed together who are the same grade level, but on different tracks/cohorts towards graduation. Individual Learning Plans include graduation plans, but as a student makes progress more quickly or more slowly than originally anticipated, these plans are adjusted accordingly. We have defined clear grade level and class credit expectations for each grade (9-12) on page 81, and as a student meets these expectations, she is promoted to the next grade. For example, if a student has 0 to 50 credits, they are determined to be a 9th grader. Given that credit recovery is a core component of our student population, student grade levels are determined by the number of credits a student has earned throughout their high school career.

All A-G courses are transferable to other public schools, and meet the rigorous requirements for admission to both the UC and state university systems. Parents receive notification of course transferability in student recruitment and student enrollment materials, which are available in both English and Spanish. The College Counselor works closely with students and families to ensure that they are well aware of requirements and where each student stands in relation to those requirements.

This is done at least once a semester with students and at least once a semester with students and parents combined if a student is not currently on track to graduate.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁷⁴

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and

⁷⁴The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

A. GOVERNANCE STRUCTURE

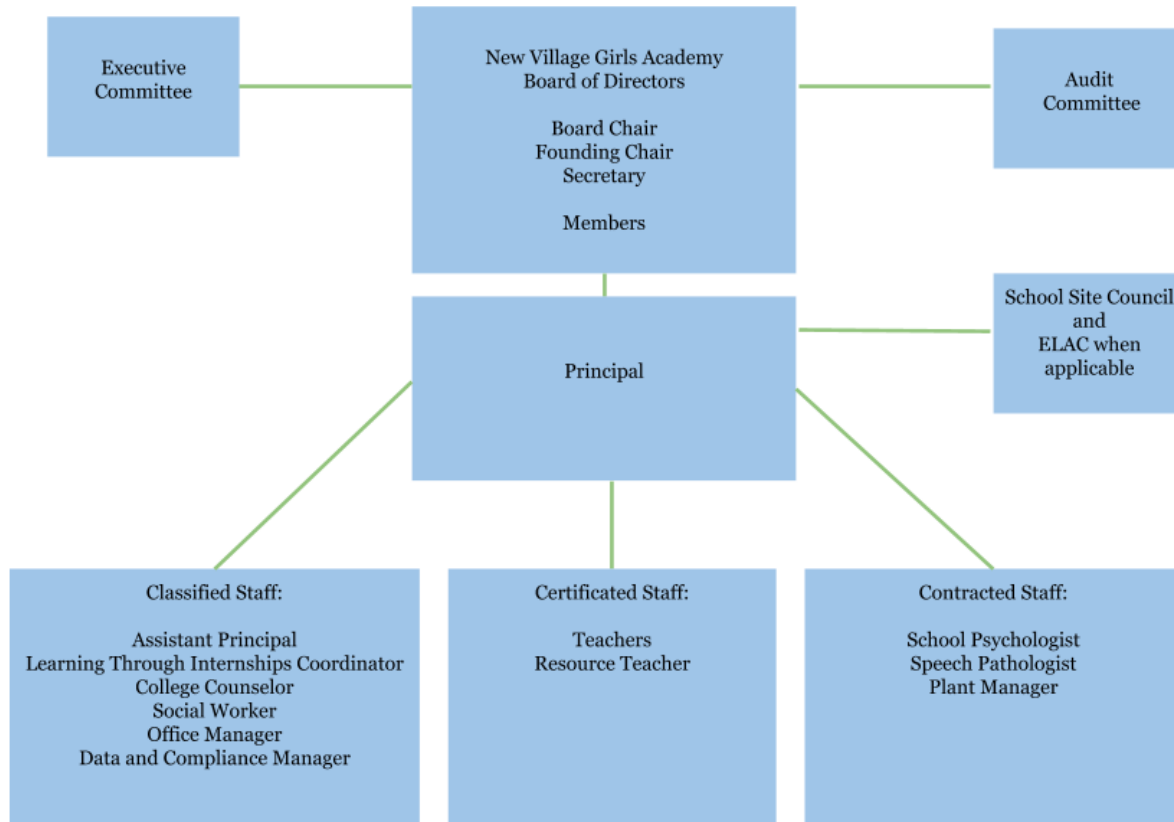
New Village Girls Academy is a direct-funded independent charter school operated by New Village Charter School, Inc., a California Non-Profit Public Benefit Corporation with 501(c)(3) designation from the IRS.

Attached, in Tab 3, please find the New Village Charter School, Inc. Articles of Incorporation, Corporate Bylaws, and Conflicts of Interest Code. New Village Girls Academy will be governed by the New Village Charter School, Inc. Board of Directors, who will maintain active and effective governance in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

1. ORGANIZATIONAL CHART

The governance structure and internal organization of participation and leadership at New Village has been designed to ensure that, through ongoing communication and collaboration, the entire school community fully achieves New Village's mission. The organizational structure of New Village meets all legal and District mandates.

The following illustrates our Organizational Structure:



2. MAJOR ROLES AND RESPONSIBILITIES

Board of Directors

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the New Village Charter School, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of New Village Girls Academy including but not limited to the following:

- Ensure New Village meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Principal;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve all contractual agreements in excess of \$100,000; There are a number of other restrictions set forth in the New Village fiscal policies and procedures. Specifically, the Chair or a Vice Chair must approve any purchase, contract or expenditure that would result in a budget variance of \$5,000 or result in an increase in total expenses over the total expenses set forth in the total annual budget. Any purchase, contract or expenditure that would result in a budget variance of \$25,000 or more must be approved by the Board.
- Approve and monitor New Village Girls Academy's annual budget, budget revisions, and monthly cash flow statements;

- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support New Village Girls Academy
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of New Village Charter School, Inc. Board of Directors meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve material revisions to the charter necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

The Board of Directors may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with any law, this charter or the purposes for which New Village Girls Academy is established.

The Principal

The Principal shall supervise and direct the day to day operations of the Charter school and all employees of the school, subject to the oversight of the New Village Charter School, Inc. Board of Directors. The Principal will ensure that the curriculum is successfully implemented in order to maximize student learning experiences and to facilitate satisfactory academic progress of all students at the school. The Principal shall oversee all aspects of the Charter school’s programs, including financial, operational, educational operations, and strategic planning. The Principal shall have such other powers and duties as may be prescribed by the New Village Charter School, Inc. Board of Directors.

The New Village Charter School, Inc. Board of Directors is responsible for hiring, supervising, disciplining, and dismissing the Principal, as needed. The New Village Charter School, Inc. Board of Directors delegates responsibility for hiring, supervising, disciplining, and dismissing all other staff. See *Element 5: Employee Qualifications* for a detailed job description of the Principal.

B. GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

1. COMPOSITION OF THE BOARD

The New Village Charter School, Inc. Board of Directors shall at all times have a minimum of three (3) and no more than thirty (30) directors. Pursuant to California Education Code Section 47604(b), the charter authorizer may elect to appoint a representative to the Board. The Charter school’s Principal shall not serve on the New Village Charter School, Inc. Board of Directors and shall not vote in Board elections.

Full resumes and Board Questionnaires for each Board member are included in Tab 7.

2. BOARD MEMBER SELECTION

Pursuant to the Bylaws, each director shall hold office for a renewable term of one (1) year, and serve until removed or replaced by the New Village Charter School, Inc. Board of Directors or the conclusion of the first annual meeting held after he or she assumes office and until a successor has been elected. Board terms are renewable upon mutual consent between the New Village Charter School, Inc. Board of Directors and the director. New members are selected in accordance with New Village Charter School, Inc. Board of Directors policies and procedures related to board member and nomination and election.

From time to time during the year the officers and interested directors discuss board development and seek to identify the kinds of persons who would be valuable additions to the New Village Charter School, Inc. Board of Directors. There are no specific qualifications for New Village Charter School, Inc. Board of Directors, but we seek persons who have demonstrated good judgment, the ability to work well with others, a commitment to contribute in a meaningful way to the furtherance of New Village's mission, and knowledge, perspectives and experiences that complements and adds to those of the other board members. Suggestions are solicited from the school community. Members of the New Village Charter School, Inc. Board of Directors meet with potential candidates throughout the year, and arrange for persons interested in joining the board to meet with the other directors. If there is agreement among those who have met the person that he or she should be considered, that person's resume is circulated to the full board and an opportunity is provided for all board members to meet the person before a vote is taken on him or her.

C. GOVERNANCE PROCEDURES AND OPERATIONS

The New Village Charter School, Inc. Board of Directors will meet at least quarterly within the boundaries of LAUSD during the school year. Additional meetings may be called as necessary. All meetings will be held in accordance with the Brown Act. Agendas for regular meetings are distributed to each member of the New Village Charter School, Inc. Board of Directors and will be posted at the entrance of the Charter school's main office and posted on the Charter school's web site for public viewing at least 72 hours in advance of scheduled meetings. Agendas for special meetings will be posted at the entrance of the Charter school's main office and on the Charter school's website at least 24 hours prior to the meeting. New Village Charter School, Inc. Board of Directors who are unable to attend meetings in person are permitted to participate by teleconference, and the addresses from which directors and members of the public may participate by teleconference are made publically available in the same manner as the agendas for the meetings. All meetings by teleconference will comply with Brown Act Requirements for Board meetings. All New Village Charter School, Inc. Board of Directors meetings by teleconference will comply with the requirements of the Brown Act related to New Village Charter School, Inc. board meetings. Copies of Board minutes will be available upon request in the main office of the Charter school.

As previously stated, New Village shall comply with the Brown Act. New Village has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code

Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. New Village operations are already in full compliance and it will continue to comply, with Govt. Code 1090 and Ed Code 47604.1.

Decisions of the Board are by majority vote. As consistent with the requirements of the California Corporations Code (Section 5211(a)(8)), an act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is an act of the New Village Charter School, Inc. Board of Directors. If one or more directors abstain from voting on a matter, the vote required for approval remains a majority of the required quorum and is not reduced by the abstention(s).

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with the Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school meets achieves its mission and goals, including, but not limited to, an Executive Committee and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the directors then in office. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

The Executive Committee exists only to enable action permitted by the nonprofit corporation law on behalf of the Board of Directors in the event such action is required in circumstances where time is insufficient to convene the full Board. In the 13 years since the founding of New Village the Executive Committee met only once prior to this July, when the Executive Committee met twice to deal with comments from the Charter School Division requiring immediate response.

D. STAKEHOLDER INVOLVEMENT

New Village will seek the active and meaningful involvement of parents or legal guardians in the education of students. Where a parent's or legal guardian's participation is not achievable in the case of students who do not live with a guardian, students have been emancipated by the court or other circumstances, New Village will work with the student to identify another responsible adult with whom the student has a continuing relationship to participate in lieu of the parents. Such a person may be a friend, mentor, social worker or other appropriate person. For convenience, any such person is referred to below as "parent/mentor." The student will be consulted and advised of their rights to confidentiality prior to including any third party, non-guardian person in communications revealing FERPA or HIPAA related content.

New Village will seek to have parent/mentors regularly meet with students and their advisors to participate in and discuss the formulation of the student's individual learning plan, student progress in implementing the plan and long-term planning for the student's education. New Village will also seek to have parent/mentors attend student presentations, visit the Charter school and participate regularly in school activities in order that they may feel that they are valued and welcome participants in the school community.

Parents will be guaranteed access to the Charter school, school leaders and classroom teachers to support their children's education. Educational right holders are also provided with PowerSchool access to review student's academic progress in each class, and are encouraged to reach advisors and teachers if there are concerns and questions.

Parents will be provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful via meetings with the College Counselor, as well as College and Financial Aid workshops. Parents will be supported in their participation in monitoring their child's individual learning plan toward college readiness.

Parents are encouraged and invited to participate in the School Site Council (SSC). The SSC meets twice every semester and comprises of an equal number of elected representatives from the school staff and the parent/guardian community, with a total of ten participants (principal, his/her designee, 1 other school personnel, 3 classroom teachers, and 5 parent/community and pupil members). The School Site Council is responsible for making decisions related to applicable federal funding streams.

Student Leadership

Our National Honor Society maintains a leadership role on campus and provides student input for areas of concern for the school. NHS also promotes our Charter school through volunteer opportunities and community outreach. Students elect class officers annually. In the student leadership class, students discuss issues of interest concerning the school, plan activities centered around community service, academic enrichment, and character-building, on behalf of the student body.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

A. EMPLOYEE POSITIONS

Regardless of their role in the Charter school, every person hired by New Village will actively help to promote the mission, instructional program and the organizational core values. New Village is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students and the mission of the school. All personnel must commit to the mission and vision of the Charter school. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter school and its students. The comprehensive job descriptions and compensation will be based on the job duties and work basis as outlined in individual employee contracts. Fingerprint, background check and medical tuberculosis clearance will be completed for all employees prior to the start of employment.

B. QUALIFICATIONS OF EMPLOYEES

Employees' job duties and work basis will be negotiated in individual contracts. General job descriptions have been developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff.

Principal

The Principal works closely with a very engaged New Village Charter School, Inc. Board of Directors which supports the school by, among other responsibilities, raising approximately \$1 million annually to augment the school's government funding. Private fundraising by the New Village Charter School, Inc. Board of Directors enables New Village to maintain small classes, exceptional staff, and other resources.

Responsibilities:

- Implement the mission of New Village Girls Academy
- Supervise all staff (Assistant Principal, Advisors/Teachers, Social Worker, Internship Coordinator, College Counselor, Resource Specialist, Office Manager)
- Provide leadership for the Charter school's strong wellness program to promote healthy living and support students dealing with personal crises and the effects of trauma
- Oversee student recruitment
- Work with the New Village Charter School, Inc. Board of Directors on fundraising and development
- Help develop the budget and work closely with the New Village Charter School, Inc. Board of Directors to monitor status
- Work closely with LAUSD Charter division

Required Skills and Experiences:

- Track record in school leadership (minimum of 3 years)
- Strong administrative skills
- Experience in project-based learning
- Proven commitment to students from challenging circumstances and a belief in their potential to succeed
- Master's Degree in Education, School Administration, or a related field
- Valid credential in school administration

Assistant Principal

Under the supervision of the Principal, the Assistant Principal is responsible for the development and implementation of wellness initiatives and working collaboratively with colleagues to meet the social, psychological, and educational needs of students. The Assistant Principal is the designated administrator in the absences of the Principal.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Take the lead on crisis management and intervention with students and their families

- Develop and implement a school-wide wellness program
- Oversee a network of service providers designed to provide group and 1:1 counseling and mentoring to students in grades 9-12 to support socio-emotional health and well-being
- Consult with all stakeholders about students in need of socio-emotional or mental health support
- Develop, maintain, and grow a network of community resources for students and families needing socio-emotional, mental health, and other critical life support.
- Track and report wellness data
- Act as the testing administrator for all mandatory testing including, but not limited to, the ELPAC, CST, SBAC, and FITNESSGRAM
- Work with staff on strategies to improve instructional practice and service to students
- Organize and participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experiences:

- Master’s Degree in Social Work, Education, School Administration, or a related field
- Valid credential in school administration or teaching
- 3 years of experience in school administration
- Excellent Interpersonal Skills
- Excellent Organizational Skills
- Excellent Oral and Written Communication Skills
- Demonstrated ability to resolve crises
- Access to reliable transportation

Desired Skills and Experiences

- Degree, credential, or certificate in counseling or PPS
- Bilingual (Spanish/English) preferred

Resource Specialist Teacher

Under the supervision of the Principal, the Resource Specialist Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality instructional experience for students- specifically those whose needs have been identified through the IEP process and those requiring reading intervention support, work collaboratively with colleagues to meet the social, psychological, and educational needs of students, evaluate student performance using designated assessments and student work, and work with guardians as learning partners.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment

- Collaborate with school psychologist, general education teacher, student, and her guardian to set appropriate goals, manage, and facilitate the implementation of the IEP process
- Participate in Student Success Team meetings as needed
- Provide direct instruction one-to-one or in a small group setting to students with IEPs as outlined through the Individualized Education Plan
- Track and report on individual student progress using observation, student work samples, and school wide assessments on an ongoing basis
- Tracks student service provision on Welligent
- Attend weekly staff meetings and 10 professional development days annually
- Provide literacy intervention for students reading below grade level
- Work with staff on strategies to improve instructional practice and service to students, especially those with IEPs
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skill and Experience:

- Authorization to teach secondary students with IEPs (mild to moderate) in the California
- Authorization to teach English Language Learners
- Knowledge of Individual with Disabilities Education Act (IDEA) and California State Special Education Laws and Regulations
- Ability to provide consultation and screening to determine eligibility for special education services
- Knowledge of IEP process
- Knowledge of or demonstrated ability to learn to use the Welligent System
- Basic Classroom Management Skills
- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experiences:

- 3 years teaching experience or experience in a comparable field
- Bilingual (Spanish/English) preferred
- Excellent problem solving and organizational skills
- Ability to integrate multiple ideas and across disciplines
- Resiliency

Math Teacher

Under the supervision of the Principal, the Math Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality instructional experience for

students, work collaboratively with colleagues to meet the social, psychological, and educational needs of students, evaluate student performance using designated assessments and student work, and work with guardians as learning partners.

Responsibilities:

- Implement, by the instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Facilitate learning plan meetings once a semester with each student and her guardian
- Manage and oversee an individualized instructional program designed around student identified interests and abilities that will lead each student toward high school graduation
- Set up, in collaboration with the LTI coordinator, and monitor internships for each student
- Track and report on individual student progress using observation, student work samples, and school wide assessments on an ongoing basis
- Attend weekly staff meetings and 10 professional development days annually
- Develop, manage, and assess interest driven projects and exhibitions each semester for each student
- Teach at least 4 sections of content specific curriculum per semester
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience:

- Single Subject Credential in Mathematics required
- Authorization to teach in content area in which the teacher is assigned
- Authorization to teach English Language Learners
- Basic Classroom Management Skills
- Excellent Oral Written Communication Skills
- Access to reliable transportation

Desired Skills and Experience:

- 3 years teaching experience or experience in a comparable field
- Bilingual (Spanish/English) preferred
- Excellent problem solving and organizational skills
- Ability to integrate multiple ideas and across disciplines
- Resiliency

Science Teacher

Under the supervision of the Principal, the Science Teacher is responsible for the planning and instruction of Chemistry and the supervision of students attending science classes off campus at the California Science Center on a weekly basis. The Substitute Science Teacher may also serve as an on-call substitute for the other classes on an as-needed basis.

Responsibilities:

- Carries out mission, vision and values established by the Board of Directors and as articulated in the school's charter
- Nurtures respectful relationships with students and demonstrates sensitivity to the clients cultural socioeconomic character
- Engages students in meaningful dialogue and activities rooted in student interest
- Individualizes programs to support academic and social achievement toward personal goals and aspirations
- Integrates content area learning into projects and internships
- Coordinates internships with professional mentors according to the school's protocols
- Collaborates with all staff, including co-creating curricular units and student activities with other teachers and staff
- Protects the physical and emotional safety and well being of all students, including performing all responsibilities of a mandated reporter
- Travels with and supervises students in off-campus science classes and labs
- Performs other duties as directed by Supervisor and/or program designee

Required Skills and Experience:

- Current and valid California Teaching Credential with authorization to teach English Learners preferred
- Single Subject Credential in Science required
- Experience involving the supervision, instruction and guidance of students in a school or agency devoted to the education, guidance and instruction of children at risk or with behavioral challenges; and/or experience with students with special needs, Special Education

Special Skills/Knowledge/Abilities:

- Excellent verbal and written articulation skills
- Ability to incorporate reading and writing strategies into daily routines and classroom instruction
- Demonstrated ability to develop functioning teams
- Excellent classroom management skills
- Strong commitment to serving at-risk youth

Physical Requirements:

To perform this job the individual must be able to carry all essential functions satisfactorily. Reasonable accommodations may be made to enable qualified individuals with disabilities to perform the essential functions of the job.

Approximately 50% of the time is spent sitting, while frequently required to walk, stand and bend. Must be able to talk and hear well. Good vision is imperative. Occasionally required to stoop, kneel, crouch, or crawl. Employee must be able to lift and/or move up to 25 pounds when necessary.

English Teacher

Under the supervision of the Principal, the English Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality instructional experience for students, work collaboratively with colleagues to meet the social, psychological, and educational needs of students, evaluate student performance using designated assessments and student work, and work with guardians as learning partners.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Facilitate learning plan meetings once a semester with each student and her guardian
- Manage and oversee an individualized instructional program designed around student identified interests and abilities that will lead each student toward high school graduation
- Set up, in collaboration with the LTI coordinator, and monitor internships for each student
- Track and report on individual student progress using observation, student work samples, and school wide assessments on an ongoing basis
- Attend weekly staff meeting and 10 professional development days annually
- Develop, manage, and assess interest driven projects and exhibitions each semester for each student
- Teach at least 4 sections of content specific curriculum per semester
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experiences:

- Single Subject Credential in English required
- Authorization to teach English Language Learners
- Basic Classroom Management Skills
- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experience:

- 3 years teaching experience or experience in a comparable field
- Bilingual (Spanish/English) preferred
- Excellent problem solving and organizational skills
- Ability to integrate multiple ideas and across disciplines
- Resiliency

ELA/ELD Teacher

Under the supervision of the Principal, the ELA/ELD Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality instructional experience for students, work collaboratively with colleagues to meet the social, psychological, and educational needs of students, evaluate performance using designated assessments and student work, and work with guardians as learning partners.

The ELA/ELD teacher will specifically support our ELLs in increasing English Language Proficiency, supporting the administration of the ELPAC, and offering several sections of multi-level ELA. The ELA/ELD teacher will also support coverage during Advisory periods for teachers needing to leave campus for internship site visits or 1:1 conferences with students and/or guardians

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Facilitate learning plan meetings once a semester with each student and her guardian
- Manage and oversee an individualized instructional program designed around student identified interests and abilities that will lead each student toward high school graduation
- Set up, in collaboration with the LTI coordinator, and monitor internships for each student
- Track and report on individual student progress using observation, student work samples, and school wide assessments on an ongoing basis
- Attend weekly staff meetings and 10 professional development days annually
- Develop, manage, and assess interest driven projects and exhibitions each semester for each student
- Teach up to 4 sections of content specific curriculum per semester as assigned
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experiences:

- Current and valid California Teaching Credential required in English Learner authorization
- Authorization to teach English Language Learners

- Basic Classroom Management Skills
- Excellent Oral and Written Communication Skills
- Access to reliable transportation
- Bilingual (Spanish/English)

Desired Skills and Experiences:

- 3 years teaching experience or experience in a comparable field
- Excellent problem solving and organizational skills
- Ability to integrate multiple ideas and across disciplines
- Resiliency

History/Social Science Teacher

Under the supervision of the Principal, the History/Social Science Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality instructional experience for students, work collaboratively with colleagues to meet the social, psychological, and educational needs of students, evaluate student performance using designated assessments and student work, and work with guardians as learning partners.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Facilitate learning plan meetings once a semester with each student and her guardian
- Manage and oversee an individualized instructional program designed around student identified interests and abilities that will lead each student toward high school graduation
- Set up, in collaboration with the LTI coordinator, and monitor internships for each student
- Track and report on individual student progress using observation, student work samples, and school wide assessments on an ongoing basis
- Attend weekly staff meeting and 10 professional development days annually
- Develop, manage, and assess interest driven projects and exhibitions each semester for each student
- Teach at least 4 sections of content specific curriculum per semester
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experiences:

- Current and valid California Teaching Credential in History is required
- Authorization to teach English Language Learners
- Basic Classroom Management Skills

- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experiences:

- 3 years teaching experience or experience in a comparable field
- Bilingual (Spanish/English) preferred
- Excellent problem solving and organizational skills
- Ability to integrate multiple ideas and across disciplines
- Resiliency

Spanish Teacher

Under the supervision of the Principal, the Spanish Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality instructional experience for students, work collaboratively with colleagues to meet the social, psychological, and educational needs of students, evaluate student performance using designated assessments and student work, and work with guardians as learning partners.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Collaborate with Advisors to support student learning in the classroom and through projects and internships
- Provide direct instruction in up to 4 sections of coursework daily, as assigned by the Principal
- Track and report on individual student progress using observation, student work samples, and school wide assessments on an ongoing basis
- Support the administration of school wide assessment, including the CELDT
- Attend weekly staff meetings
- Support student development of interest driven projects and exhibitions each semester for each student
- Support English Language Learners in English Language Development section, as needed
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience:

- Current and valid California teaching Credential in Spanish is required
- Basic Classroom Management Skills

- Excellent Oral and Written Communication Skills

Access to reliable transportation

Desired Skills and Experience

- 3 years teaching experience or experience in a comparable field
- Excellent problem solving and organizational skills
- Ability to integrate multiple ideas and across disciplines
- Resiliency

Part-Time Art Teacher

Under the supervision of the Principal, the Part-time Art Teacher is responsible for carrying out the educational program outlined in the Charter, providing a high quality instructional experience for students, work collaboratively with colleagues to meet the social, psychological, and educational needs of students, evaluate student performance using designated assessments and student work, and work with guardians as learning partners.

Responsibilities:

- Implement, by instruction and action, the mission of New Village
- Create a positive and safe learning environment
- Collaborate with Principal, students, and the art integration liaison to design and implement a 5-10 unit course in visual art and/or art history
- Provide 50-100 hours of direct instruction in art and/or art history, as assigned by the Principal
- Track and report on individual student progress using observation, student work samples, and school wide assessments on an ongoing basis
- Meet regularly with Principal and other school staff to collaborate on programs and student support
- Support interest driven projects and exhibitions each semester for each student
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience

- Current and valid California teaching Credential in Art or Social Studies is required
- Basic Classroom Management Skills
- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experiences:

- 3 years teaching experience or experience in a comparable field
- Bilingual (Spanish/English) preferred
- Experience working in or with museums
- Excellent problem solving and organizational skills
- Ability to integrate multiple ideas and across disciplines
- Resiliency

School Psychologist

Serves under the direction of the Principal to provide assistance in the area of special education.

Required Skills and Experiences:

- A valid California Pupil Personnel Services Credential with a Specialization in School Psychology
- A Master's degree in related jobs
- The ability to carry out the roles and responsibilities as stated in their specific job description.

Responsibilities:

- Conducts initial and triennial comprehensive psycho-educational assessments, including functional behavioral assessments, behavior intervention plans and educationally related mental health assessments.
- Consults and collaborates with parents, school staff, and outside agency personnel regarding mental health, social-emotional, behavioral and educational concerns.
- Provides individual counseling and groups that focus on issues related to social skills, decision-making skills, coping skills and conflict resolution with a priority to sped students and students with a 504 plan.
- Develops crisis, behavior and anger management trainings, policies and procedures.
- Participates in initial and triennial IEP's and Student Success Team as needed.

Speech Pathologist

Under the supervision of the Principal, the Speech Pathologist is responsible for carrying out the educational program outlined in the Charter by diagnosing and treating students with vocal and cognitive communication impairments, as well as students whose speech is affected by emotional issues, various learning disabilities and physical impairments.

Required Skills and Experiences:

- Must hold a valid California Speech-Language Pathology Services Credential - Language, Speech & Hearing, or Clinical or Rehabilitative Services or equivalent. (or proof that he/she will have their credential by the start of the current school year)
- A Master's degree in job related
- Ability to carry out the roles and responsibilities as stated in their specific job description.

Responsibilities:

- Ability to administer appropriate speech and language evaluations
- Exhibit knowledge of clinical theory and its application as it relates to student educational needs
- Administers and interprets appropriate speech and language evaluations
- Consults with classroom teachers and staff regarding students and communication disorders
- Consults with parents regarding methods parents can use at home to help their child with carryover strategies
- Develops and administers speech and language therapy program consistent with the needs of students and according to established IEP goals.
- Participates in IEP and Student Success tea pertinent to students with speech and language issues.
- Assists in the development and implementation of IEP goals in relation to Speech and Language

School Social Worker

Under the supervision of the Assistant Principal, the School Social Worker is responsible for supporting the development and implementing wellness initiative and working collaboratively with colleagues to meet the social, psychological, and educational needs of students.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Take the lead on crises management and intervention with students and their families
- Assist the Assistant Principal with the development and implementation of a school-wide wellness program
- Provide group and 1:1 counseling and mentoring to students in grades 9-12 designed to support socio-emotional health and well-being
- Consult monthly, at minimum, with teachers about students in need of socio-emotional or mental health support

- Develop, maintain, and grow a network of community resources for students and families needing socio-emotional, mental health, and other critical life support.
- Track and report wellness data
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience:

- Master’s Degree or higher in social work or a related field
- 3 years experience in providing case management, facilitating support groups and counseling in a school setting
- Excellent Interpersonal Skills
- Excellent Organizational Skills
- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experience:

- Degree, credential, or certificate in counseling or PPS
- Bilingual (Spanish/English) preferred

College Counselor

Under the supervision of the Principal, the College Counselor is responsible for ensuring that students are meeting all requirements to graduate from high school, and assist students with the preparation of necessary college entrance documentation.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Develop a program to prepare students for the option of attending college after graduation
- Provide group and 1:1 instruction, counseling, and mentoring to students and their families in grades 9-12 designed to make college an accessible option to graduates
- Create initial graduation plans and consult monthly with teachers to ensure appropriate course enrollment
- Coordinate and manage college trips and help develop and maintain relationships with community colleges and 4-year college and universities
- Coordinate admissions testing

- Develop and maintain a network of mentors to assist students with transition to life after high school. Manage the partnerships of students with mentors
- Directly support the college and financial aid application process
- Track and report college acceptance data
- Develop and maintain an alumni network
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience:

- Bachelor’s Degree or higher in a relevant field
- 2 years relevant experience in counseling, teaching, or a related field
- Excellent Interpersonal Skills
- Excellent Organizational Skills
- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experience:

- Degree, credential, or certificate in counseling or PPS
- Bilingual (Spanish/English) preferred

Data and Compliance Manager

Under the supervision of the Principal, the Data and Compliance Manager is responsible for all areas of data management and reporting, including, but not limited to, those reports due to the State, District, and those related to grants and fundraising. Additionally, the Data and Compliance Manager is responsible for maintaining a positive front office environment toward nurturing student academic, social and emotional well-being.

Responsibilities;

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe school environment
- Primary responsibility for assuring timely record-keeping, data collection, reporting, and filings in compliance with applicable California and LAUSD requirements
- Supervise and maintain the filing systems for student records in hard copy and on SIS
- Supervise enrollment and recruitment process
- Manage data systems including, but not limited to, PowerSchool, CalPads, and data related to the National School Lunch Program
- Track and report attendance

- Primary responsibility for data-based reports and analyses required for compliance, grant proposals, fundraising and public relations
- Assist Office Manager with reception responsibilities, including welcoming and orienting visitors and answering phones
- Attend weekly staff meetings and professional development days as requested by the Principal
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience:

- Minimum of 60 college education units required
- Ability to work independently and as a team member
- Ability to prioritize and manage multiple and diverse priorities
- Must be computer literate and have a demonstrated capacity to learn new computer functionality
- Excellent Oral and Written Communication Skills in Spanish and English
- Access to reliable transportation

Desired Skills and Experience:

- Bachelor’s Degree
- Substantial school office experience

Learning Through Internships Coordinator

Under the supervision of the Principal, the Learning Through Internships Coordinator is responsible for the development, implementation, and evaluation of the Career Readiness Program, working collaboratively with colleagues to meet the social, psychological, and educational needs of students.

Responsibilities;

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe learning environment
- Develop a program to prepare students for career options after graduation from high school and/or college
- Provide group and 1:1 instruction, counseling, and mentoring to students in grades 9-12 designed to deeply engage students through interest exploration and the development of workplace skills

- Consult with and support teachers in a timely basis to ensure quality and access to internship opportunities and placements
- Coordinate and manage interest exploration activities on and off campus
- Develop, maintain, and grow a network of mentors to host student internships
- Directly support students looking for paid internships, summer work, or jobs after graduation
- Track and report internship and engagement data
- Develop and maintain an alumni network
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience:

- Bachelor’s Degree or higher in a relevant field
- 2 years relevant experience in counseling, teaching, or a related field
- Excellent Interpersonal Skills
- Excellent Organizational Skills
- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experiences:

- Degree, credential, or certificate in counseling or PPS
- Bilingual (Spanish/English) preferred
- Familiarity with workplace standards across a range of occupations

Office Manager

Under the supervision of the Principal, the Office Manager organizes and coordinates office administration and procedures, in order to ensure organizational effectiveness, efficiency and safety.

Responsibilities:

- Implement, by instruction and action, the mission of New Village Girls Academy
- Create a positive and safe school environment
- Support the Principal in all areas of compliance related to tracking and reporting
- Supervises and maintains the filing systems for student records in hard copy and on SIS
- Supervises vendor contracts including, but not limited to, food service and office equipment (e.g., copier)
- Managing donation documentation, deposits, and interactions with the New Village Board of Directors

- Supervises enrollment and recruitment process
- Attend weekly staff meetings and 10 professional development days annually
- Work with staff on strategies to improve instructional practice and service to students
- Participate in Wellness Days and program
- Other duties as assigned by the Principal

Required Skills and Experience:

- Minimum of 60 college education units required
- Ability to work independently and as a team member
- Ability to prioritize and manage multiple and diverse priorities
- Must be computer literate and have a demonstrated capacity to learn new computer functionality
- Excellent Oral and Written Communication Skills
- Access to reliable transportation

Desired Skills and Experience:

- Bachelor's Degree
- 3 years of prior paid work experience in an office environment
- Bilingual (Spanish/English) preferred

Plant Manager

Under the direction of the Principal, the Plant Manager has the responsibility to maintain the school building in a clean, orderly and secure condition as well as perform routine repair and maintenance to school facilities and equipment.

Responsibilities:

- Clean classrooms, restrooms, offices and related facilities as assigned
- Sweep, scrub, mop, wax and polish floors and vacuum rugs and carpets in classrooms, offices, workshops and other work areas; spot clean and shampoo carpets; spot mop spills; remove debris; dust and polish furniture and woodwork; clean whiteboards; clean lunch tables, benches and eating areas; clean and disinfect drinking fountains, sinks and toilets; fill dispensers with towels, soap and toilet paper; clean mirrors, tile, windows and walls
- Inspect buildings and grounds (including playgrounds) for vandalism, fire and safety hazards; report findings to appropriate authorities or take appropriate immediate action as needed.
- Perform emergency cleanup resulting from vandalism, breakage, spillage or illness.
- HVAC and other mechanical equipment for proper operation and report discrepancies

- Perform routine repair and maintenance to school facilities and equipment
- Communicate with and assist vendors and contractors as necessary
- Monitor custodial supplies; determine quantity of custodial stock and inventory items needed
- Lock and unlock doors and gates as appropriate; maintain security of assigned areas according to established guidelines; turn the alarm system on and off as appropriate.
- Dispose of trash according to established procedures
- Operate a variety of custodial equipment such as burnishers, vacuums, floor buffers, carpet extractors, high-pressure sprayer, blowers and exterior vacuums; operate a hand truck to transport items around campus.
- Assemble, adjust and arrange furniture; stack and store furniture, equipment and supplies
- Water plants and shrubs

Physical Demands;

- Standing and walking for extended period
- Bending at the waist
- Lifting, pushing, pulling and carrying heavy objects
- Climbing ladders
- Seeing to perform required duties, inspect and read work orders
- Dexterity of hands and fingers to operate power cleaning equipment

Education and Experience:

- Any combination equivalent to graduation from high school and three years of custodial experience
- Must hold a valid California Driver's License

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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, 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 provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

A. CUSTODIAN(S) OF RECORDS

In accordance with California Department of Justice requirements, the Principal will serve as New Village's Custodian of Records.

B. STUDENT HEALTH AND WELLNESS

As detailed in Element 1, our student population is characterized by special and often extremely challenging life circumstances. In order to allow our students the opportunity to develop to their fullest academic potential, we must work to mitigate some of the other stresses in their lives. New Village has the capacity to support our students in ways large, traditional high schools are simply not structured or staffed to accommodate. We are quite proud of our comprehensive health and wellness program, which includes:

Transcendental Meditation (supported by *The David Lynch Foundation*): students are trained in transcendental meditation to be used as a tool to eliminate anxiety and stress and to maximize their educational potential. The school practices meditation two times a day for 15 minutes each time in advisory class.

Mental Health Therapy Referrals (in partnership with *mental health providers*): students are offered referrals to local community organizations for mental health therapy. Both individual and family therapy is referred.

Physical Education: students participate in multiple physical fitness activities throughout the year, including volleyball, basketball, dance, hiking, cross fitness and yoga.

School Wide Wellness Education: students are engaged in monthly discussions pertaining to a variety of health topics. A monthly school wide event is held, incorporating workshops, guest speakers and critical conversations related to topics like: Healthy Relationships, Fitness, Nutrition, Sex, Addiction, Mental Health practices, Sexuality, Pregnancy Prevention and other women's health issues.

In addition, New Village participates in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program. 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. Food and beverages served at the Charter School will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans.

New Village will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity. Health education also will include discussion about drug and alcohol abuse, sexual health and suicide prevention. Pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*), New Village shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 9-12, at least once. Finally, The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

C. 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 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 including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- 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
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

New Village recruits students of diverse racial and ethnic background to achieve a balance that is reflective of the general population in the school district and achieve and maintain the LAUSD Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. As an alternative school serving a high-need population, our outreach and recruitment efforts are different than most charter schools serving general neighborhood populations.

Partnership and Organizational Outreach includes:

- Welcoming students from neighboring feeder schools
- Seeking out organizations that serve or have ties to at-risk (at-promise) youth with a focus on foster homes, homeless shelters, probation departments, youths that have been engaged in the criminal justice system, recent arrivals, LGBT

Organizations we currently work with include:

- Youth Policy Institute
- St. Anne's
- Volunteers of America
- GRYD
- Para Los Ninos
- Individual Therapists
- Children's Hospital
- Children's Institute
- Pathways LA

Community visibility includes:

- Attending local events where we table and provide community members information about our program
- Attending regional organization collaborative meetings such as P3
- Attending Rampart Neighborhood Council
- Attend middle school recruitment fairs

In addition to our collaboration with St. Anne's, New Village makes particular efforts to publicize the Charter school to representatives of foster care agencies/support organizations, and to nonprofit organizations that focus on underserved youth. We also work with counseling staff at nearby traditional middle and high schools, who refer many students to us. Materials concerning the Charter school are provided in Spanish and English.

New Village will maintain an accurate accounting of ethnic and racial balance of students enrolled in the Charter school. It will also keep on file documentation of the Charter school's efforts to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation. On an annual basis, the Charter School will self-evaluate its process and make adjustments accordingly.

ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable 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, 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.

A. ADMISSION REQUIREMENTS

As a charter school, New Village is a school of choice. New Village shall admit all girls who wish to attend the school (Education Code Section 47605(d)(2)(A)).⁷⁵

New Village will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. Pupils should not be more than 22 years of age.

Enrollment to the Charter school shall be open to any resident of the State of California. Admission to New Village will not be determined according to the place of residence of the pupil or his/her parent.

B. STUDENT RECRUITMENT

See Element 7, above.

C. LOTTERY PREFERENCES AND PROCEDURES

Families must submit a Lottery Application Form that includes the student's name, entering grade level, birthday, and contact information for the family. A copy of the Lottery Application Form may be found in Appendix B. Application materials are available in English and Spanish. Due to the nature of New Village's transient student population, and the fact that we typically operate below our facility and charter's approved capacity, we have never held an admissions lottery in our 13 year history, and new students are able to enroll immediately throughout the school year.

Nevertheless, in order to comply with charter petition requirements, we offer the following procedures to be used in the unlikely event that we have more applicants than space available. In the event that demand exceeds capacity, NVGA will hold a public random drawing to determine enrollment for the impacted grade level, in accordance with Education Code section 47605(d)(2), with the exception of existing students who are guaranteed enrollment in the following school year.

Lottery preference will be given to residents of LAUSD in accordance with state law and LAUSD policy. Priority in the lottery will be given to the following categories of students:

- LAUSD residents.
- Siblings of admitted students, to help families and build community at the site
- Students in the residential program at St. Anne's, to fulfill our founding purpose of serving pregnant and parenting teen girls in partnership with St. Anne's
- Students who reside in the attendance area of the elementary school the Charter School is

⁷⁵ New Village was granted a waiver of the statutory prohibition on gender discrimination and the statutory requirement for charter schools to admit all pupils who wish to attend in order to operate as a girls-only school by the State Board of Education July 13, 2006.

relying on to meet the Charter School Facility Grant Program Free and Reduced Priced Meal requirement.

No other admissions preferences will be given.

The lottery will take place on a date and at a time so that most interested parties will be able to attend (e.g., weekday evening), though parents/guardians will not need to be present in order to secure enrollment. The lottery will be held at the Charter school site if the Charter school facility can accommodate all interested parties. The New Village Principal and at least one other Charter school employee will conduct the Admission Lottery as a public event to ensure that lottery procedures are fairly executed.

Once all available spaces are filled, the lottery process will continue and a waiting list will be developed from the list of students who do not receive admission and who will be considered should a vacancy occur during the year. Students will be placed on the waiting list for each grade in the order that their names were drawn during the public lottery.

All families will be notified in writing of the results of the lottery by the Charter School's Office Manager within one week of the lottery date. The notification will indicate whether the student was accepted or waitlisted, and if waitlisted, the number of the seat the student occupies on the waiting list. Within two weeks following the lottery, students who are offered spots are notified via email or text and asked by the Office Manager to complete an Enrollment Packet within two weeks to secure their spot. School staff are available to assist families in completing this paperwork if needed. Students who are on the wait list are notified of their status via email or text (depending on their choice selected on the lottery application).

Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the Office Manager by phone in the order of the wait list and are given 48 hours to decide whether or not to verbally accept a space at the Charter school. In the event that no such wait list exists where the space is available, the space will be made available on a first come, first served basis to the next interested student at the appropriate grade level.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on campus, and lottery results and waiting lists (determined in the order names are drawn in the lottery) will be retained at the Charter School's main office for inspection upon request. Each applicant's admissions application is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her lottery application.

The waitlist for the current school year remains active until the end of the school year and does not "roll over"; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- 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

A. ANNUAL AUDIT PROCEDURES

As required under Ed. Code § 47605 (b)(5)(I), each fiscal year an independent auditor conducts an audit of the financial affairs of NVGA to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The New Village Charter School, Inc. Board of Directors appoints an Audit Committee of two or more persons by January 1 of each year.
- The Audit Committee may include persons who are not members of the New Village Charter School, Inc. Board of Directors, but may not include any members of the staff of the corporation, including the Principal. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

- The Audit Committee is responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1, unless the existing contract is a multi-year contract. The New Village Board hires the audit firm after the Audit Committee performs a rigid search and interview process.
- The Principal and back-office services provider work with the audit firm to provide the information they need.
- At the conclusion of the audit, the Principal and the Audit Committee are responsible for reviewing the results of the annual audit, identify any audit exceptions or deficiencies, and report them to the New Village Board of Directors with recommendations on how to resolve them.
- The New Village Charter School, Inc. Board of Directors reviews and approves the audit no later than December 15.
- The Principal will be responsible for submitting the audit to all required agencies no later than December 15.

The Audit Committee will review any audit exceptions or deficiencies and report recommendations on resolution to the New Village Charter School, Inc. Board of Directors. The New Village Charter School, Inc. Board of Directors will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

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 his or her 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 him or her 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(b)(5)(J).

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 and the MCD, 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, 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.

A. DISCIPLINE FOUNDATION POLICY

New Village does not consider that suspension and expulsion are effective means of improving school behavior and compliance with school rules and policies. While either or both may become necessary in extraordinary circumstances, disciplinary issues at New Village are dealt with through a variety of other strategies. These include, among other things, PBIS, counseling, airing of the issue with faculty and other students, discussion with the student and his or her parent or guardian, social worker or probation officer, and ineligibility for particular privileges. Student confidentiality as defined under FERPA and HIPAA are always considered when communicating confidential or potentially confidential information.

The discipline policy is not discriminatory or arbitrary; all faculty and staff receive extensive professional development on our discipline policies and procedures. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

In addition to a positive schoolwide behavior system, through our MTSS program, our SST utilizes a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful throughout their high school years and beyond. The Principal leads SST efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This includes identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, and frequent communication with parents. For extreme cases, the Charter School will take a problem-solving

approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems.

There are a variety of other alternatives to suspension that are also used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

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 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 suspensions.

NVGA is exempt from Education Code requirements and procedures related to student suspension and expulsion; however, the Charter School is committed to the student discipline, suspension, and expulsion policies as outlined in this petition. Therefore, references in this charter to the Education Code are used as a guideline. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on Charter school grounds.
- While going to or coming from Charter school.
- While using Charter school-owned computers and servers.
- During the lunch period whether on or off the Charter school campus.
- During, or while going to or coming from, a Charter school-sponsored activity.

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

For students who are truant, tardy, or otherwise absent from assigned Charter school activities, alternatives to suspension or expulsion are attempted first.

NVGA's policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. The Charter School's process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process.

A. IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or designated space.

Students receive written assignments and tests during the duration of their in-school suspension to ensure they receive continued instruction. Students with disabilities will continue to be provided with all supports and services as described in their IEP. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the Principal or other certificated staff provide support. During the in-school suspension, the Principal addresses behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

Parents/guardians of students assigned to in-school suspension are notified by the Charter School Principal by phone and written notice, outlining the reason for and duration of the in-school suspension.

In-school suspensions will be no more than five (5) consecutive days per incident, and no more than ten (10) days in one school year. For suspensions of fewer than 10 days, if the pupil denies the charges, the Charter School will provide an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story. The Principal makes the final decision about whether the student shall be suspended.

To ensure the safety of all students, staff, and visitors to NVGA, students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded from in-school suspensions.

B. GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.⁷⁶

The Los Angeles Unified School District (LAUSD) is committed to providing safe and healthy school environments that support all students in every aspect of their well-being. LAUSD students, staff and parents/guardians value fair and consistent guidelines for implementing and developing a culture of discipline based on positive behavior interventions and away from punitive approaches that infringe on instructional time.

The Los Angeles Unified School District is committed to providing students a vigorous education that promotes opportunities to select college or career paths that will lead them to becoming productive members of society. All Los Angeles Unified School District students will attend schools with climates that focus on safety, teaching and learning, interpersonal relationships, and the institutional environment that influence student learning and well-being. These positive school climates will offer:

- School-Wide Positive Behavior Intervention and Support (SWPBIS)

LAUSD will implement alternatives to suspension along with the positive behavior interventions in the Discipline Foundation Policy. Appropriate prevention and intervention approaches provide accountability and reconciliation through understanding the impact of the discipline incident and repairing the harm caused through a shared decision-making process.

- Alternatives to suspension and positive behavior interventions and supports
Alternatives to suspension strategies will be utilized for all students and in a consistent and age-appropriate manner prior to any suspensions except those limited offenses where suspension is required under California Education Code §48915(c). As of 2013, no student will be suspended or expelled for a “willful defiance” (48900(k) offense.
- School discipline and school-based arrest and citation data available for viewing
LAUSD will publish monthly in and out-of-school suspension, opportunity transfer, expulsion, citation, and school-based arrest data for the school-site or the District. Such data, when applicable and available, will be disaggregated by subgroups, including race, ethnicity, English Learner status, disability, gender, socioeconomic

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<https://achieve.lausd.net/site/handlers/filedownload.ashx?moduleinstanceid=36058&dataid=46974&FileName=Secondary.pdf>

status and offense, but provided in a way to maintain the privacy of individual students.

- Restorative Justice (RJ) approaches that resolve student interpersonal conflict
Beginning in 2015-2016 schools will have developed and begun implementation of Restorative Justice (RJ) approaches, when appropriate, that resolve school disciplinary incidents by having personnel trained in restorative strategies and all parties involved willingly come together, identify the harm that was caused, and develop an agreement on how to restore harmony. Through the restorative process, the group develops a shared agreement for repairing harm and addressing root causes to prevent future harm. Restorative Justice (RJ) approaches may be used as an intervention consistent with the School-Wide Positive Behavior Intervention and Support (SWPBIS) policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915 or when safety is at risk.
- A District SWPBIS Task Force

The SWPBIS Task Force shall include a teacher, student, administrator and parent representatives from each Educational Service Center as well as members from community organizations to make recommendations, and will make recommendations for implementing a District-wide culture of positive and Restorative Justice (RJ) approaches to working with students, staff and parents/guardians.

- Guidelines regarding the roles and responsibilities of School Police Officers on campus
Students have the right to safe and healthy school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible and when legally feasible.
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- A system to file a formal complaint if School-Wide Positive Behavior Intervention and Support is not implemented.
- Students and parents/guardians have the right to file a formal complaint if SWPBIS is not implemented within 60 days of a request.

A single suspension may not be issued for more than 5 consecutive school days and no more than 20 days within the academic year. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

ANNOTATED EXCERPTS FROM THE CURRENT CALIFORNIA EDUCATION CODE

New Village Girls Academy will be following the § 48900. Grounds for Suspension or Expulsion and procedures specified:

A pupil shall not be suspended from Charter School or recommended for expulsion, unless the Principal of the Charter School in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- (a)(1) Caused, attempted to cause, or threatened to cause physical injury to another person.
- (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated Charter School employee, which is concurred in by the principal or the designee of the principal.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to Charter School property or private property.
- (g) Stolen or attempted to steal Charter School property or private property.
- (h) Possessed or used tobacco, or products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) [Removed per Assembly Bill No. 420]
- (l) Knowingly received stolen Charter School property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a Charter School disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or Charter School personnel.
- (s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to Charter School activity or Charter School attendance occurring within a Charter School under the jurisdiction of the superintendent of the Charter School district or principal or occurring within any other Charter School district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to Charter School activity or attendance that occur at any time, including, but not limited to, any of the following:
- (1) While on Charter School grounds.
 - (2) While going to or coming from school.
 - (3) During the lunch period whether on or off the campus.
 - (4) During, or while going to or coming from, a Charter School sponsored activity.
- (t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- (u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- (v) A superintendent of the Charter School district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to,

counseling and an anger management program, for a pupil subject to discipline under this section.

(w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from Charter School activities.

Grades 4-12

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against Charter School personnel or pupils.

48900.7 – Made terroristic threats against Charter School officials, Charter School property or both.

The following Categories shall define the degree of Principal discretion in suspended students and recommending expulsion:

Category I

The Principal shall immediately suspend and recommend expulsion when the following occur while on Charter School grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity, or any of the following reasons (E.C. 48915.1[c]) for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

Category II

The Principal has limited discretion student offences listed below. The Principal must recommend an expulsion or suspension when any of the following occur while on Charter School grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).

2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any Charter School employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The remaining offenses include the following student offenses that require limited principal discretion. The Principal may recommend expulsion or suspension when any of the following occur at any time, including, but not limited to, while on Charter School grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
4. Caused or attempted to cause damage to Charter School or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal Charter School or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. Knowingly received stolen Charter School or private property. E.C. 48900(l); 48915(e)
10. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
11. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School district personnel. E.C. 48900.4; 48915(e)
12. Committed sexual harassment. E.C. 48900.2; 48915(e)
13. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e)
14. Made terrorist threats against Charter School officials or Charter School property, or both. E.C. 48900.7; 48915(e)
15. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
16. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)

17. Any behavior listed in Category I or II that is related to Charter School activity or Charter School attendance but that did not occur on campus or at a Charter School activity off campus. E.C. 48915(b)
18. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
19. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
20. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or Charter School personnel. E.C. 48900(r); 48915 (e)

3. OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student's presence would be a danger to others at school and their removal from school is necessary. Students who have been suspended may not appear on campus nor attend any Charter School functions (before school, during school, or after school, including in the evening) while suspended, except to take state assessments.

C. SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. When a student is suspended, the parent/guardian

shall be notified in writing by the Principal of the suspension and the date of return following suspension. 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. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student may return to school. If the Principal requests that the parent/guardian confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, or more than 10 days for a student with an IEP, unless a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

D. EXPULSION PROCEDURES

As required by Education Code Section 47605(b)(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.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal completes the appropriate misconduct report and provides a copy to a neutral and impartial Administrative Panel appointed by the NVGA Board of Directors. The Panel will consist of 3 objective and unbiased members who are certificated and neither a teacher of the student nor a member of the Charter School Board of Directors (teachers/administrators from nearby charter schools). The Panel will be presided over by a designated neutral hearing chairperson. The decision to expel a pupil shall be based on the finding of one or both of the following (Education Code section 48915(b)):

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the expulsion recommendation if requested by the educational rights holders, after the Principal determines that an act subject to expulsion has occurred.

The Principal will prepare a written notice of the hearing in the parent/guardian's native language, which will be emailed and mailed, within 48 hours of the expulsion recommendation, and it will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. The availability of reasonable accommodations and/or language support.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the parent/guardian makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. Education rights holders may request a copy of the record of the hearing and the school will make this available to them via a digital file.

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A decision by the Administrative Panel to expel must be supported by substantial evidence presented at the hearing 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 recommendation to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Panel or Governing Board on appeal

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

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program at the Charter School.

After the expulsion hearing, the Administrative Panel will then make a written report within two (2) school days to the Principal, the student, and his/her parent/guardian, summarizing the grounds for expulsion and the evidence presented at the hearing. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Panel chairperson to summarize the evidence cited at the hearing and the Panel's conclusion. There will be reasonable accommodations for language support and opportunity for counsel and advocates to represent stakeholders through interpretation and translation of documents, while observing due process protections and rights. The report will include the Panel's decision as to whether or not to expel the student and if so, for what period of time. The report will include the Panel's decision as to whether or not to expel the student and if so, for what period of time. If this Panel decides against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If the decision is to expel the student, the length of the expulsion should not exceed one academic year and the student can apply for reinstatement upon completing the year.

A student and his/her parent/guardian may appeal an expulsion decision by the Panel to the Charter School's Board of Directors, consistent with the appeal procedures described below.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 panel 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 other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

Written Notice to Expel

Following a decision of the Panel to expel, the Principal shall send written notice of the decision to expel, including the Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal rights/procedures
4. Information about alternative placement options

The Principal shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to the authorizer. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Expelled Pupils/Alternative Education

The Charter School will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

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(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Certificated Staff Members

New Village teachers participate in the California State Teachers’ Retirement System (STRS), and will continue to do so for the duration of the Charter School’s existence. New Village’s Principal, with the assistance of the school’s back-office services provider, coordinates such participation, as appropriate, with the social security system or other reciprocal systems. New Village shall work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data required for STRS or similar programs. All withholdings from employees and New Village will be forwarded to the STRS Fund as required.

Classified Staff Members

Social Security payments are contributed for all qualifying employees with a college degree where applicable. The New Village Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees that work at least 40 hours per week are covered by the Federal Social Security program.

Other Staff Members

Social Security payments are contributed for all employees. The New Village Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time eligible employees that work at least 40 hours per week are covered by the Federal Social Security program.

The Principal is responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

New Village will communicate to all prospective and current parents and students that NVGA is a Charter School of choice, and parents may choose to send their children to a different school in the area.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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(b)(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 §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 Village Girls Academy
147 N. Occidental Blvd.
Los Angeles, CA 90026

- 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 Village Girls Academy
147 N. Occidental Blvd.
Los Angeles, CA 90026

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(b)(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(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

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.

CLOSURE AGENT

In the event that the Charter School closes, the Principal will serve as the school's closure agent.

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**
 - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
 - (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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and 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.
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. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not

limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

New Village Girls Academy (also referred to herein as “NVGA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
-
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
-
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (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(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

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 English Learner Master Plan *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).

SELPA Reorganization

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

Modified Consent Decree Requirements

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

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

Element 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 groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (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(b)(5)(D).)

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁷⁷

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

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

⁷⁷ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in

lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). 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 include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, 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 provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, 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.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), 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. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District's Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD's Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District's Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District's goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable 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, 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.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- 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.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, 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 and the MCD, 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, 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(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, 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(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

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(b)(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 §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
[Charter School Name]
[Charter School Address]

- 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.

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- 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
[Charter School]
[Charter School Address]

- 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.
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- 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(b)(5)(O).)

REVOCAION 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(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, 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(i)) 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(j)(1) and 47607(f), 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 School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

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.
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- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (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 the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and 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.

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. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors,

agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and

address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School’s annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

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). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)