NEW VILLAGE GIRLS ACADEMY

Charter Renewal Petition
For a Five Year Term
(July 1, 2015 to June 30, 2020)

Submitted July 17, 2014 to:

Los Angeles Unified School District
Board of Education

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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 discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

- Except as provided in Ed. 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).


- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. Ed. Code § 47605(d)(3).

- Meet all statewide standards and conduct the pupil assessments required pursuant to Ed. 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 the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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

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

“A description, for the charter school, of annual goals, 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 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).

A. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>GENERAL INFORMATION</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is</td>
<td>Dr. Andrea Purcell, Principal</td>
</tr>
<tr>
<td>The contact address for Charter School is</td>
<td>147 North Occidental Blvd., Los Angeles, CA 90026</td>
</tr>
<tr>
<td>The contact phone number for Charter School is</td>
<td>213.385.4015</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is</td>
<td>147 North Occidental Blvd., Los Angeles</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>2</td>
</tr>
<tr>
<td>This location is in LAUSD Educational Service Center:</td>
<td>East (XR)</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9-12</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>140</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9-12</td>
</tr>
<tr>
<td>The scheduled opening date of Charter School is:</td>
<td>August 11, 2015</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>180</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-</td>
<td>Traditional, Single Track</td>
</tr>
</tbody>
</table>
The bell schedule for Charter School will be: 8:00 a.m. - 3:30 p.m.
The term of this charter shall be from: July 1, 2015 to June 30, 2020

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. 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 Ed. 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 Ed. Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

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, New Village Girls Academy today provides a highly individualized, high quality academic and social program to more than 150 girls in grades 9-12, with capacity to serve 180 students. New Village is located on the six-acre campus of St. Anne’s Maternity Home (“St. Anne’s”), just west of downtown Los Angeles in a low-income, predominantly Latino community. The school 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. During the 2013-2014, New Village enrolled 85 new

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.
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)
students after the school year had begun: 40 enrolled between August and December and an additional 45 between January and June. Of those 85 new enrollees, 45 were pregnant or parenting and 25 were living at St. Anne’s Maternity Home or in Transitional Housing Placement at St. Anne’s.

Similarly, during the school year in 2013-14, 57 students dis-enrolled or stopped attending New Village: 30 of those students were pregnant or parenting\(^3\) and 14 had been St. Anne’s residents who were discharged and moved to another group home or moved in with family too far away to continue with New Village. While we welcome students who have been residents at St. Anne’s to continue at New Village after they move – and many students do so – for some this is not practical.

In 2013-2014, our student body was 89% Latina, 8% African-American, 2% Other, and 1% Caucasian; 100% of our students are eligible for free or reduced price lunch, with many of those living in severe poverty. Of those who provided a response, 61% of students’ parents have not completed high school and only 6% have completed some college\(^4\). More than 40% of our students are English Learners; 15% of students qualify for special education services. Almost half of our students enrolled in 2013-14 were pregnant or mothering, 15-20% were currently or recently in the foster care and/or probation system.

At least 30% 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-third of our students enroll mid-year as the result of entering St. Anne’s residential program, a change in foster care placement, referral by a 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. One student – who graduated from New Village in June 2014 – had not attended school for five years before entering New Village. The child of a teen mother herself, this student entered NVGA when she was pregnant. She had a long history of physical abuse, a family history of substance abuse, and was herself enrolled in a drug program. Yet after three years at New Village, she was able to complete graduation requirements and qualify for admission at California State University at Long Beach, where she will begin this September. While not all of our students enter New Village with this many negative life experiences, many do.

1. **School Performance Over the Last Four Years**

Our students are at high risk for academic failure, including not completing high school, and a large majority of our students would likely not be attending school if New Village did not exist. New Village is an opportunity for young women to recommit to their education and construct the person they want to be. Notwithstanding these remarkable challenges, our graduating classes for the past four years have shown very positive results.

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\(^3\) In 2012-13 and 2013-14, the ability of St. Anne’s to provide childcare for infants and toddlers of New Village students was significantly reduced as the result of state funding cuts. Many of the students who left New Village did so because they did not have child care.

\(^4\) This is based on just 19% reporting; anecdotally, we know that those with the lowest levels of familial academic achievement are least likely to respond to these questions.
Graduation Data (Based on Internal School Records and Students/Alumnae Self-Reporting)

<table>
<thead>
<tr>
<th>Graduation Year</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of Graduates</td>
<td>24</td>
<td>26</td>
<td>30</td>
<td>27</td>
</tr>
<tr>
<td>Pregnant or Parenting</td>
<td>6 (25%)</td>
<td>16 (62%)</td>
<td>17 (57%)</td>
<td>8 (30%)</td>
</tr>
<tr>
<td>No. Passing CAHSEE</td>
<td>21 (88%)</td>
<td>20 (77%)</td>
<td>26 (87%)</td>
<td>21 (78%)*</td>
</tr>
<tr>
<td>No. Completed A-G Courses</td>
<td>6 (25%)</td>
<td>4 (15%)</td>
<td>13 (43%)</td>
<td>12 (44%)</td>
</tr>
<tr>
<td>No. Entering 4-Year Colleges</td>
<td>6 (25%)</td>
<td>4 (15%)</td>
<td>9 (30%)</td>
<td>11 Admitted (41%); 6 enrolled (22%)</td>
</tr>
<tr>
<td>No. Entering 2-Year College</td>
<td>12 (50%)</td>
<td>13 (50%)</td>
<td>10 (33%)</td>
<td>17 Enrolled or Expected to Enroll (63%)</td>
</tr>
<tr>
<td>No. Completing 1st Year of College</td>
<td>14</td>
<td>10</td>
<td>Not yet available</td>
<td>Not applicable</td>
</tr>
<tr>
<td>No. Completing 2nd Year of College</td>
<td>11</td>
<td>Not yet available</td>
<td>Not applicable</td>
<td>Not applicable</td>
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*Pending July test administration results, which may increase this rate.

The total percentage of all girls at New Village who were pregnant or parenting in the 2013-2014 school year was approximately 40%. As of August 25, 2014, our enrollment for the 2014-2015 school year included 56 girls (48%) who were pregnant or parenting. 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.

a. Academic Performance Data And Other Absolute And Comparative Performance Indicators

In April 2010, New Village Girls Academy was approved as an Alternative Schools Assessment Model (ASAM) school under California Education Code § 52052(g), and as such is not included in Academic Performance Index (API) rankings comparing schools across the State, nor subject to the same standards on charter renewal as a “typical” charter school. ASAM schools are designated based on having more than 70% enrolled students belonging to one or more “high risk group,” including students who have been previously expelled from school; students suspended for more than 10 days in a school year; wards of the court; students who are pregnant or parenting; recovered dropouts; habitual truants; or those students who have been retained more than once in Kindergarten through Grade 8. Although funding was cut for statewide reporting of ASAM data in 2010, qualifying schools continue to participate in the program.

5 The National Association of Charter School Authorizers more broadly defines “alternative” student populations as including students who: have histories of homelessness, abuse and/or neglect, substance abusers, recently arrived immigrants, children of substance abusers and/or incarcerated parents and many other high-risk factors. Qualitycharters.org
Pursuant to the California Education Code § 47607(b), a charter school shall meet at least one of five criteria for renewal, the last of which is “(5) Qualified for an alternative accountability system pursuant to subdivision (h) of Section 52052.” New Village meets this standard as a designated ASAM school, and based on the data we have available about the success of our students and school. As a qualifying ASAM school, New Village will use the alternative accountability system to assess progress and identify areas in need of improvement school-wide.

First, based on a very small number of students in grades 9-11 with valid test scores each year (less than 100 students), our API score has improved since the 2010-2011 school year, by a total of 33 points from a 2010-2011 base score of 522 to a 2012-2013 growth score of 555. While we realize we have a long way to go in continuing to raise the achievement of all of our students, we believe this upward growth is indicative of our work. (See Section B.2. Surrounding Schools, below, for a discussion of New Village’s academic achievement in comparison to other LAUSD schools for pregnant and parenting/highly at-risk girls; New Village exceeds the academic achievement of these schools in all measures.)

Similarly, while across most measures NVGA did not have a statistically significant pool of students to measure growth, for both Algebra I and ELA 9th grade, NVGA measured “at predicted” level on LAUSD’s Academic Growth over Time (AGT).

In its 2013-14 Annual Performance Based Oversight Visit Evaluation, the LAUSD Charter Schools Division (CSD) concluded that, “New Village is meeting its mission to provide a high quality, engaging educational opportunity and integrated support services for young women, especially those experiencing challenging life circumstances.” The CSD report rated NVGA a score of “4-Accomplished” in Organizational Management and Operations, commending the school leadership on “monitoring the design and delivery of the instructional program described in the charter, including the implementation of intervention/differentiation strategies to address the needs of all students.”

The CSD report described the “New Village effect” in which students attend school consistently, increase their reading skills, and improve their GPA and recover credits. It also noted the local, national and international partnerships at NVGA, including:

- The Riordan Foundation’s Instructional Innovation Grant to fund the school’s internship program
- The school’s feature in the Big Picture Learning National Conference in February 2014
- An international student exchange program with the Gangwon School in South Korea
- The school hosted fourteen delegates from the Israeli Ministry of Education who are seeking to start a similar school to New Village in Israel
- The school hosted the Innovation Unit from the United Kingdom, who also are in the process of starting a school with similar instructional practices in the UK.

On March 19, 2014, the Western Association of Schools and Colleges (WASC) granted NVGA a three-year accreditation (the maximum possible) after an intensive review. The visiting committee report

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6 Not all students enrolled at NVGA participate in state standardized testing or provide valid test scores due to a variety of issues, including midyear enrollment, child birth and parenting.
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 success with the program;
- 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.

As an ASAM school, we track other key metrics of our own school-wide growth and performance, in the context of the population we serve and the small number of students we serve. Specifically:

- **CAHSEE Pass Rates**: The CAHSEE pass rate of New Village graduates has averaged 82% over the past four years. This is extraordinary for the population New Village serves.
- **Suspension and Expulsion Rates**: NVGA has never expelled a student. In 2013-14 there were two suspensions for a total of six days, consistent with previous years. At NVGA, despite at times very challenging behaviors, we utilize suspension as a very last resort. At the end of 2013-14 we instituted a new policy for in-school suspension to ensure no days of school are missed due to behavioral issues.
- **Daily Attendance**: Our attendance has remained consistent over the past five years, with a 2013-14 annual ADA of 73.5% despite a significant reduction of free child care services that had been provided for all of our parenting students by St. Anne’s. It is important to note that our students often lack even the most basic stability in their home lives. Many of our students live in foster homes or residential facilities, and our students are quite often 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. Increased technology integration and advocacy for child care will be a focus in the coming year as we work to increase student engagement and attendance.
- **Reading Performance (as measured by the Qualitative Reading Inventory)**: In 2012, NVGA began implementing the standards-based Qualitative Reading Inventory with all students in pre- and post-tests each year, which have shown dramatic gains in literacy proficiency. In September 2012, only 11% of New Village students were reading and comprehending at a high school level. In May 2013, that percentage increased to 33%, and in September of 2013, to 42%.
- **College Readiness**: In the four years 2011–14, 33% of graduates have completed the A-G courses required for admission to the University of California, 73% of graduates have enrolled in 2 or 4-year colleges and 69% of college-going students from the classes of 2011 and 2012 have completed their first year of college.
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 155 girls who have graduated from New Village in the past eight years has overcome incredible obstacles to her success and challenges most of us cannot imagine. Students now attending UCLA, UC Berkeley, UC Irvine, UC Riverside, Mount St. Mary’s, California State University Long Beach, Cal State University Northridge, Cal State University Los Angeles, Pasadena City College and dozens of other colleges are doing so because they were able at New Village to learn critical skills and habits, gain self-confidence and motivation, and persevere. That, we believe is the true measure of our success.

b. Success Of The Innovative Features Of The Educational Program

At New Village Girls Academy, 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 Maternity Home, 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 two 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.

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 is one of more than 110 Big Picture schools worldwide, including nine in California and four in Los Angeles. Big Picture Schools are defined by a philosophical commitment to interest-generated, real-world, personalized 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. A key component of every student’s education is the LTI (Learning Through Internship). In two-day-a-week internships with an experienced worker in the field of the student’s interest, students complete authentic (real-world) projects every year of their high school experience. Internships require the student, the mentor, and the student’s advisor (a certified teacher) to collaborate to develop a project that is mutually beneficial to the host agency and to the student’s academic program. 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 school’s academic standards and the professional standards of the workplace. 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 documented attendance (50%), mentor evaluations (20%), student self-evaluations (20%), and advisor 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 1 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. 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.

c. 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 eight 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. After an initial period of leadership turnover, NVGA has enjoyed strong leadership and almost no staff turnover in the past three years. Through a 16:1 student to teacher ratio, ongoing teacher professional development, and intensive psycho-social supports for students, students have responded with dramatic improvements in their behavior and a renewed commitment to their education. We repeatedly hear students comment 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.

Going into 2014-15, we will have one key change as Dr. Andrea Purcell takes over as Principal. We feel fortunate to have secured Dr. Purcell as our new leader, as we have worked with her in the past in a consulting capacity and she already knows our school well. Dr. Purcell has over 20 years of experience working in alternative school settings as a teacher, administrator, and program development consultant. Dr. Purcell has consulted with New Village since 2010 and is a strong advocate for contextualized learning. Her prior training with The Big Picture Company and recent administrative leadership in the Westlake community make her poised to facilitate a smooth transition for our school community.

NVGA’s Assistant Principal and 100% of the teaching and other administrative staff from 2013-14 will be returning, and we are confident this will be a smooth transition for both our students and staff.

We have made substantive progress since 2010 in transitioning New Village to Big Picture’s advisory-based, project and internship driven instructional program. 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. 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.

The success of our educational program in meeting the specific (and significant) needs of our students is evidenced in the data about our 2014 graduates. In our class of 27 graduates in the spring of 2014, 20 students met at least one category for an alternative population, and half of those met at least two criteria:

• 7 had previously been dropouts
• 8 were pregnant and/or parenting
• 3 were or recently had been in the foster care system;
• 2 students were or recently had been on juvenile probation.

Of these 27 graduates, 6 are enrolled in a four-year college starting this fall, including UCLA, CSULB, CSULA, and CSUN, and another 17 are enrolled or enrolling in two-year colleges including Pasadena City College, Glendale City College, Santa Monica City College and LA Trade Tech. While our graduating class size is small, the lives of these 27 young women – and the lives of their children – have been dramatically changed by their time at New Village.

New Village has begun to focus on post-secondary/longitudinal support for our graduates as well. We are in communication with 85% of our graduates dating back to the class of 2011. With support from the school’s college and career advisor, we are able to 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.

d. Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

Given the population we serve, our school-wide challenges are significantly different than most public high schools, which perhaps encounter some of these challenges on a more isolated basis with individual students. Two of the most significant ongoing challenges we face are fluctuations in our enrollment and attendance – these not only impact our students’ growth and academic progress, but they impact our financial bottom line.

Attrition: A characteristic of the population of students we intentionally serve, including those participating the residential program at St. Anne’s, is transiency. We understand that by seeking out students in transition, including pregnant or parenting teens and those involved in the foster or juvenile courts system, we will experience some uncontrollable attrition on an annual basis. Students who are residents at St. Anne’s and then are moved to another placement, or return to their families, often are unable to continue at New Village due to distance, particularly with the demands of caring for a newborn child. Going forward, we plan to conduct exit interviews for all students leaving to determine patterns and individual scenarios that we may be able to remediate. Clearly the availability of child care is a critical need for many of our students, and cuts to these programs have had a dramatic impact on dozens of students in our program in recent years. Additionally, we plan to conduct more intensive outreach with the traditional middle schools and high schools in our area and their counseling staff to target girls who might benefit from New Village’s small school environment and individualized programs as a more stable source of enrollment.

Child Care/Attendance: While the past several years have been challenging for K-12 public schools in terms of funding fluctuations, they have been devastating to publicly-funded child care programs. St. Anne’s has been forced to cut its childcare programs and has not been able to offer free child care for most of New Village’s students who are parenting (students who are residents at St. Anne’s have been able to utilize the free child care). While some other public education options for parenting teens
include part-day schedules, our full-day program is simply prohibitive for many parenting teens who have no reliable child care. We also recognize that we can support breaking the intergenerational cycle of abuse and poverty if the children of our students are engaged in high quality, early childhood education services. As any working parent knows, caring for a child – especially an infant – also means that there are days when a child is sick and cannot go to a group day care program, or a caregiver is unavailable and the parent must stay home. Our students – including those who are not pregnant or parenting – also typically have other obligations that can interfere with their attendance at school: court appearances, doctor’s visits, and instances of family crisis that strain their ability to be present and focused on their education.

In the 2014-2015 school year, a primary operational goal will be to increase accessibility to high quality child care services for our parenting students. In addition to having weekly check-in meetings with the enrollment staff at St. Anne’s, New Village staff will conduct a comprehensive community asset assessment for other local programs providing Early Childhood Education services, especially those with spaces for infants and toddlers.

Beyond these core operational challenges, we continuously strive to improve the academic achievement of our students. Like most schools in California, literacy development, numeracy skills and English Language Development for our English Learners continue to be our areas of primary focus.

**Literacy Development:** We know that our work to support students’ ability to communicate their thoughts, feelings, questions, passions, and ideas provides a meaningful and direct impact on our students’ success. On a daily basis, we see our students finding their voice as they secure internships, learn to ask critical questions, and defend their progress in quarterly exhibitions. We are proud of the quantitative data showing that our students have moved from 11% - 43% reading at High School level in a three-year period as measured by the QRI, and that 31.3% of our students are now reading at or above grade level proficiency according to state tests of ELA (as detailed below, proficiency rates at other LAUSD schools targeting a similar population range from 5.3% to 22.2%). We are, however, committed, to raising the bar on what we know our students are capable of achieving. In the 2014-2015 school year, New Village staff will engage in a year-long examination of the integration of literacy into project-based and content-area learning as part of our implementation of the Common Core ELA standards. Using the Big Picture learning goals as our guide, staff will identify opportunities to support student achievement and encourage student practice of skills related to literacy development and oral and written communication. We expect that this needs assessment will result in the implementation of practice across the curriculum for the 2015-2016 school year that will, in turn, show quantitative progress on the QRI and statewide assessments of ELA.

**English Language Development:** Approximately 30-40% of our students are classified as English Learners at varying levels on an annual basis. Consistent with the current research on second language acquisition, beginning in the 2014-2015 school year we will offer more targeted and dedicated ELD time for our ELs, and our ELD teacher will participate in more professional development on EL strategies such as GLAD, SIOP and other successful programs. During the 2014-2015 school year, our new Principal will lead a needs assessment in terms of how we support student access to content in an English immersion environment, leading to more targeted professional development for all teaching staff.
Numeracy Development: While our students’ math proficiency rate as reported on our 2013 AYP Report of 22.2% exceeds that of LAUSD schools serving similar students (as detailed below, two schools have 0% math proficiency, a third has 21.1%), we know that many of our students struggle to pass Algebra I, a gateway requirement for eligibility to the California University system. As we implement Common Core standards in math, we will conduct a school-wide needs assessment in the area of numeracy and work closely with Big Picture to implement strategies to increase our students’ success in math, particularly in Algebra I. Through enhanced professional development of our faculty (e.g., Cognitive Guided Instruction through UCLA and partnerships with math consultants), we will work to core principles of numeracy into the curriculum, including through appropriate internship projects.

2. SURROUNDING SCHOOLS

As an ASAM school, New Village is not comparable to typical neighborhood schools. As a means of comparison, we include here McAllister and Riley High Schools, both LAUSD schools for pregnant and parenting teen girls, and Ramona Opportunity School, an all-girls school in East Los Angeles that enrolls parenting and highly at-risk girls. We also include the two nearest traditional high schools within a two mile radius of the New Village campus, Belmont and Roybal.

| Address: | LAUSD Schools | # of Students 2013 | % Students Eligible for Free/Reduced Lunch | % of English Learners | % Hispanic | % Black | % Asian | 2013 Growth API | Met Schoolwide Growth Target? | Subgroup Growth Targets? | [2011-13] API 3 Year Average | 2013 API Statewide Rank | 2013 API Similar Schools Rank | School Performance Framework Classification (SPF) |
|----------|----------------|-------------------|---------------------------------|-----------------|-------------|---------|--------|----------------|----------------------|------------------------|------------------------|-----------------------------|---------------------------------|-----------------------------|---------------------------------|
| Belmont High School | 970 | 100% | 13% | 34% | 87% | 2% | 10% | 671 | Yes | No | 653 | 2 | 7 | Watch |
| Roybal High School | 1,243 | 100% | 12% | 29% | 87% | 2% | 9% | 664 | Yes | No | 649 | 2 | 4 | Watch |

Alternative Schools

McAllister | 167 | 82% | 4% | 28% | 88% | 10% | 0% | 495 | No | No | 520 | n/a | n/a | n/a |
Thomas Riley | 195 | 82% | 3% | 30% | 80% | 20% | 0% | 533 | Yes | Yes | 502 | n/a | n/a | n/a |
Ramona | 95 | 100% | 9% | 38% | 99% | 0% | 0% | 459 | No | No | 507 | n/a | n/a | n/a |

Charter Schools

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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Village Girls Academy</td>
<td>135</td>
<td>100%</td>
<td>11%</td>
<td>41%</td>
<td>87%</td>
<td>8%</td>
<td>3%</td>
<td>555</td>
<td>No</td>
<td>No</td>
<td>545</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Notably, in comparison to the other LAUSD schools targeting a similar population of highly at-risk girls, New Village has achieved a higher API, and higher proficiency levels on standardized testing – in some cases by a dramatic margin, and is close to the achievement levels of the local traditional public high schools in ELA:

<table>
<thead>
<tr>
<th>2013 CST Proficiency Rates</th>
<th>ELA</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Village Girls Academy</td>
<td>31.3%</td>
<td>22.2%</td>
</tr>
<tr>
<td>Ramona Opportunity High School</td>
<td>5.3%</td>
<td>0%</td>
</tr>
<tr>
<td>Thomas Riley High School</td>
<td>22.2%</td>
<td>21.1%</td>
</tr>
<tr>
<td>Harold McAlister Opportunity High School</td>
<td>7.1%</td>
<td>20%</td>
</tr>
</tbody>
</table>

Source: [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest) (AYP Reports).

Similarly, CAHSEE pass rates from the combined 2014 report as of August 2014 at New Village generally exceed those of the LAUSD schools with similar populations:

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th>% students passed 2014 ELA (CAHSEE)</th>
<th>% students passed 2014 Math (CAHSEE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Village Charter High School</td>
<td>71%</td>
<td>56%</td>
</tr>
<tr>
<td>Ramona Opportunity High School</td>
<td>81%</td>
<td>53%</td>
</tr>
<tr>
<td>Thomas Riley High School</td>
<td>36%</td>
<td>40%</td>
</tr>
<tr>
<td>Harold McAlister Opportunity High School</td>
<td>66%</td>
<td>47%</td>
</tr>
</tbody>
</table>

Source: [http://dq.cde.ca.gov/dataquest](http://dq.cde.ca.gov/dataquest).

Of course, much work remains to be done to increase student proficiency, but we are pleased with our progress to date.

In 2013, the National Association of Charter School Authorizers issued a detailed report on the ways in which charter school authorizers can – and should – measure the success of alternative model schools, stating in the conclusion:

Recently the New York Times carried a wrenching story about young women attending Carroll Academy, a non-charter alternative school in Tennessee. They lead lives of rural poverty and come from families and communities struggling with drug addiction and chronic unemployment. The school is depicted as a lifeline for the girls. What’s especially touching is the girls’ determination to keep playing for the academy’s basketball team despite its epic losing streak.

But as Alex Medler of NACSA observed in a blog about the story, there’s nothing said about whether the school is actually succeeding in educating these young women: “Some AECs likely save the lives of many students. Others are terrible warehouses that temporarily hold kids
before putting them on the street. Both the lifesavers and the warehouses get public money...in the meantime. Trouble is, we have a hard time telling the difference, because—like the readers—authorizers generally have no data on how well these schools serve their students."

. . . . The good news is that most alternative charter school operators want parents, policymakers, and charter authorizers to know they can be relied upon.


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 the National Association of Charter School Authorizers has recognized, may be more challenging that 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 grade 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.

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. We have formed partnerships with the Los Angeles Department of Children and Family Services and incarcerated youth services/probation departments in order to inform officers and counselors about our school. We continue to partner with St. Anne’s and conduct outreach with guidance counselors at local LAUSD middle schools and high schools. (See Element 7.)

The need for a program like ours cannot be overstated: while teen pregnancy rates have been steadily declining nationally over the past two decades, over 80,000 girls in California between the ages of 15 and 19 became pregnant in 2010. As of 2010, California ranked 29th in the nation for teen pregnancies, and Los Angeles ranks 19th out of 46 counties in California for teen births with 28.8 teen births per

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thousand in 2011.\textsuperscript{8} Of the 149,563 juvenile arrests in California in 2011, 41,910 (28\%) were female, up from 26\% in 2008.\textsuperscript{9} 10.9\% of adolescents in California used an illicit drug in the last month, 15.7\% used alcohol and 9.8\% engaged in binge drinking. These rates of drug and alcohol dependence or abuse were consistent between males and females (8.7\% v. 8.4\%).\textsuperscript{10}

Students with these risk factors are at a greater risk for dropping out of school prior to graduation. Each of these 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.\textsuperscript{11}

In addition, many of our students experience extreme self-consciousness and embarrassment related to their pregnancies and childbirths, foster care status and histories of 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.

2. **Enrollment Plan**

New Village has been authorized to serve up to 180 students in grades 9-12 each year, 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 140 enrolled at any one time, with an average of 225 total students enrolled throughout the year.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
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<tbody>
<tr>
<td>9</td>
<td>35</td>
<td>42</td>
<td>47</td>
<td>50</td>
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<tr>
<td>10</td>
<td>35</td>
<td>40</td>
<td>44</td>
<td>45</td>
<td>45</td>
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<tr>
<td>11</td>
<td>35</td>
<td>37</td>
<td>41</td>
<td>45</td>
<td>45</td>
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<tr>
<td>12</td>
<td>35</td>
<td>35</td>
<td>37</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>154</td>
<td>169</td>
<td>180</td>
<td>180</td>
</tr>
</tbody>
</table>

D. **Goals and Philosophy**

1. **Mission and Vision**

\textsuperscript{8} 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
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 or 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.

We see four programmatic elements as critical to achieving this vision.

Advisory: First and foremost, students at New Village Girls Academy 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. 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 Education Plans mapping the skills, requirements, and goals necessary for graduation. Advisors manage and assess internships and projects and help students develop critical life skills.

Learning Through Interest: We understand that engaging our students is critical to their academic success. Our students have demonstrated in their past school experience that they are at high-risk for dropping out of school altogether. Helping them to see the relevance of school in their individual lives is an important key to guiding them through to graduation. Students at New Village Girls Academy discover and explore their personal passions through research and real world experience. Advisors and content area specialists then tie these passions to learning in the academic content areas. Through Advisory based field-trips, 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.

Individualized Learning Plan: 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 services.

and mental health counseling. Advisors hold students accountable for making progress toward their identified goals. Each student’s ILP is reviewed and updated 4 times a year and forms the core of our assessment program.

**Integrated Support Services:** 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 Children’s Institute & St. Anne’s): students are offered referrals to local community organizations for mental health therapy. Both individual and family therapy is available.
- **Health Care Access** (in partnership with St. Johns Well Child & Family Center): students have access to medical professionals who can provide comprehensive services.
- **Physical Education:** students participate in multiple physical fitness classes throughout the year, including volleyball, basketball, dance, hiking, cross fitness and yoga.
- **Art Therapy** (provided by Peace Over Violence & A Window Between Worlds): students complete a monthly art project that is designed to inspire self-reflection and healing from trauma. Lesson and supplies are donated by a local non-profit organizations focused on ending violence.
- **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.

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 (which is currently working with Big Picture to adopt new Common Core-aligned A-G curriculum). The following learning goals are the foundation of our instructional program, which all align with new 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. In addition, through college visits, dual enrollment at Los Angeles Community College, and intensive college counseling support, we work constantly to instill a college-going mindset in our students. 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 in online curriculum (including APEX credit recovery) and assessments, internet research, online communications, document processing and presentation development, and tracking their own progress via Schoology. Students have access to computers in the classrooms and in our computer lab. We recently received a grant from the Weingart Foundation to upgrade our classroom technology for the 2014-2015 school year.
3. **HOW LEARNING BEST OCCURS**

The instructional program at New Village Girls’ Academy is inspired by our partnership with the Big Picture network of schools. Elliot Washor and Charles Mojkowski\(^\text{13}\) 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 L.S. Vygotsky\(^\text{14}\) and the understanding that learning occurs in context and is constructivist in 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. 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. 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. 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.”

- **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.

### 4. 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,15 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 Hubbard16 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. 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. New Village is specifically structured to support and encourage the

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16 *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.
development of relationships between students and teachers and to improve student access to opportunity and community resources within a single-sex environment.

- **Life 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, St. John’s Well Child and Family Center and the Children’s Institute, we include opportunities for our students to develop the tools they need to be successful academically and in life.

5. **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 an Alternative School Accountability Model (ASAM) school since 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. The intent of the ASAM system to evaluate a school’s progress in terms of 1) student readiness to learn, 2) school appropriate contextual indicators, and 3) a school’s progress over time compared to itself rather than to other schools.

New Village Girls Academy will pursue the following school-wide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of school-wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new California Common Core State Standards (CA CCSS) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d). As an ASAM school, our focus is on individual student performance and achievement of Individual Learning Plan goals, particularly achieving a diploma.

The following chart details the school’s annual goals, for all pupils pursuant to California Education Code § 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.

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #1: BASIC SERVICES</td>
<td></td>
<td>Method for Measuring: CALPADS Credential Report</td>
</tr>
</tbody>
</table>
**New Village Girls Academy**

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>All classroom teachers will hold a valid CA Teaching Credential as defined by the CA Commission on Teaching Credentialing and appropriate English Learner (EL) authorization.</strong></td>
<td><strong>100% compliance</strong></td>
<td><strong>100% compliance</strong></td>
<td><strong>100% compliance</strong></td>
<td><strong>100% compliance</strong></td>
<td><strong>100% compliance</strong></td>
<td><strong>100% compliance</strong></td>
</tr>
</tbody>
</table>

**ACCESS TO INSTRUCTIONAL MATERIALS**

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students including ELs will have access to standards-aligned (including Common Core) materials and additional instructional materials as outlined in our charter petition.</td>
<td>School will implement CA CCSS state-adopted Math and ELA academic content and performance standards in 2015-2016 school year and beyond for all students, including all ELs; expand opportunities for students to engage in critical thinking tasks and differentiated instruction through project-based learning.</td>
<td><strong>Method for Measuring:</strong> SARC, inventory lists</td>
</tr>
<tr>
<td><strong>100% compliance</strong></td>
<td><strong>100% compliance</strong></td>
<td><strong>100% compliance</strong></td>
</tr>
</tbody>
</table>

**FACILITIES MAINTENANCE**

**STATE PRIORITY #1: BASIC SERVICES**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>School facilities will be clean and maintained in good repair with daily spot check and Site Inspection Lists in compliance or in good standing.</td>
<td>Continue risk management site inspections of campus by property and liability carrier. Correct all areas identified in need of repair or replacement.</td>
<td><strong>Method for Measuring:</strong> Site Inspection Lists</td>
</tr>
<tr>
<td><strong>Facilities in good repair based on Site inspection lists.</strong></td>
<td><strong>Facilities in good repair based on Site inspection lists.</strong></td>
<td><strong>Facilities in good repair based on Site inspection lists.</strong></td>
</tr>
</tbody>
</table>

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New Village Girls Academy 23
### IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

**State Priority #2**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Provide high quality instruction and personalized, CA CCSS aligned curriculum that promotes life learning and fulfillment, and college and career success:</strong></td>
<td><strong>Credentialed staff</strong> that creates high-level instruction and thoughtful personalized learning for all students.</td>
<td><strong>Method for Measuring:</strong> Teacher PD records, curriculum inventory lists, classroom observations.</td>
</tr>
<tr>
<td>School will fully implement CA CCSS state-adopted Math and ELA academic content and performance standards for all students, including all ELs; expand opportunities for students to engage in critical thinking tasks and differentiated instruction through project-based learning.</td>
<td><strong>Proficiency in creating high-level, project-based and personalized learning</strong> that engages students’ interests and passions using the Common Core-aligned University of California (UC) approved BPL matrices that meet A – G requirements</td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td>Teachers will participate in ongoing professional development on the implementation of CA CCSS and new CCSS-aligned assessments.</td>
<td><strong>Personalized learning plans</strong> will be created for each student to develop high school level proficiency in reading and writing as well as sustained growth over time.</td>
<td><strong>100% Common Core math implementation</strong></td>
</tr>
<tr>
<td><strong>Blended learning and math integration into project-based learning.</strong> Students will incorporate math into their project work and engage in a blended learning instructional model that supports students’ individual needs and pace.</td>
<td><strong>100% of teachers trained in project-based and individualized strategies that incorporate BPL &amp; CCSS.</strong></td>
<td><strong>100% of teachers trained in project-based and individualized strategies that incorporate BPL &amp; CCSS.</strong></td>
</tr>
<tr>
<td><strong>Life and College and Career Planning for All Students:</strong> Students will develop individual learning plans that include a life and college and career plans (life plans may include more details and long-term planning goals); all grades will take part in college and career activities as outlined by the Life and College and Career Action Plan</td>
<td><strong>Learning Through Internships:</strong> In order to engage students in their own learning and to position them for career and life success, all students will participate in the Learning Through Internships (LTI)</td>
<td></td>
</tr>
</tbody>
</table>
Post-secondary Support and Data Gathering: To better serve our students and to truly measure our success, we must continue to support students once they graduate from New Village and enroll in colleges and/or the workforce.

### PARENT INVOLVEMENT

**State Priority #3**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: Stakeholder surveys; parent attendance logs at school events and workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.</td>
<td>Increased parent training on how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and how to support students’ attendance. Offer workshops for parents and caregivers. Convene the parent council at least quarterly each school year.</td>
<td>Establish an Annual Stakeholder Satisfaction Survey and benchmark satisfaction level. 50% of families with minor students enrolled at New Village return the annual stakeholder survey and 75% of those surveyed report satisfaction with their experience at New Village. 55% of families with minor students enrolled at New Village return the annual stakeholder survey and 75% of those surveyed report satisfaction with their experience at New Village. 60% of families with minor students enrolled at New Village return the annual stakeholder survey and 75% of those surveyed report satisfaction with their experience at New Village. 65% of families with minor students enrolled at New Village return the annual stakeholder survey and 75% of those surveyed report satisfaction with their experience at New Village. 70% of families with minor students enrolled at New Village return the annual stakeholder survey and 75% of those surveyed report satisfaction with their experience at New Village.</td>
</tr>
</tbody>
</table>

### STATEWIDE ASSESSMENTS

**State Priority #4: Student Achievement**

<table>
<thead>
<tr>
<th>Annual Goals (Identify schoolwide and subgroup goals as applicable)</th>
<th>Specific Annual Actions</th>
<th>Measurable Outcomes Method for Measuring: CAASPP and comparable assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>To ensure all students make progress and demonstrate growth in developing academic proficiency and readiness for college or career, with academic</td>
<td>In addition to internal and classroom based assessments, New Village will conduct all required statewide assessments.</td>
<td>New Village will meet or exceed internal and/or ASAM targets for growth as established by the state. New Village will meet or exceed internal and/or ASAM targets for growth as established by the state. New Village will meet or exceed internal and/or ASAM targets for growth as established by the state. New Village will meet or exceed internal and/or ASAM targets for growth as established by the state. New Village will meet or exceed internal and/or ASAM targets for growth as established by the state.</td>
</tr>
</tbody>
</table>
New Village will ensure all students make progress and demonstrate growth in developing academic proficiency and readiness for college or career, with academic interventions in place to address the many barriers faced by our students.

**ACADEMIC PERFORMANCE INDEX (API)**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES
| | | Method for Measuring: API
| New Village will ensure all students make progress and demonstrate growth in developing academic proficiency and readiness for college or career, with academic interventions in place to address the many barriers faced by our students. | New Village will meet or exceed internal and/or ASAM targets for API growth as established by the state. | New Village will meet or exceed internal and/or ASAM targets for API growth as established by the state. | New Village will meet or exceed internal and/or ASAM targets for API growth as established by the state. | New Village will meet or exceed internal and/or ASAM targets for API growth as established by the state. | New Village will meet or exceed internal and/or ASAM targets for API growth as established by the state. |

**A-G COURSE / CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only]**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

| ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable) | SPECIFIC ANNUAL ACTIONS | MEASURABLE OUTCOMES
| | | Method for Measuring: SARC, report cards, EAP results
| New Village will ensure all students make progress and demonstrate growth in developing academic proficiency and readiness for college or career, with academic interventions in place to address the many barriers faced by our students. | All students will make progress and demonstrate growth, based on their individual learning plans, in: | 100% of graduating seniors have developed life plans. | 100% of graduating seniors have developed life plans. | 100% of graduating seniors have developed life plans. | 100% of graduating seniors have developed life plans. | 100% of graduating seniors have developed life plans. |
| | Completing A-G requirements by graduation | 70% of all students are engaged in life plans. | 70% of all students are engaged in life plans. | 70% of all students are engaged in life plans. | 70% of all students are engaged in life plans. | 70% of all students are engaged in life plans. |
| | Demonstrating college readiness, as evidenced by measures such as those developed by Early Assessment Program (EAP) | 100% of seniors will complete a series of workshops | 100% of seniors will complete a series of workshops | 100% of seniors will complete a series of workshops | 100% of seniors will complete a series of workshops | 100% of seniors will complete a series of workshops |
**ENGLISH LEARNER ADEQUATE PROGRESS RATE**  
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: CELDT/ELPAC, EL proficiency rates on CAASPP and internal assessments</th>
</tr>
</thead>
</table>
| EL Students will advance at least one grade level on the CELDT (or other available external and internal assessments) each year | Provide additional supports for ELs including:  
Expand literacy support to reinforce language acquisition  
Students will have access to digital and/or online programs (e.g. Rosetta Stone) at school and before/after the school day.  
Students will use Apex online translation to support content learning for A-G courses  
Create before and/or after-school reading and writing groups for ELs  
Regular and consistent meetings with ELs to develop long-term goals, academic achievement, and learn how to anticipate and prepare for challenges, emphasizing accessing a strong support person | around college admission, enrollment, and success  
around college admission, enrollment, and success  
around college admission, enrollment, and success  
around college admission, enrollment, and success  
around college admission, enrollment, and success  
around college admission, enrollment, and success |
| | | **Baseline**  
| | | 60% | 62% | 64% | 66% | 68% | 70% |

**ENGLISH LEARNER RECLASSIFICATION RATE**  
**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th><strong>ANNUAL GOALS</strong> (Identify schoolwide and subgroup goals as applicable)</th>
<th><strong>SPECIFIC ANNUAL ACTIONS</strong></th>
<th><strong>MEASURABLE OUTCOMES</strong> Method for Measuring: Reclassification Rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Village Girls Academy</td>
<td>27</td>
<td></td>
</tr>
</tbody>
</table>
### New Village Girls Academy

**AP EXAMINATION PASSAGE RATE [High Schools Only]**

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Enrollment in Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL Students at New Village will be re-designated at a rate that meets or exceeds internal and/or ASAM targets as established by the state.</td>
<td>See above, plus: Provide additional academic support for reclassified students who have not made adequate progress.</td>
<td>10% 12% 14% 16% 18% 20%</td>
</tr>
<tr>
<td>New Village will ensure that all students qualified for advanced level coursework have opportunities to engage in a course of study appropriate to their academic capacity.</td>
<td>Study groups will convene to prepare students identified by advisors as advanced in mathematics or foreign language to pass community college placement exams and enroll in university level coursework.</td>
<td>No data available 30% of recommend ed students are enrolled 35% of recommend ed students are enrolled 40% of recommend ed students are enrolled 45% of recommend ed students are enrolled 50% of recommend ed students are enrolled</td>
</tr>
</tbody>
</table>

### EAP COLLEGE PREPAREDNESS RATE [High Schools Only]

**STATE PRIORITY #4: STUDENT ACHIEVEMENT**

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: EAP Results</th>
</tr>
</thead>
</table>
| New Village will ensure all students make progress and demonstrate growth in developing academic proficiency and readiness for college or career, with academic interventions in place to address the many barriers faced by our students. | All students will make progress and demonstrate growth, based on their individual learning plans, in:  
- Completing A-G requirements by graduation  
- Demonstrating college readiness, as evidenced by measures such as those developed by Early Assessment Program (EAP)  
Continued Professional Development: school will align project-based learning, A – G coursework, and the Common Core State Standards  
All advisories will participate in college ready workshops that include A-G courses, SAT/ACT prep, demystifying the college process and so on. | 100% of graduating seniors have developed life plans.  
70% of all students are engaged in life plans.  
100% of seniors will complete a series of workshops around college admission, enrollment, and success |

New Village will ensure that all students qualified for advanced level coursework have opportunities to engage in a course of study appropriate to their academic capacity. | Study groups will convene to prepare students identified by advisors as advanced in mathematics or foreign language to pass community college placement exams and enroll in university level coursework. | No data available 30% of recommend ed students are enrolled 35% of recommend ed students are enrolled 40% of recommend ed students are enrolled 45% of recommend ed students are enrolled 50% of recommend ed students are enrolled |
Offer students the opportunity to take A – G courses over the summer months through guided online/blended learning

Provide additional academic supports to ensure students are successfully completing A – G coursework and are college and career ready.

New Village will provide a holistic approach that focuses on student wellness and addresses issues of trauma and stress to cultivate high attendance rates.

Work to increase access to free child care for all parenting students.

Increased parent training on how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and how to support students’ attendance.

All students, including all student subgroups, will have access to academic and educational enrichment programs as outlined in the charter.

Method for Measuring: ADA

ADA 75% ADA 78% ADA 80% ADA 82% ADA 85% ADA 85%

New Village will provide a holistic approach that focuses on student wellness and addresses issues of trauma and stress to cultivate high attendance rates.

Work to increase access to free child care for all parenting students.

Develop partnerships with community based groups supporting adolescents struggling with depression, domestic violence, substance abuse, and gang intervention.

Develop parent outreach processes for student chronically absent (more than 10 unexcused absences in a year).

Method for Measuring: CALPADs, individual student attendance rates

ADA 74% ADA 76% ADA 78% ADA 80% ADA 82% ADA 84%

New Village Girls Academy
| **ANNUAL GOALS**  
(Identify schoolwide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
Method for Measuring: Dropout Rate/CALPADS |
|---|---|---|
| New Village will provide a holistic approach that focuses on student wellness and addresses issues of trauma and stress to ensure a culture of matriculation and graduation. | Increased parent training on how to assist students academically and behaviorally, how to navigate the educational system, including higher education, and how to support students’ attendance.  
All students, including all student subgroups, will have access to academic and educational enrichment programs as outlined in the charter. | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| | New Village will have a dropout rate that is lower than that of similar schools. | New Village will have a dropout rate that is lower than that of similar schools. | New Village will have a dropout rate that is lower than that of similar schools. | New Village will have a dropout rate that is lower than that of similar schools. | New Village will have a dropout rate that is lower than that of similar schools. | New Village will have a dropout rate that is lower than that of similar schools. |

| **GRADUATION RATE [High Schools Only]**  
**STATE Priority #5: STUDENT ENGAGEMENT** |
|---|---|---|---|---|---|---|
| **ANNUAL GOALS**  
(Identify schoolwide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
Method for Measuring: Overall Graduation Rates (not limited to 4-year cohort rates) |
| | New Village will ensure that all students make progress and demonstrate growth in developing academic proficiency and readiness for college and career, with academic interventions in place to address barriers faced by our population, to achieve high graduation rates. | New Village will increase the graduation rate for all seniors annually. | Baseline | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
| | 53% (for all seniors in 2013-2014) | 55% (for all seniors) | 57% (for all seniors) | 59% (for all seniors) | 61% (for all seniors) | 63% (for all seniors) |

| **STUDENT SUSPENSION RATE**  
**STATE Priority #6: SCHOOL CLIMATE** |
|---|---|---|---|---|---|---|
| **ANNUAL GOALS**  
(Identify schoolwide and subgroup goals as applicable) | **SPECIFIC ANNUAL ACTIONS** | **MEASURABLE OUTCOMES**  
Method for Measuring: Suspension Rates/CALPADS/SARC |
| | New Village will maintain an annual pupil suspension and expulsion rates of less than 1% | School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community.  
| | Suspension and expulsion rates will not exceed 1% | Suspension and expulsion rates will not exceed 1% | Suspension and expulsion rates will not exceed 1% | Suspension and expulsion rates will not exceed 1% | Suspension and expulsion rates will not exceed 1% | Suspension and expulsion rates will not exceed 1% |
| | 80% of students will participate | Achieve growth in satisfaction rates from | Achieve growth in satisfaction rates from | Achieve growth in satisfaction rates from | Achieve growth in satisfaction rates from | Achieve growth in satisfaction rates from |

New Village Girls Academy
New Village Girls Academy

**STUDENT EXPULSION RATE**

**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Expulsion Rates/CALPADs/SARC</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Village will maintain an annual pupil suspension and expulsion rates of less than 1%</td>
<td>School will continue to engage parents and students as valued stakeholders in decision-making, and continue to provide programs and resources that support families and enhance the school community. New Village will implement a discipline program rooted in restorative justice, and offer mediation for students. All students, including all student subgroups, will have access to academic enrichment programs as outlined in the school’s charter.</td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Suspension and expulsion rates will not exceed 1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% of students will participate in the Rest Time/Transcendental Meditation™ program</td>
</tr>
<tr>
<td></td>
<td></td>
<td>100% of staff will be trained in TM and restorative justice model of discipline.</td>
</tr>
</tbody>
</table>

**[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE]**

**STATE PRIORITY #6: SCHOOL CLIMATE**

<table>
<thead>
<tr>
<th>ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: Teacher PD agendas/attendance, meditation program attendance, exhibition rubrics.</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Village will provide a holistic approach that focuses on student wellness and addresses issues of trauma and stress to ensure a culture</td>
<td>Meditation Program: provide stronger support and feedback to staff regarding their facilitation of meditation; assign someone at the school who is responsible for</td>
<td><strong>Baseline</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>80% of students will participate in the Rest Time/Transcendental Meditation™ program</td>
</tr>
</tbody>
</table>
of matriculation and graduation.

holding students and staff accountable. Provide opportunities for all staff to meditate.

Metacognitive Variables: administer, monitor, and create a support plan for instilling these variables into students’ work and experiences.

Wellness Program: Develop a comprehensive approach to wellness that includes meditation, counseling, storytelling, physical fitness, nutrition, healthcare nutrition, and art therapy.

Exhibition Rubrics will be developed to assess students’ learning in the areas of English, history, and the arts.

Continued Professional Development: school will align project-based learning, A–G coursework, and the Common Core State Standards

Partnerships: school will further develop its work with our community partners, e.g. the David Lynch Foundation, St. Anne’s, Youth Policy Institute, and St. John’s Well Child and Family Center among others.

<table>
<thead>
<tr>
<th>BROAD COURSE OF STUDY</th>
</tr>
</thead>
<tbody>
<tr>
<td>STATE PRIORITY #7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ANNUAL GOALS</th>
<th>SPECIFIC ANNUAL ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Identify schoolwide and subgroup goals as applicable)</td>
<td>Course offerings will be reviewed by the principal and academic counselor on an annual basis to ensure New Village is, at minimum, meeting the credit and A-G needs of all students.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>METHOD FOR MEASURING: Course Listings and Student Schedules</th>
</tr>
</thead>
<tbody>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>New Village will provide High Quality instruction and personalized, CA CCSS curriculum that promotes life learning and fulfillment, and college and career success.</td>
</tr>
<tr>
<td>Meditation™ program</td>
</tr>
</tbody>
</table>
stress to ensure a culture of matriculation and graduation.

[OTHER STUDENT OUTCOMES]
STATE PRIORITY #8

ANNUAL GOALS
(Identify schoolwide and subgroup goals as applicable)

<table>
<thead>
<tr>
<th>SPECIFIC ANNUAL ACTIONS</th>
<th>MEASURABLE OUTCOMES Method for Measuring: ILPs</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will set, and accomplish personal goals relating to life-long learning, and social-emotional development.</td>
<td>Students will develop individual learning plans that include a life and college and career plans (life plans may include more details and long-term planning goals); all grades will take part in college and career activities as outlined by the Life and College and Career Action Plan.</td>
</tr>
</tbody>
</table>

E. INSTRUCTIONAL DESIGN

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

New Village Girls Academy 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. The pedagogical foundation for this 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.17 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.

At New Village Girls Academy, we rely first 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.18 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.19 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.

Other researchers have focused these theories more specifically on populations similar to that at New Village. 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, 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. 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). 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.

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 is assigned an advisor who works with and mentors that student through their tenure at New Village. Advisors meet with students every day in both group and 1:1 settings. Any credentialed teacher can act as an advisor, but we have at least 5 core advisors each school year. If our enrollment exceeds 100 students, content area teachers can also run an advisory. Those advisories are typically smaller and reserved for students who either need even more dedicated attention or those who have a particularly strong interest in the content area specialty (i.e., math, science, or Spanish language and culture) of the teacher. Classroom aides can provide further individualized support for students and are shared between an advisor and a content area specialist. We attempt to keep classroom aides working with 1-2 groups of students in order to provide an additional, trusted and consistent adult in our students' lives.

All administrative staff are hands on and interact with students both formally and informally on a daily basis. Beyond their administrative duties, all administrative staff prioritize responding to student crises and act as active participants in the instructional program, especially around student projects, at New Village.

2. 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.

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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 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 must:

- Demonstrate through two high-stakes, public exhibitions (Gateway Exhibitions and Senior Thesis Projects) the development of personal attributes indicating a readiness for responsible participation in society, including the ability to be employed.
- Demonstrate content area competency in all courses required by the California Education Code § 51225.3 (See Table below for detail)
- Receive a passing score on the CAHSEE.

The following table shows both UC approved Big Picture courses as well as courses required for graduation from New Village Girls Academy. Students earn 5 credits for each course passed. Many of our students require remedial support, especially in English Language Arts and Mathematics. Seminars, workshops, and individualized instruction targeting students needing remediation are offered on an as needed and on a case-by-case basis.

**Coursework offered for Credit at New Village Girls Academy**

<table>
<thead>
<tr>
<th>Content Area and Credits required for graduation</th>
<th>Required for Graduation (beginning with the class of 2016)</th>
<th>210 credits needed to graduate</th>
<th>Required for Admittance into UC or CSU</th>
<th>UC approved BP courses offered at New Village</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies “A” (Core and College Prep)</td>
<td>US History and Geography</td>
<td>US History</td>
<td>US History</td>
<td></td>
</tr>
<tr>
<td>30 credits</td>
<td>1 Semester American Government and Civics</td>
<td>Principals of Democracy</td>
<td>American Government</td>
<td></td>
</tr>
<tr>
<td>World History and Geography</td>
<td>World History</td>
<td>World History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 Semester Economics</td>
<td></td>
<td>Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English “B” (Core and College Prep)</td>
<td>English 1</td>
<td>English 1</td>
<td>English 1</td>
<td></td>
</tr>
<tr>
<td>40 credits</td>
<td>English 2</td>
<td>English 2</td>
<td>English 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 3</td>
<td>English 3</td>
<td>English 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English 4</td>
<td>English 4</td>
<td>English 4</td>
<td></td>
</tr>
</tbody>
</table>

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22 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.
<table>
<thead>
<tr>
<th>Mathematics “C” (Core and College Prep)</th>
<th>Algebra 1</th>
<th>Algebra 1</th>
<th>Algebra 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credits</td>
<td>One other yearlong math course</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td></td>
<td>Algebra 2</td>
<td>Algebra 2</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lab Science “D” (Core and College Prep)</th>
<th>Biological Science</th>
<th>1 year lab science</th>
<th>Biology</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Physical Science</td>
<td>2nd year lab science</td>
<td>Physics</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>World Languages “E” (College Prep)</th>
<th>1 year course of language</th>
<th>1st year of Spanish</th>
<th>Spanish 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2nd year of Spanish</td>
<td>Spanish 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Visual/Performing Arts “F” (College Prep)</th>
<th>1 year course of Visual/Performing Arts</th>
<th>1 year course of Visual/Performing Arts</th>
<th>Art History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Studio Art</td>
</tr>
</tbody>
</table>

| Electives “G” (College Prep) | No specific coursework required for graduation, however, 70 additional credits must be earned in addition to the minimum credits required in other content areas. Those 70 credits may be earned by taking additional coursework in the other content areas and/or by taking elective coursework | 1 year of advanced course in math or Trigonometry | |
|                            | 1 year of advanced course in arts or Advanced Studio Art | 1 year of advanced course in lab science or Earth Science | |
|                            | 1 year of advanced course in world language or Physical Science | Environmental Science | |
|                            | 1 year of advanced course in social science Spanish 3 | | |

<table>
<thead>
<tr>
<th>Physical Education</th>
<th>1 year Physical Education</th>
<th>Physical Education</th>
<th>Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 credits</td>
<td>2nd year Physical Education</td>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
</tbody>
</table>

New Village follows the Big Picture Curriculum Matrices which have been negotiated with and approved by the University of California. New Village is working with UC staff to update the matrices as California
New Village Girls Academy

moves toward implementation of the CA Common Core Standards. While those matrices are being revised, New Village will implement the CA CCSS as outlined in this charter petition.

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. For example, a student may be 17 years old without having completed even the course credit requirements of a freshman. A significant number of our students have come from school experiences that were extremely unstable, with some students having attended as many as 15 different schools before coming to New Village. Approximately one-third of our students enroll mid-year as the result of entering St. Anne’s residential program, a change in foster care placement, referral by a social worker or probation officer, or for other reasons.

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) Skill-based seminars, on-line, or off-site coursework providing direct instruction of content areas, 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 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 plan goals. High quality project work combines many if not all of the student’s ILP learning goals in meaningful and in-depth ways. 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.

Student Project Work is 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.
These are the 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, individual and small group seminars, college classes, online courses, field studies, traditional research, written reflections, tutoring, student exhibitions, and lectures from outside experts.

In addition, all students will be 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 (Core and College Prep)**

The ELA program is aligned fully with the new 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.

In 9th and 10th grades, our students gain proficiency in the Common Core standards by reading a variety of literary genre types (poetry, stories and drama) for comprehension. “English 1” focuses on themes of self-awareness, community awareness, cultural diversity and building critical thinking skills, while in “English 2” (10th grade), 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.

Our 11th and 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 3,” the focus is on reading and critical analysis of American Literature and autobiography as a genre. In “English 4,” students focus on reading and critical analysis of British Literature and autobiography as a genre. Students will also develop a Senior Thesis project. 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.

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 Language Development (Non-Core, Non-College Prep – except ELA 9a and 9b, when applicable)**

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. Identification is the first step in our ELD process. Students who enter New Village with a classification of EL are evaluated using the CEDLT within 60 days of enrolling in school. Students who are newcomers to the United States or the public school system and who have identified a language other than English on their Home Language Survey or who self-identify as EL when we meet them are administered the CELDT within 30 days of enrolling in school. Our ELD teacher uses the CELDT tools to temporarily assign an ELD level until the official results of the test are returned.

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. ELD portfolios are used to track student progress toward stated objectives. Students may participate in dedicated ELD time and/or have access to push-in ELD support in content area classes, depending on the plan established through the ILP process. ELs may participate in internships with bilingual mentors to further develop their proficiency in a real-world context.

The ELD teacher uses Systematic ELD, a Common Core and California ELD standard aligned curriculum, to support English Language Proficiency. All teaching staff will be trained in strategies (e.g., GLAD strategies) to support content access for ELs.

**Mathematics (Core and College Prep)**

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
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.

Geometry
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.

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

History-Social Studies (Core and College Prep)
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.

24 All seven geometry focus categories are taken directly from the Common Core website: http://www.corestandards.org/Math/Content/highschool/introduction.
25 All five algebra II focus categories are taken directly from the Common Core website: http://www.corestandards.org/Math/Content/highschool/introduction.
World History
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
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.

Science (Core and College Prep)
The science program has been designed to address the California standards, and will be adapted to align with the new Next Generation Science Standards (www.nextgenscience.org). At NVGA, we offer Biology, Chemistry, Earth/Physical Science, and Environmental Science. 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.

Biology
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 30 hour lab component.

Chemistry
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
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
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.

Visual and Performing Arts (College Prep)
At NVGA, we offer visual and performing arts courses based on student interest. Students may fulfill their “F” requirement by passing 1 year-long course in the visual or performing arts. Students interested in furthering their studies in the Visual or Performing Arts may do so through their projects and internships or by taking courses at LACC, a local community college. Arts curriculum will emphasize the following: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will create original artwork using various arts media and technical processes. Finally, the students will come to learn, value and enjoy the time that is necessary for the creative process to come to fruition.

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 will teach 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 (College Prep)
Currently, we offer Spanish I and Spanish II, which incorporate the California World Language Standards and the California Framework for Foreign Language K-12. As with our EL instruction, all Spanish class instruction will incorporate sheltered instruction strategies. These strategies include scaffolding, connecting to prior knowledge, cooperative grouping, and providing visual cues. We will also apply Specially Designed Academic Instruction in English (SDAIE) strategies that make connections between foreign language acquisition and other content areas. Differentiated instruction will help ensure all students are able to access the lessons and experience success mastering a new language. Students may fulfill their “E” requirement by passing one year-long course in a world language. Students interested in furthering their studies in Spanish or studying a different language may do so through their projects and internships or by taking courses at LACC, a local community college.

New Village Girls Academy
**Electives (College Prep)**
We offer a rotating schedule of electives in partnership with the Youth Policy Institute and in response to student interests and staff or partner expertise. Some elective courses that may be offered include Psychology, Environmental Science, and Art History. Students may fulfill their “G” requirement by passing one other year-long electives course. All elective curricula are directly aligned to California state standards.

*Psychology*
This course in Psychology is a study of human behavior including the growth and development of an individual, the process of learning, behavioral change, self-concept and attitudes, health and adaptation, and abnormal behavior.

*Art History*
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.

3. **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.

- **Seminars:** As a secondary program offering the opportunity and encouraging students to complete the A-G requirements necessary to be eligible for the state university system, New Village recognizes the need to balance our core, student-interest driven program with opportunities to cover state content requirements. Students at New Village participate in seminars covering content traditionally difficult to integrate into internship based academic plans. While students and advisors still work to contextualize learning goals in math, science, and Spanish as a foreign language, students are also exposed to standards based content in these areas in dedicated courses to ensure coverage of all mandated standards.

- **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.

4. **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 Teacher provides intervention services for students eligible through the IEP process, and he also provides small group support services to students requiring intense remediation in literacy. Our summer school program provides additional opportunities for remediation on an annual basis.

5. **Curricular And Instructional Materials**

New Village Girls Academy 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Instructional Materials</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td>The Americans: Reconstruction to the 21st Century</td>
<td>Glencoe/McGraw-Hill</td>
</tr>
<tr>
<td>World History</td>
<td>Patterns of Interaction</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>English 4</td>
<td>The Language of Literature, Grade 12</td>
<td>McDougall Littell</td>
</tr>
<tr>
<td>English Language Development</td>
<td>Systematic ELD</td>
<td>EL Acheive</td>
</tr>
<tr>
<td>Algebra I</td>
<td>Classroom teacher uses APEX Learning System and/or other CA CCSS materials as instructional support/resource</td>
<td>APEX Learning</td>
</tr>
<tr>
<td>Algebra II</td>
<td>Biology</td>
<td>Holt and Winston</td>
</tr>
<tr>
<td>Geometry</td>
<td>Chemistry</td>
<td>Holt, Rinehart, and Winston</td>
</tr>
<tr>
<td>Earth/Physical Science</td>
<td>Earth Science, CA Edition</td>
<td>Prentice Hall</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>Environmental Science: Earth as a Living Planet</td>
<td>Peoples Education/Wiley</td>
</tr>
</tbody>
</table>
6. **COMPREHENSIVE COURSE LIST**

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>English 1</td>
<td>English 2</td>
<td>English 3</td>
<td>English 4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Algebra I</td>
<td>Geometry</td>
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<tr>
<td></td>
<td>or Geometry</td>
<td>or Geometry</td>
<td>or Geometry</td>
<td>or Algebra II</td>
</tr>
<tr>
<td></td>
<td>or Algebra II</td>
<td>or Algebra II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>Biology</td>
<td>Biology</td>
<td>Physics</td>
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<tr>
<td></td>
<td>or Physics</td>
<td></td>
<td></td>
<td>or Physics</td>
</tr>
<tr>
<td>History-Social Science</td>
<td>World History</td>
<td>World History</td>
<td>World History</td>
<td>United States</td>
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<tr>
<td></td>
<td>or United States</td>
<td>or United States</td>
<td>or United States</td>
<td>History</td>
</tr>
<tr>
<td>Spanish</td>
<td>Spanish I</td>
<td>Spanish I</td>
<td>Spanish I</td>
<td>Spanish II</td>
</tr>
<tr>
<td></td>
<td>or Spanish II</td>
<td>or Spanish II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Semester long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Physical Education courses are offered for any grade level based on student interest and resource availability. Past courses have included: Hiking, Soccer, Running, Yoga</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>Multi-level ESL Support is available to all students qualifying for ELD services throughout the entire school year until student is reclassified</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Visual/Performing Arts/Electives</td>
<td>Semester long Arts and Elective Courses are offered for any grade level based on student interest and resource availability. Past courses have included: photography, fashion and design, drama and theater, visual art, music, digital storytelling, etc.</td>
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</tbody>
</table>

All courses offered, with the sole exception of P.E., meet A-G requirements.

7. **INSTRUCTIONAL METHODS AND STRATEGIES**

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

**Seminars:** Seminars on various topics are offered on an as needed basis for New Village students. Seminars closely resemble traditional classes and give students the opportunity to obtain content area credits in areas not easily integrated into project work. All seminars are taught by teachers holding appropriate authorization by the California State Commission on Teaching Credentials for the content.

New Village Girls Academy
area being taught. Students also have access to state approved materials and textbooks in their seminar work. Likely areas in which seminars will be offered each year are Science, Mathematics, History and Spanish.

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. Students may work with these teachers in a variety of ways including through seminars and through individual tutoring and instruction.

Project-Based Learning and Field Studies: According to research on situated cognition, learning is maximized if the context for learning resembles the real-life context in which the to-be learned material will be used. In traditional classrooms, students often work alone on simple assignments that emphasize short-term content memorization with only the teacher as their audience. Project Based Learning (PBL) is not simply doing activities injected into traditional education to enliven 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 occur over a substantial period of time 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.
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 will occur within the Advisory group sometimes focusing on issues in the School’s surrounding community and involving people and resources outside the School.
- Project Based Learning will also be component of internships and field studies 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 year 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.

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

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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.

**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.

8. **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](http://www.cde.ca.gov/be/st/ss)) and the new Common Core standards ([www.corestandards.org](http://www.corestandards.org)). Through our partnership with Big Picture, which works with nine California public schools, our faculty receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards.

9. **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 in the classrooms and in our computer lab. We have recently received a grant from the Weingart Foundation to upgrade our classroom technology for the 2014-2015 school year.

Students and their families can access information about assignments, their own progress and achievement, and more via Schoology. Students conduct research online, communicate with their internship mentors and others via email, and use a variety of technological tools to communicate 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 and Schoology to track progress toward their learning goals and transfer 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. Our independent studies coordinator makes use of a variety of standards based tools and programs, such as Apex, to ensure that our students can continue to make progress toward graduation. 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. 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. All unit assessment in math is administered via the APEX learning system, an online, common core aligned system. Our math teacher supports students in their use of this technology.

10. **Specific Graduation Requirements (Including the Number/Type of Units Required) and A-G Requirements**

Accommodations negotiated through the IEP or 504 plan process will be applied to the requirements below as applicable.

<table>
<thead>
<tr>
<th>First Step at New Village or 9th Grade Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advisory</strong></td>
</tr>
<tr>
<td>All students will be assigned an advisor upon first enrolling at New Village</td>
</tr>
<tr>
<td>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</td>
</tr>
<tr>
<td><strong>ILP</strong></td>
</tr>
<tr>
<td>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)</td>
</tr>
<tr>
<td>Each student will work with her advisor to examine her personal goals</td>
</tr>
<tr>
<td>Each student will work with her advisor to develop an ILP toward achieving those academic and personal goals</td>
</tr>
<tr>
<td>Each student will participate in at least 3 ILP meetings per year to update, revise, and check for progress on ILP goals</td>
</tr>
<tr>
<td><strong>LTI</strong></td>
</tr>
<tr>
<td>Each student will develop and pursue her interests in the real world (e.g., through research, interviews, and field trips)</td>
</tr>
<tr>
<td><strong>Academic Development</strong></td>
</tr>
<tr>
<td>Students will work toward course credit or the prerequisites for course credit in the following areas:</td>
</tr>
<tr>
<td>- Any Social Studies Course</td>
</tr>
<tr>
<td>- English I</td>
</tr>
<tr>
<td>- Algebra I</td>
</tr>
<tr>
<td>- Physical Education I</td>
</tr>
</tbody>
</table>
Students may also work toward course credit in the following areas:
- 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

<table>
<thead>
<tr>
<th>Life Skills Development</th>
<th>Each will update and use a daily planner on at least a weekly basis</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Each student will participate in 4 public exhibitions per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each student will develop and maintain a portfolio of her best work showing evidence of her progress toward each of her ILP goals</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
</tbody>
</table>

**Second Step at New Village or 10th Grade Expectation**

<table>
<thead>
<tr>
<th>Advisory</th>
<th>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</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will begin visiting colleges and looking at requirements</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ILP</th>
<th>Each student will work with her advisor to update her academic goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each student will participate in at least 3 ILP meetings per year to update, revise, and check for progress on ILP goals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LTI</th>
<th>Each student will develop and pursue her interests in the real world (e.g., through research, interviews, community service, volunteering and shadow days)</th>
</tr>
</thead>
</table>

| Academic Development    | Students will work toward course credit in the following areas:  
- Any Social Studies Course for which credit has not yet been received  
- English II  
- Geometry or an elective math  
- Any Science course for which credit has not yet been received |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         | Students may also work toward course credit in the following areas:  
- Chemistry of Physical Science  
- Language I or II  
- Art History or Studio Art  
- Physical Education II |

<table>
<thead>
<tr>
<th>Life Skills Development</th>
<th>Each will update and use a daily planner on at least a weekly basis</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Each student will participate in 4 public exhibitions per year</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each student will participate in a Gateway Exhibition demonstrating her readiness to participate in off-campus internships including a portfolio of her best work to date and at least 3 letters of recommendation (e.g., advisor, parent/guardian/mentor/counselor/other teacher, peer)</td>
</tr>
</tbody>
</table>
Each student will develop and maintain a portfolio of her best work showing evidence of her progress toward each of her ILP goals.

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 prepare for and take the CAHSEE.

### Third Step at New Village or 11th Grade Expectation

<table>
<thead>
<tr>
<th>Advisory</th>
<th>All students will play a leadership role in the school and/or community</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Students will visit at least 5 colleges including, but not limited to: a community college, a UC campus, a CSU campus, a liberal arts campus, and a vocational campus</td>
</tr>
<tr>
<td></td>
<td>Students will meet with a college counselor and research at least 5 post-secondary options and their requirements</td>
</tr>
<tr>
<td>ILP</td>
<td>Each student will work with her advisor to update her academic goals</td>
</tr>
<tr>
<td></td>
<td>Each student will participate in at least 3 ILP meetings per year to update, revise, and check for progress on ILP goals</td>
</tr>
<tr>
<td>LTI</td>
<td>Each student will develop and pursue her interests in the real world (e.g., through internships)</td>
</tr>
<tr>
<td></td>
<td>Students will write and get approved a senior thesis proposal</td>
</tr>
<tr>
<td>Academic</td>
<td>Students will work toward course credit in the following areas:</td>
</tr>
<tr>
<td>Development</td>
<td>- Any Social Studies Course for which credit has not yet been received</td>
</tr>
<tr>
<td></td>
<td>- English III</td>
</tr>
<tr>
<td></td>
<td>- Any Science course for which credit has not yet been received</td>
</tr>
<tr>
<td></td>
<td>- Physical Education II</td>
</tr>
<tr>
<td></td>
<td>Students may also work toward course credit in the following areas:</td>
</tr>
<tr>
<td></td>
<td>- Chemistry of Physical Science</td>
</tr>
<tr>
<td></td>
<td>- Language I or II</td>
</tr>
<tr>
<td></td>
<td>- Art History or Studio Art</td>
</tr>
<tr>
<td></td>
<td>- Any Elective Course</td>
</tr>
<tr>
<td></td>
<td>- Algebra II or another elective math course</td>
</tr>
<tr>
<td>Life Skills</td>
<td>Each will update and use a daily planner on at least a weekly basis</td>
</tr>
<tr>
<td>Development</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td>Each student will develop and maintain a portfolio of her best work showing evidence of her progress toward each of her ILP goals</td>
</tr>
<tr>
<td></td>
<td>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</td>
</tr>
<tr>
<td></td>
<td>Students will prepare for and re-take the CAHSEE, if necessary</td>
</tr>
<tr>
<td></td>
<td>Students will prepare for and take the SAT or ACT</td>
</tr>
</tbody>
</table>

### Final Step at New Village or 12th Grade Expectation

| Advisory     | All students will play a leadership role in the school and/or community |

---

New Village Girls Academy
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 3 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:
- 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 Art History or Studio Art if credit has not yet been received
- Any other elective courses of interest

**Life Skills Development**
Each will update and use a daily planner on at least a weekly basis

**Assessment**
Each student will participate in 4 public exhibitions per year
Each student will participate in a Senior Exhibition
Each student will prepare a senior portfolio
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 prepare for and re-take the CAHSEE, if necessary
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 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 before- and after-school, and, as funding permits, Saturday sessions and summer school. Opportunities for credit recovery at New Village include: twice weekly recovery support in various content areas, computer coursework supervised by our RSP/Independent Studies Teachers, individual work with advisors and through LTIs and projects, and course offerings after school and during the summer.

**b. 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.

11. **Western Association Of Schools And Colleges (WASC) Accreditation**

**WASC Accreditation**

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

On March 19, 2014, 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.

12. **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.

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 Girls Academy will follow the LAUSD calendar for single-track schools as adopted by the LAUSD board of education with some minor exceptions. The 2015-2016 school year calendar is included.

1. ACADEMIC CALENDAR

<table>
<thead>
<tr>
<th>JULY ’15</th>
<th>AUGUST ’15</th>
</tr>
</thead>
<tbody>
<tr>
<td>S M T W Th F S</td>
<td>S M T W Th F S</td>
</tr>
<tr>
<td>1-31 – Summer Recess, No School</td>
<td>3/4/5/6/7 – Staff Professional Development days, No School</td>
</tr>
<tr>
<td>7 – Labor Day, No School</td>
<td>11 – First Day of Instruction</td>
</tr>
<tr>
<td>25 – Pupil Free Day for Professional Development</td>
<td># of instructional days – 15</td>
</tr>
</tbody>
</table>

# of instructional days – 19

# of instructional days – 22

16 – End of 1st quarter
30 – Q1 progress reports

New Village Girls Academy
### New Village Girls Academy

#### 1. Schedule

- **November '15**
  - # of instructional days - 14

- **December '15**
  - # of instructional days - 14

- **January '16**
  - # of instructional days - 14

- **February '16**
  - # of instructional days - 20

- **March '16**
  - # of instructional days - 19

- **April '16**
  - # of instructional days – 19

- **May '16**
  - # of instructional days – 21

- **June '16**
  - # of instructional days = 180
  - # of minimum days = 0

#### 2. **Sample Daily Schedules**

New Village Girls Academy uses two different bell schedules described below. All courses are on either Monday/Wednesday/Friday or Tuesday/Thursday schedule. There are no minimum days. These schedules allow us to meet the state requirements for instructional minutes for grades 9-12. In order to accommodate student internships, a major component of our curricular program, and individualized academic programs, individual student schedules will be determined by the student and her advisor.

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday, Wednesday, Friday Schedule – Possible Grade 9 schedule</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00 – 9:15 AM</td>
<td>Advisory</td>
<td>Daily: 75</td>
</tr>
<tr>
<td>9:15 – 9:30</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
</tbody>
</table>

---

### New Village Girls Academy
<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
</table>
| 9:30 – 10:45AM  | Algebra I                        | Daily: 75             
|                 |                                  | Weekly: 225           |
| 10:45 – 10:50 AM| Passing Period                   |                       |
| 10:50 AM – 12:05 PM | Integrated Science    | Daily: 75             
|                 |                                  | Weekly: 225           |
| 12:05 – 12:45 PM | Lunch                           |                       |
| 12:45 – 2:00 PM  | Spanish 1                        | Daily: 75             
|                 |                                  | Weekly: 225           |
| 2:00 – 2:05      | Passing Period                   |                       |
| 2:05 – 3:20 PM   | Advisory: ELA/Social Studies Block | Daily: 75             
|                 |                                  | Weekly: 225           |
| 3:20 -3:35       | Meditation                       | Daily: 15             
|                 |                                  | Weekly: 75            |

**Tuesday, Thursday Schedule – Possible Grade 9 schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
</table>
| 8:00 – 9:15 AM  | Advisory                                      | Daily: 75             
|                 |                                               | Weekly: 225           |
| 9:15 – 9:30 AM  | Meditation                                    | Daily: 15             
|                 |                                               | Weekly: 75            |
| 9:30 – 12:05 PM | Advisory: Credit Recovery Block               | Daily: 165            
|                 |                                               | Weekly: 330           |
| 12:05 – 12:45 PM| Lunch                                        |                       |
# Monday, Wednesday, Friday Schedule – Possible Grade 10 Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>Geometry</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>9:15 – 9:30</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
<tr>
<td>9:30 – 10:45 AM</td>
<td>Spanish 1/2</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>10:45 – 10:50 AM</td>
<td>Passing Period</td>
<td></td>
</tr>
<tr>
<td>10:50 AM – 12:05 PM</td>
<td>Integrated Science</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>12:05 – 12:45 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45 – 2:00 PM</td>
<td>Advisory: ELA/Social Studies Block</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>2:00 – 2:05</td>
<td>Passing Period</td>
<td></td>
</tr>
<tr>
<td>2:05 – 3:20 PM</td>
<td>Advisory</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>3:20 – 3:35</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
</tbody>
</table>

# Tuesday, Thursday Schedule – Possible Grade 10 Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>Advisory</td>
<td>Daily: 75</td>
</tr>
</tbody>
</table>
### Monday, Wednesday, Friday Schedule – Possible Grade 11 schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>Spanish 1/2</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>9:15 – 9:30 AM</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
<tr>
<td>9:30 – 10:45 AM</td>
<td>Advisory: ELA/Social Studies Block</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>10:45 – 10:50 AM</td>
<td>Passing Period</td>
<td></td>
</tr>
<tr>
<td>10:50 AM – 12:05 PM</td>
<td>Advisory</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>12:05 – 12:45 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45 – 2:00 PM</td>
<td>Algebra II</td>
<td>Daily: 75</td>
</tr>
<tr>
<td>Period</td>
<td>Subjects Taught</td>
<td>Instructional Minutes</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>2:00 – 2:05</td>
<td>Passing Period</td>
<td></td>
</tr>
<tr>
<td>2:05 – 3:20 PM</td>
<td>Integrated Science</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>3:20 -3:35</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
</tbody>
</table>

**Tuesday, Thursday Schedule – Possible Grade 11 Schedule**

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>Advisory</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>9:15 – 9:30 AM</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
<tr>
<td>9:30 – 12:05 PM</td>
<td>Advisory: Credit Recovery Block</td>
<td>Daily: 165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 330</td>
</tr>
<tr>
<td>12:05 – 12:45 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45 – 3:20 PM</td>
<td>Learning Through Internships</td>
<td>n/a</td>
</tr>
</tbody>
</table>

* Internships may extend beyond 3:30. Actual time of completion is negotiated between the mentor, advisor, and student.

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:20 – 3:35</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
</tbody>
</table>

**Monday, Wednesday, Friday Schedule – Possible Grade 12 schedule**
<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>Integrated Science</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>9:15 – 9:30</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
<tr>
<td>9:30 – 10:45AM</td>
<td>Advisory</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>10:45 – 10:50 AM</td>
<td>Passing Period</td>
<td></td>
</tr>
<tr>
<td>10:50 AM – 12:05 PM</td>
<td>Advisory: ELA/Social Studies Block</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>12:05 – 12:45 PM</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:45 – 2:00 PM</td>
<td>Algebra II</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>2:00 – 2:05</td>
<td>Passing Period</td>
<td></td>
</tr>
<tr>
<td>2:05 – 3:20 PM</td>
<td>Spanish III</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>3:20 -3:35</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
</tbody>
</table>

**Tuesday, Thursday Schedule – General Offerings**

<table>
<thead>
<tr>
<th>Period</th>
<th>Subjects Taught</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 – 9:15 AM</td>
<td>Advisory</td>
<td>Daily: 75</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 225</td>
</tr>
<tr>
<td>9:15 – 9:30 AM</td>
<td>Meditation</td>
<td>Daily: 15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 75</td>
</tr>
<tr>
<td>9:30 – 12:05 PM</td>
<td>Advisory: Credit Recovery Block</td>
<td>Daily: 165</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Weekly: 330</td>
</tr>
<tr>
<td>12:05 – 12:45 PM</td>
<td>Lunch</td>
<td></td>
</tr>
</tbody>
</table>
12:45 – 3:20 PM
* Internships may extend beyond 3:30. Actual time of completion is negotiated between the mentor, advisor, and student.

Learning Through Internships  n/a

3:20 – 3:35
Meditation  Daily: 15
Weekly: 75

3. **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 – 3:35 PM, however, a different number of instructional minutes are offered every M, W, F (n=405) and every T, Th (n=270) to accommodate for off-site internships. The first 8 weeks of school, every day is run on a M, W, F schedule to prepare students for internships. We offer

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Other Days</th>
<th>Number of Instr. Minutes Per Other Days</th>
<th>Total Number of Instr. Days</th>
<th>Total Number of Instr. Minutes</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes Above/Below State Req’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Yes</td>
<td>121</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
<td>270</td>
<td>180</td>
<td>64800</td>
<td>64,935</td>
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<tr>
<td>10</td>
<td>Yes</td>
<td>121</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
<td>270</td>
<td>180</td>
<td>64800</td>
<td>64,935</td>
</tr>
<tr>
<td>11</td>
<td>Yes</td>
<td>121</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
<td>270</td>
<td>180</td>
<td>64800</td>
<td>64,935</td>
</tr>
<tr>
<td>12</td>
<td>Yes</td>
<td>121</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>59</td>
<td>270</td>
<td>180</td>
<td>64800</td>
<td>64,935</td>
</tr>
</tbody>
</table>

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

Not applicable; New Village does not offer dual enrollment with any UC or CSU program.

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 be “highly qualified” as defined under No Child Left Behind
and 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.

2. Professional Development

New Village Girls Academy understands the critical nature of ensuring that our teachers have
professional development 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 summer retreats before the academic year begins, along with one hour a week of
professional development managed by the Principal and in collaboration with the Big Picture Network.
Teaching staff is also required to participate in one additional collaborative meeting a week during their
daily prep period or, if preferred, before or after school. The participants determine the content and
composition of these meetings, but teachers must keep track of the work they do during these hour-
long sessions. Options for this time include: planning new courses; inter-staff mentorship; determining
how to address the needs of specific students; and working one-on-one with St. Anne’s staff, Big Picture
staff, or the Principal. 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 if at the discretion of the Principal based on staff needs for full implementation.

Based on our current understanding of needed growth areas at New Village, we expect to focus on
developing our capacity to serve our English Language Learners during the 2015-2016 school year.
Professional development 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), CPR/First Aide review, and self-care and vicarious trauma.

Professional development occurs weekly during a dedicated 1.5 hour staff meeting. All staff are expected to attend unless specifically released by the Principal.

The following table shows the proposed topics to be covered during teacher professional development periods for the 2015-16 school year. At the discretion of the Principal, these topics may be altered based on the needs of the staff. When appropriate, educational consultants and other experts in relevant fields will be hired or asked to participate in professional development workshops.

<table>
<thead>
<tr>
<th>Timeline</th>
<th>Proposed Topics</th>
<th>Professional Development Administrator</th>
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<tbody>
<tr>
<td>Week before school starts</td>
<td>Needs Assessment, Annual Goal Setting, Review of Mission and Vision, Supporting</td>
<td>Principal</td>
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<tr>
<td>(2 days)</td>
<td>English Language Learners, Using ELD Assessments and guides (e.g., ELD portfolios)</td>
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<td>to track progress, Mandated reporting/child abuse training, Blood Born Pathogen</td>
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<td></td>
<td>Training, School Safety Plan Training (including active shooter scenarios)</td>
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<tr>
<td>Week before school starts</td>
<td>The Big Bang: Big Picture Network annual professional development conference.</td>
<td>Big Picture Staff</td>
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<tr>
<td>(3 days)</td>
<td>Anticipated topics include advisory, projects, LTI.</td>
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<tr>
<td>September</td>
<td><strong>Advisory:</strong> Improving access to content for ELs in advisory, Focus on</td>
<td>Principal, LTI Coordinator, Assistant</td>
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<td></td>
<td>building community, understanding all students’ abilities and needs,</td>
<td>Principal</td>
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<td></td>
<td>developing Learning Plans (emphasis on including ELD goals), Family Learning</td>
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<td></td>
<td>Plan meetings, setting routines for Supercalendar and portfolios, continue</td>
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<td></td>
<td>Who Am I projects.</td>
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<td></td>
<td><strong>Projects/Learning Through Internships (LTIs):</strong> Conduct interest explorations.</td>
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<td></td>
<td>Focus on interviewing skills, set up interviews.</td>
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<td></td>
<td><strong>Assessment:</strong> Administer baseline assessments (including CELDT/ELPAC), and</td>
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<td></td>
<td>learning styles assessments. Analysis of baseline data for whole school and all</td>
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<td></td>
<td>subgroups.</td>
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<tr>
<td>October</td>
<td><strong>Advisory:</strong> Who Am I project completion, Exhibition preparation and support,</td>
<td>Principal, LTI Coordinator</td>
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<tr>
<td></td>
<td>continue routines (journals, books, Supercalendar, portfolio). Continue academic</td>
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<td></td>
<td>support for Learning Goals. Debrief Learning Plan meetings. Front load</td>
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<td></td>
<td>ing vocabulary for EL access to content.</td>
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<td></td>
<td><strong>Projects/LTIs:</strong> Focus on Shadow Days.</td>
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<td></td>
<td><strong>Assessment:</strong> Preparation for exhibitions (practice exhibitions, watch past</td>
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<td></td>
<td>exhibitions, create notecards, create agendas, plan activities). Conduct</td>
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<td></td>
<td>Exhibitions. Continue to develop portfolios. Work on self-</td>
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<tr>
<td>Month</td>
<td>Advisory</td>
<td>Projects/LTIs</td>
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<tr>
<td>November</td>
<td><strong>Advisory:</strong> Create second quarter Learning Plan (review process as needed and support greater rigor and depth in goals). Begin reading groups. Support Learning Plan goals with a focus on ELD goals and with input from CELDT/ELPAC results. <strong>Principal</strong>&lt;br&gt; <strong>Projects/LTIs:</strong> Support LTI search. Focus on depth for project work. <strong>Assessment:</strong> Support Benchmark assessments using Data Director. Debrief Exhibitions.</td>
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<tr>
<td>December</td>
<td><strong>Advisory:</strong> Support depth of learning plan goals. Focus on project development with an emphasis on depth of learning. <strong>Principal</strong>&lt;br&gt; <strong>Projects/LTIs:</strong> Continue to support LTI search. <strong>Assessment:</strong> Continue to support portfolio organization. Analysis of benchmark data for whole school and all subgroups.</td>
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<td>January</td>
<td><strong>Advisory:</strong> Focus on researching skills (note taking, research, finding resources). <strong>Principal</strong>&lt;br&gt; <strong>Project/LTIs:</strong> Support LTI project work. <strong>Assessment:</strong> Preparation for second Exhibition. Support online portfolio creation.</td>
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<tr>
<td>February</td>
<td><strong>Advisory:</strong> Midyear checks on all students and make Learning Plan adjustments. <strong>Principal, Assistant Principal</strong>&lt;br&gt; <strong>Projects/LTIs:</strong> Focus on project research and documentation. <strong>Assessment:</strong> Benchmark testing.</td>
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<tr>
<td>March</td>
<td><strong>Advisory:</strong> Prep for quarter Exhibitions. Start prepping for summer work. <strong>Principal</strong>&lt;br&gt; <strong>Projects/LTIs:</strong> Focus on depth and rigor of projects. <strong>Assessment:</strong> Prep portfolios for final Exhibition.</td>
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<tr>
<td>April</td>
<td><strong>Advisory:</strong> Continue to support Quantitative Reasoning curriculum. <strong>Principal, Math Content Area Specialist</strong>&lt;br&gt; <strong>Projects/LTIs:</strong> Focus on depth and rigor of projects. <strong>Assessment:</strong> Continue prep for final Exhibitions.</td>
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<tr>
<td>May</td>
<td><strong>Advisory:</strong> Prep for Advisory trips and closure activities. <strong>Principal, LTI Coordinator</strong>&lt;br&gt; <strong>Projects/LTIs:</strong> Focus on completion of projects. Start prepping for Exit Meetings for LTIs <strong>Assessment:</strong> Prep for final Exhibitions, portfolios and final benchmarks.</td>
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<tr>
<td>June</td>
<td><strong>Advisory:</strong> Finalize summer opportunities for all students, Annual staff needs assessment. <strong>Principal</strong>&lt;br&gt; <strong>Projects/LTIs:</strong> Complete self- and peer-evaluations of projects. <strong>Assessment:</strong> Final Exhibitions, portfolios. Summative data analysis for whole school and all subgroups.</td>
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<tr>
<td>July</td>
<td>Independent opportunities for teacher professional development based on professional goals <strong>Facilitated by principal</strong></td>
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I. **MEETING THE NEEDS OF ALL STUDENTS**

New Village Girls Academy
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. 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**

**English Learners**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the 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 EL program assessment. 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 ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

c. **Process for Identifying ELs**

English Learners typically comprise between 30-40% of the New Village student population. NVGA will adhere to all applicable state and federal laws and regulations with respect to serving students who are English learners. In order to identify students who are English learners in a timely fashion and to provide appropriate instructional support and services, all parents will be 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 California English Language Development Test (CELDT) or 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 CELDT/ELPAC test results. CELDT/ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English learners will be assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities will be permitted to take the 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 CELDT/ELPAC, according to the guidelines set forth in the student’s IEP. NVGA staff will notify parents of the school’s responsibility to conduct CELDT/ELPAC testing and will inform parents of CELDT/ELPAC assessment results within 30 calendar days following receipt of test results from the test contractor.

d. **Educational Program for English Language Acquisition**

Recent data indicates that at least 50% of our ELs, according to the July 1999 California English-Language Development Standards, are categorized as “advanced” or “early advanced” on the CELDT, and most of the other ELs are “intermediate” English Learners. These categories, in terms of the new CA ELD Standards, translate to the “expanding” and “bridging” levels on the ELPAC. We do enroll some students who are “early intermediate” and “beginning,” but those numbers tend to be small.

Because of the more advanced level of our EL population, our instruction will focus on the acquisition of academic language, developing proficiency in shifting language use based on task, purpose, audience, and text type. Two key components supporting our English Learners are identification and support from a BCLAD certified teacher. Any student coming to New Village classified as an EL will work closely with her advisor to include English Language Development goals on her Individualized Learning Plan. Newcomer students’ specific needs will be assessed by the initial CELDT which will be administered within mandated timelines. New Village will train all teachers in the use of strategies to support ELs and will employ at least one BCLAD teacher who will be available during a dedicated part of the school day to support our ELs.

In order to meet the individual needs of each English learner, advisors will carefully monitor student
performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the CELDT/ELPAC will be provided supplemental English Instruction, 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 our school provides for all students.

e. **How The Program Will Meet The New State ELD Standards And Use The Results Of The CELDT/ELPAC**

Our programs to support English Learners are based on the new California ELD Standards. Because the current California English Language Development Test (CELDT) is aligned to the 1999 ELD Standards, the CELDT program will be replaced by the proposed English Language Proficiency Assessments for California (ELPAC) system, which will be aligned to the 2012 revised CA ELD Standards. Until the ELPAC system is fully operational, New Village will continue to administer the CELDT as the state’s measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

EL instruction will be grounded in the best available research on supporting ELs in an English Immersion environment and guided by the CA ELD Standards. Students will be expected to advance at least 1 ELD level, or the equivalent ELPAC Proficiency Level Descriptor, annually as measured by the CELDT. Our ELD teacher will partner with the advisors of EL students to include ELD goals on students’ learning plans. Additionally, our ELD teacher will assess student progress towards attainment of the standards using a standards-based guide, for example, EL portfolios.

f. **Services And Supports For English Learners, Including Instructional Strategies And Intervention**

As the system is transformed, teachers will have access to ELD assessment results to inform program placement, reclassification, and to help target ELD instruction by adjusting instructional strategies as needed. New Village will procure assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress and to modify classroom instruction. New Village will determine on an annual basis in accordance with LAUSD policies and procedures whether to adopt the district’s English Learner Master Plan or develop a New Village Master Plan for English Learners. In the 2014-2015 school year, New Village will adopt and implement the LAUSD’s English Learner Master Plan.

New Village will seek out high quality professional learning opportunities for all its educators to ensure that every English learner student 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 will be focused 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. Teachers authorized to teach English Learners will continue to receive training and support in the effective implementation of techniques such as Specially Designed Academic Instruction in English (SDAIE) and scaffolding. Teachers will also observe model lessons and receive feedback on their implementation of new techniques. Teachers will work with our ELD teacher to be aware of the specific language needs of our EL students. Strategies such as front loading content area vocabulary, using graphic organizers, pairing students with an English proficient student partner,
and allowing for 1:1 support with Spanish speaking instructional aides will be employed to further ensure student access to academic content. All students identified as EL will participate in dedicated English as a Second Language instruction.

g. 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. The Principal conducts regular (at least quarterly) observations in every classroom, including ELD. Each observation is followed by 1:1 conversation including observation feedback, trouble shooting and professional goal setting. In addition to this ongoing practice, the Principal works with all staff annually to review summative data on student progress, including our annual CELDT and/or ELPAC scores. Staff will analyze data for trends and patterns and to identify areas of achievement and areas in need of growth. This data analysis is followed by conversation and, if necessary, additional staff training. Our expectations for our English Learners are that our ELs will show proficiency in content areas equal to our general population of students and that our ELs will improve at least 1 ELD level annually as measured by the CELDT or the equivalent measure of 1 ELD level on the ELPAC assessment.

h. Process And Specific Criteria For Reclassification

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking. At the end of the semester teachers will also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Assistant Principal, who will work with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

Reclassification criteria and procedures are outlined below.

Reclassification Criteria:
- CELDT/ELPAC: Overall performance level of 4 or 5 (or ELPAC equivalent measure) and skill area scores of 3 or higher (or ELPAC equivalent measure) in listening-speaking, reading, and writing
- Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of C or above
- Teacher/EL Coordinator judgment: Classroom teacher and EL Coordinator/Assistant Principal judge that the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards
- CST/CAASPP or CMA: Basic, Proficient, or Advanced performance on the ELA/Literacy section of the test
- Parent Opinion and Consultation: Notice will be provided to parents/guardians of their rights, and they will be encouraged to participate in the reclassification process. Teachers will provide
an opportunity for a face-to-face meeting with the parents/guardians to discuss their child’s progress toward English language proficiency.

- **Comparison of Basic Skills:** Performance in basic skills means the score and/or performance level resulting from a recent administration of an objective assessment of basic skills in English, such as the California English–Language Arts Standards Test (new California Assessment of Student Performance and Progress (CAASPP) for ELA) and the California Modified Assessment for ELA (CMA for ELA). Range of performance in basic skills means a range of scores on the assessment of basic skills in English that corresponds to a performance level or a range within a performance level. Students of the same age refers to students who are enrolled in the same grade as the student who is being considered for reclassification.

**Reclassification Procedures**

The following reclassification procedures will be used:

- Each semester, the Principal/Assistant Principal creates a list of all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification, as well as an updated potential reclassification list to teachers. This document lists by class all students who meet the CELDT/ELPAC and CAASPP criteria for reclassification.
- Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.
- In some cases, the Principal/Assistant Principal works with the teacher to determine the ability of individual students to master grade level standards without language support.
- Based on the information provided by teachers, the Principal/Assistant Principal identifies students ready to be reclassified and submits these names to the Office Manager. The Office Manager sends a reclassification letter to these students’ parents and submits their names and report cards to the school district.
- Reclassified students continue to be monitored to ensure their continued ability to achieve mastery of the CA CCSS for ELA/Literacy.

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

Students will be monitored in conjunction with the following CA ELD Standards Proficiency Level Descriptors (PLDs). The 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 of three proficiency levels: Emerging, Expanding, and Bridging. 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:

- **Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.
- **Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

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28 http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf
Bridging: Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

It is our philosophy that ELs at all proficiency levels are capable of high-level thinking and can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support. The extent of support needed varies depending on the familiarity and complexity of the task and topic, as well as on the student’s English language proficiency level.

Within the PLDs, three general levels of support are identified: Substantial, Moderate, and Light:

- **Overall Proficiency**: A general descriptor of ELs’ abilities at entry to, progress through, and exit from the level;
- **Early Stages**: Descriptors of abilities in English language that ELs have at the early stages of the level; and
- **Exit Stages**: Descriptors of abilities in English language students have at exit from the level.

The descriptors for early and exit stages of each proficiency level are detailed across:

- **Three Modes of Communication**:
  - Collaborative (engagement in dialogue with others);
  - Interpretive (comprehension and analysis of written and spoken texts); and
  - Productive (creation of oral presentations and written texts); and

- **Two dimensions of Knowledge of Language**:

  **Metalinguistic Awareness**: The extent of language awareness and self-monitoring students have at the level; and

  **Accuracy of Production**: The extent of accuracy in production ELs can be expected to exhibit at the level; English learners increase in accuracy of linguistic production as they develop proficiency in English. Accuracy may vary within a level depending on context, such as extent of cognitive demand or familiarity of a task.

English learners will continue to be re-evaluated annually using the CELDT / 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). NVGA will set a demanding reclassification target annually. The Principal/Assistant Principal to serve as the testing coordinator and will meet periodically with teachers throughout the school year during grade level
planning to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years to ensure that they are able to keep up with their peers. CELDT/ELPAC testing will not be required during the monitoring period.

j. Process for monitoring progress and supports for Long Term English Learners (LTELs)

Because the programs at New Village are highly individualized, the specific needs of LTELs can be readily identified and addressed. LTELs will participate in our dedicated ELD block in which their academic language and specific academic vocabulary and language structures will be developed. In addition, LTELs may be assigned to our ELD teacher as an advisor in order to allow greater focus on developing English Language proficiency. Other options may be explored to support our LTELs including enrolling in ESL classes at a community college or using computer programs to support language acquisition. Because the needs of LTELs are varied, we will work with our ELD teacher and the student’s advisor 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 will prioritize resources (e.g. curriculum for ELD instruction) for LTELs. Students will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students’ specific barriers to reclassification and ways to address them.

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. 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 6 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 1 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 6 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 a recommendation for GATE support.

b) High Achievement Ability/Specific Academic Ability: Student standardized test scores and grades will be examined. Students performing at least 2 levels above expectations or those scoring Well Above Average for 3 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 1 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 1 of the applicable categories.

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 baseline assessments to determine their ability to read, write, and utilize basic math functions. Any student determined to need additional support in these areas is guided to work with credentialed ELA and Mathematics instructors 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 or qualified tutor, seminars and workshops covering remedial content, and the use of technology (e.g., the APEX online learning system 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 quarterly 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. Most of our students come from home situations that are poor, 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. Our school structure, based around the Advisory system, ensures that all students’ needs will be well known 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. Partnering agencies include St. Anne’s, the Children’s Institute, and LAUSD.

5. **Students with Disabilities**

**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 schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

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

**SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the

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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 but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

**Modified Consent Decree Requirements**

All charter schools 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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

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

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**
• All Students enrolled as of December 1 of each school year

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

• Dropout (**Including Charter Schools**)

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

• Monthly SESAC and Suspension data (**Including Charter Schools**)

• Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is 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 beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

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 the impact of abuse, neglect and substance abuse. 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 immediate struck by the atmosphere of community. Every person entering campus is greeted warmly and respectfully by all staff and students. Students are school ambassadors and welcome visitors and peers to their school.

The school day is from 8:00 AM – 3:30 PM, but staff and students are on campus as early as 7:00 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 with their advisor. Advisors 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.
After checking in with advisors, students have varied schedules. Advisories move together through most of the school day. In advisory, students develop literacy and communication skills, manage Individual Learning Plans, develop projects, acquire and manage internships, are assessed 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. At least once a day, all students are in advisory together. During other parts of the day, students may break off to attend content area courses taught by content area specialists.

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.

On Monday, Wednesday, and Friday, advisories travel to an integrated science class. Students are either studying Biology or Physics. Our Science teacher supports a standards based curriculum based on student projects. Students travel to specialized courses in mathematics, Foreign Languages, and to RSP, EL, and remediation services as needed throughout the day. Students may also have individual appointments with therapists or counselors to support their mental well-being.

On Tuesdays and Thursday, students participate in Physical Education, Advisory, and either World or US History. RSP, EL, and credit recovery services are also available on Tuesdays and Thursdays. After lunch, 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. Once they are ready, students leave campus in the afternoons to participate in field trips, 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 on a quarterly basis through public exhibitions.

After school each day, our students have access to extracurricular activities and academic support through our partnership with the Youth Policy Institute.
“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 §§ 47605i(1), 60605.

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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, 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.

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).*

Upon receiving ASAM designation approval, New Village selected the following 3 indicators to monitor and benchmark program progress.

<table>
<thead>
<tr>
<th>Indicator Number and Name</th>
<th>Measure</th>
<th>Selection Restrictions</th>
<th>Data Reporting Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Attendance</td>
<td>Attendance and</td>
<td>May not be selected by</td>
<td>At least 65% of students</td>
</tr>
</tbody>
</table>
persistence

juvenile court or DJJ schools. Only one of indicators 3, 4, or 6 may be selected.

must receive in-class instruction.

8. Writing Achievement

Academic Achievement

Pre-post assessment instrument must be selected from those approved by ASAM.

The number of valid test results must be at least 25% of the total long-term enrollment and not fewer than 11 students.

Our progress to date on these 3 measures is charted below.

<table>
<thead>
<tr>
<th>Indicator Number and Name</th>
<th>Measure</th>
<th>Baseline Benchmark from 2010-2011</th>
<th>Progress to 2013-2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Attendance</td>
<td>Attendance and persistence</td>
<td>ADA: 70.1%</td>
<td>ADA: 73.5%</td>
</tr>
<tr>
<td>8. Writing Achievement</td>
<td>Academic Achievement</td>
<td>From 2012-2013: 10% of students are strong (4/5) writers 42% of students are basic (3) writers 48% of students are below basic (1/2) writers</td>
<td>23% of students are strong (4/5) writers 45% of students are basic (3) writers 32% of students are below basic (1/2) writers</td>
</tr>
<tr>
<td>10. Math Achievement</td>
<td>Academic Achievement</td>
<td>No data available</td>
<td>22.2% at or above proficient (APR report)</td>
</tr>
</tbody>
</table>

In our next charter term, we are committed to using 3 ASAM indicators to improve our practice and programs, and have created Specific Measureable Attainable Realistic Timely goals around each.

<table>
<thead>
<tr>
<th>Indicator Number and Name</th>
<th>Measure</th>
<th>Current Level</th>
<th>SMART Goal over 5 Year Charter Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Attendance</td>
<td>ADA</td>
<td>ADA: 73.5%</td>
<td>New Village will increase ADA by at least 2% annually, until we meet or exceed 85%.</td>
</tr>
<tr>
<td>9. Reading Achievement</td>
<td>QRI (or comparable, common core aligned assessment)</td>
<td>23% of students are strong readers as measured by the QRI.</td>
<td>New Village will increase the percentage of students showing high school level reading proficiency as measured by the QRI or a comparable common core aligned assessment of reading by at least 5% annually until we meet or exceed 75%.</td>
</tr>
</tbody>
</table>
10. Math Achievement | Algebra I and Geometry annual course pass rate | 22.2% at or above proficient (APR report) | New Village will increase the pass rate in Algebra I and Geometry by at least 5% annually until we meet or exceed 75%.

In addition to the ASAM indicators, the school has identified the need to focus attention in the following areas:

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>Measure</th>
<th>Current Level</th>
<th>SMART Goal over 5 Year Charter Term</th>
</tr>
</thead>
</table>
| Reclassification of English Learners          | Reclassification Rates and annual CELDT/ELPAC data                     | 0% reclassification | New Village will provide dedicated ELD support to all students identified as Beginning, Early Intermediate, or Intermediate ELs beginning in the 2014-2015 school year.  

New Village students classified as ELs will advance, at minimum, 1 level in English Language Proficiency annually as measured by the CELDT.

New Village will implement a process for reclassification during the 2014-2015 school year as referenced in Element 1 of the petition.

New Village will use the 2014-2015 reclassification rate as a baseline and increase the reclassification rate annually, with a goal of reclassifying at a rate of at least 20% annually by the end of the 5 year charter term. |
| Implementation of California Common Core      | Smarter Balanced Assessment                                            | None, baseline year | Once a baseline is established, New Village |
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 Charter High School 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 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. New Village uses Assess2Know/Data Director to benchmark student achievement toward state content area standards. 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.

D. DATA ANALYSIS AND REPORTING

New Village Girls Academy 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 assessment administered during the first 6 weeks of school or, in the case of the CELDT, in compliance with applicable timelines for assessing English Learners, are reviewed in week 7. This data forms the launching point for individualized academic instructional support and practice. While ILPs are developed during the first 6 weeks 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.

Benchmark testing in conducted in math and ELA and ELD portfolios are reviewed in December or prior to the end of the first semester. Data review typically occurs when school resumes after the Winter Break. Like baseline assessment review, benchmark review serves as an opportunity to review and adjust, as needed, ILPs and support for individual students.

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 on a daily basis as they review learning plan goals and determine next steps. 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 learning plan. 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 use classroom-based data in much the same way as advisors 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.

While our focus as New Village is firmly on students as individuals, and we work hard to measure each young woman against herself, multiple forms of data are used on the school-wide level to look for patterns or success or challenge 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, graduation rates, enrollment in 2 or 4 year colleges, rates of pregnancy or delinquency after enrolling in New Village, CELDT, CAHSEE, statewide assessment, and QRI scores. The administrative team, led by the principal, examines this data, biannually, 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 schools 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 narrative 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 folder 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 are broken down as follows:

1) 30% of the grade is attendance. Students earn attendance credit by being in class, on time. Excused absence or tardiness is not counted against students. Students earn 1 point for each class attended, on time. Students earn .5 points for each class attended, late. Students earn 0 points for each class missed without an excused absence. 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 completion credit by completing teacher given assignments on time. Assignments completed late because of excused
absences or life circumstances are not counted against students. Students earn 1 point for each assignment completed on time. Students earn .5 points for each assignment completed late. Students earn 0 points for each assignment not completed. Total point 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 (e.g., in math, via the APEX system). Assignments may be weighted by teachers, but generally, students will have the opportunity to earn 1 point for an assignment that is completed with satisfactory quality, .5 points for an assignment that is completed with quality needing improvement, and 0 points for an assignment completed that does 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 the final assignment. Final assignments are designed to allow students to demonstrate their understanding of the content and concepts addressed in the course. Final assignments can take the form of exams, or written assignment (e.g., essays), but they most often take the form of an integrated, project-based exhibition. 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.

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 expectations for each grade (9-12), and as a student meets these expectations, she is promoted to the next grade.
ELEMENT 4 – GOVERNANCE

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

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 comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

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 the school website will satisfy this requirement.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

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

Charter School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for the school, 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 charter, is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

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

**STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer a copy of the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**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 Girls Academy 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;
- Approve and monitor New Village Girls Academy’s annual budget, budget revisions, and monthly cash flow statements;
• Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of New Village Girls Academy in accordance with applicable laws and the receipt of grants and donations consistent with the mission of New Village Girls Academy;
• 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 Board 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 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 school and all employees of the school, subject to the oversight of the 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 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 Board of Directors.

The Board of Directors is responsible for hiring, supervising, disciplining, and dismissing the Principal, as needed. The 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 Board 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 school’s Principal shall not serve on the Board and shall not vote in Board elections.

The current Board is as follows:

• Brenda Freiberg, Board Co-Chair
• Belinda Smith Walker, Board Co-Chair
• Tom Weissenborn, Vice Chair
• Raquel De La Hoya, Treasurer
• Justine Bae Poon, Secretary
• Andrew Bogen, Immediate Past Chair
• David Abel
• Melva Alvarez
• Mike Babcock
• Michelle Koenig Barritt
• Karen Bertero
• Allison Binder
• Andrew Bridge
• Robert Denham
• Megan Freeman
• Madeleine Kleiner
• Dan Posel
• Win Rhodes
• Suzanne Wilson

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

k. **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 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 Board and the director. New members are selected in accordance with Board policies and procedures.

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 board. There are no specific qualifications for board members, 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 board 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 Board of Directors and will be posted at the entrance of the school’s main office.
and posted on the 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 main office and on the school’s website at least 24 hours prior to the meeting. Board members 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 publicly available in the same manner as the agendas for the meetings. Copies of Board minutes will be available upon request in the main office of the school.

As previously stated, New Village Girls Academy shall comply with the Brown Act. New Village Girls Academy 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.

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 board. 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.

**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 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 school, school leaders and classroom teachers to support their children’s education.

Parents will be provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents will be supported in their participation in monitoring their child’s individual learning plan toward college readiness.

Parents will be invited to participate in governance committees including the School Site Council and a Stakeholder Advisory Council. These committees will meet every other month. The School Site Council will be comprised of an equal number of elected representatives from the school staff and the parent/guardian community. The Site Council will be responsible for making decisions related to applicable federal funding streams. The Stakeholder Advisory Council will be comprised of volunteers representing parents, internship mentors, community partners, school staff, and the New Village board. The Stakeholder Advisory Council will be responsible for advising the school Principal on decisions directly related to the instructional program and services provided to students. The Stakeholder Advisory Council will not have decision making power, but will act in an advisory role.

**Student Leadership**
Students elect student body and class officers each semester, and representatives from each Advisory and student officers participate in a student leadership class offered as an elective in the after-school program. In the student leadership class students discuss issues of interest concerning the school and organize presentations to faculty and the Board on behalf of the student body.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the 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 recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. 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 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 school. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the 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 clearance will be completed for all employees prior to the start of employment.

Staffing at New Village 2014-2015

5 Advisors
1 Math Teacher
1 Science Teacher
1 Spanish/ELD teacher
1 RSP Teacher
1 School Psychologist (PT)
3 Classroom Aides
1 Principal
1 Assistant Principal
1 Internships/Community Partnership Coordinator
1 Post-Secondary Advisor
1 Office Manager
1 Custodian

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 is responsible for supervising and directing the day-to-day operations and all employees of the school in accordance with the policies and directions of the Board of Directors, the Charter and applicable legal requirements. The following is a non-exclusive list of the Principal’s responsibilities:

- Implements policies of the Board and ensures compliance with provisions identified in the Charter and applicable law.
- Supervises and directs the faculty, staff and volunteers of the school, including hiring, evaluating and, as needed, terminating personnel.
- Supervises and provides oversight of curriculum and instruction.
- Supervises and coordinates the implementation of school policies and student discipline.
- Supervises special education services and IEP meetings.
- Participates and provides leadership for the WASC leadership team, charter renewals and any needed charter revisions.
- Supervises and directs professional development for faculty and staff.
- Recommend approval of contracts to Board of Directors (facilities, Independent contractors, organizations).
- Participates in the preparation of annual budgets, plans and schedules for the school.
- Meets regularly with the Family Council and Student Leadership.
- Facilitates communication between stakeholders at the school, including making reports to the Board.
- Represents the school to the community, LAUSD, funders, student families, volunteers, collaborating organizations and others comprising the school community.
- Supervises and directs the preparation and submission of required reports to the State of California, LAUSD and other applicable agencies.
- Supervises and directs student recruitment.
- Participates actively in fundraising on behalf of the school.

The position of Principal requires expertise in project-based learning, experience in school leadership and commitment to students from challenging circumstances. A valid California teaching credential is required; a valid administrative credential is preferred. Experience with budget development and monitoring, and administrative experience with diverse populations and settings are also desired. Integrity, enthusiasm for challenge and belief in the potential of our students are among the personal qualities we seek.
Experience with the Big Picture learning model is highly desirable but not necessarily a prerequisite. Fluency in Spanish is preferable.

**Teachers**
As noted above, teachers must meet the requirements for employment as stipulated by the California Education Code section 47605(1) and the applicable provisions of *No Child Left Behind*. Teaching assistants and other staff/consultants are not required to hold credentials but are expected to demonstrate subject knowledge and the ability to work well with students, as well as the ability to carry out the roles and responsibilities as stated in their specific job description.

Teacher responsibilities include:
- Preparing and implementing lesson plans and providing effective instruction in conformity with California standards
- Assessing student progress and maintaining accurate records.
- Participating regularly in, and contributing to, professional development opportunities.
- Acting as student advisor in accordance with New Village’s Advisory program.
- Working with students, parents and mentors in developing individual learning plans.
- Supervising and supporting students in the implementation of their individual learning plans.
- Contributing to the establishment and maintenance of a strong school culture.
- Maintaining regular, punctual attendance.

Selection of teachers will be based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Teachers are required to possess a valid teaching credential appropriate to their teaching assignment and be “highly qualified” per NCLB specifications. Experience teaching at-risk youth is strongly desired along with a demonstrated commitment to the mission of New Village.

**Paraprofessionals**
Under the supervision of highly qualified teachers, paraprofessionals assist teachers with instruction and reinforces learning experiences, working with individual and groups of students in the classroom and other school environments and in transitions from place-to-place; assisting in observing and recording data related to behavior, IEP and Individual Learning Plan goal achievement of students; attending professional development opportunities; facilitating positive social interactions among students; and related duties as assigned.

Paraprofessionals are required to possess a high school diploma and either an Associate’s Degree or the equivalent (2 years of college) from a recognized college or university, and meet all requirements needed for compliance with No Child Left Behind regulations.

**Classified Employees**
Office personnel duties will include, but not be limited to:
- Answering telephones
- Maintaining financial, attendance and other records
- Filing reports
- Enrolling students
- Managing/monitoring office operations
• Ordering and purchasing office and classroom supplies and vendor management
• Developing and implementing clerical and administrative procedures for daily school operations
• Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned
• Working with ExED in the maintenance and preparation of financial records and the conduct of audits
• Bilingual translation and communication with parents and community.

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.
ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. 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 child abuse awareness and reporting and blood borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Charter School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Charter School, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Charter School employee. 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, and (2) Charter School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunization and health screening of its students, 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 immunization records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

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 *Children’s Institute & St. Anne’s*): students are offered referrals to local community organizations for mental health therapy. Both individual and family therapy is available.
- **Health Care Access** (in partnership with *St. Johns Well Child & Family Center*): students have access to a medical professional who can provide comprehensive services.
- **Physical Education**: students participate in multiple physical fitness classes throughout the year, including volleyball, basketball, dance, hiking, cross fitness and yoga.
- **Art Therapy** (provided by *Peace Over Violence & A Window Between Worlds*): students complete a monthly art project that is designed to inspire self-reflection and healing from trauma. Lesson and supplies are donated by a local non-profit organizations focused on ending violence.
- **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, pursuant to the Healthy, Hunger-Free Kids Act of 2010, New Village offers the National School Lunch Program, the School Breakfast Program, the Special Supplemental Nutrition Program for Women, Infants and Children (WIC), and the Child and Adult Care Food Program.
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 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. Instead, the District now receives 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.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant 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 NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
• Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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.

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. In addition to our collaboration with St. Anne’s Maternity Home, New Village makes particular efforts to publicize the school to representatives of the Los Angeles County Departments of Probation and Children and Family Services, foster care agencies/support organizations, and to nonprofit organizations dealing with pregnant and parenting adolescents and girls having extraordinary educational issues. We also work with counseling staff at nearby traditional middle and high schools, who refer many students to us. Materials concerning the school are provided in Spanish and English.
New Village will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation of the school’s efforts to achieve racial and ethnic balance.
ELEMENT 8 – ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

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)).

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 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.

30 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.
Families must submit an Application for Enrollment during the open enrollment period that includes the student’s name, entering grade level, birthday, and contact information for the family. A copy of the draft Application for Enrollment form may be found in Appendix B. Application materials will be made available in English and Spanish. A deadline for new enrollment applications (occurring each spring) for the following school year will be announced on the school’s website and in all promotional materials.

B. STUDENT RECRUITMENT

See Element 7, above.

C. LOTTERY PREFERENCES AND PROCEDURES

Following the open enrollment period, applications will be counted to determine if any grade level has received a number of applications that exceed available seats. If the number of students who have applied for any grade exceed capacity as of the date of the application deadline, (due to the unique nature of our mission and school, we have not held a lottery in the school’s seven year history; throughout each school year we experience natural attrition and have been able to accommodate new applicants mid-year), a public random drawing will be held to select students to be enrolled, in accordance with Education Code section 47605(d)(2). In accordance with applicable law and federal guidance, the following groups of students will be exempted from the lottery:

- Students who are currently enrolled
- Siblings of admitted students

In addition to the foregoing, admissions preference will be given first to residents of the District, in accordance with applicable law. Preference also will be given to students in the residential treatment program operated by St. Anne’s. No other admissions exemptions or preferences will be assigned.

New Village will designate an application deadline and only applications received prior to the deadline will be included in the public random drawing. The New Village lottery will occur in the spring of the year of enrollment. The lottery is open to the public and details will be provided on the Application Form and on the New Village website. The school will inform parents of all applicants and all interested parties of the rules to be followed during the lottery process, location, date and time of the lottery via mail at least two weeks prior to the lottery date. The school will choose a date and time for the lottery (preferably on the weekend or after 6 pm on a weekday) so that most interested parties will be able to attend, though parents/guardians will not need to be present in order to secure enrollment. The lottery will be held at the school site if the school facility can accommodate all interested parties. The New Village Principal and at least one other school employee will conduct the Admission Lottery as a public event to ensure that lottery procedures are fairly executed.

Initial rounds of offers are made by mail, while any subsequent offers are made through contacting applicants by phone. Students who are offered spots will be asked to complete an Enrollment Packet (see Appendix B) to secure their spot. New Village staff will be available to assist families in completing this paperwork if needed. When an offer is made, New Village will typically request that applicants notify the school within two days to indicate whether or not they will accept; if offers are declined or applicants do not respond, the spot is then offered to the next applicant on the waitlist.
A waiting list will be developed from the applications that do not receive admission in the order they are drawn in the lottery. The waitlist for the current school year remains active until New Village’s admissions period commences for the following year. Applications are only valid for the current year. Applicants must reapply for the lottery annually if we are unable to offer them admission for the current year.

The New Village administration will record all dates and dialogue regarding admissions activity for each applicant within the database. The manual record of all lottery participants and their assigned lottery numbers will also be physically filed on campus. Each applicant’s Application for Enrollment is kept on file for the academic year with his or her assigned lottery number in the school database and on his or her Application of Enrollment.

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 family at the appropriate grade level.
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).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

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 school’s Calendar of Reports
h. Statistical Report – monthly according to school’s Calendar of Reports
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

A. ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of New Village School to verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

New Village will engage an independent public accountant with school accounting experience, certified by the State of California (via the State Controller’s list of approved auditors to conduct public charter school audits), to audit the school’s financial statements in accordance with Generally Accepted Auditing standards (GAAP) and the audit guide issued by the Controller of the State of California. The New Village Board of Directors will be responsible for contracting and overseeing the independent audit, and ensuring a copy is provided to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline. The school’s plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Audit exceptions and deficiencies will be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. New Village agrees to resolve outstanding issue from the audit prior to the completion of the auditor’s final report.
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 implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?
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 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Ed. 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**

Many New Village students have previously been suspended and expelled from school, often on numerous occasions, and are indifferent to whether it occurs again. 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, 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.

Students who do not adhere to stated expectations for behavior and who violate the school’s rules will have consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
- Individual conference with the teacher
- Loss of privileges (e.g. attendance at school functions- dances, games, etc.)
- Individual behavior contract
- Referral to the Principal, Assistant Principal or other school staff member
- Notices to parents by telephone or letter
- Parent conference, at school or during a home visit
- Suspension
- Expulsion
Any student who engages in repeated violations of the school's behavioral expectations which cannot be dealt with through counseling and other strategies will be required to attend a meeting with appropriate school staff and the student's parent/mentor. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. New Village staff are trained and annually review in de-escalation strategies for students in crises. These strategies focus on developing relationships with students, identifying and avoiding, when possible, triggers for undesirable behavior, and stabilize students who have been triggered safely. This policy and its procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Parent/Student Handbook which is sent to each student at the beginning of the school year. The principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900 related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds
- While going to or leaving from school
- During, or traveling to or from, a school-sponsored activity

B. GROUNDS FOR SUSPENSION AND EXPULSION

**Mandatory Expulsion:** It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

- brandishing a knife
- possession, selling, or furnishing of a firearm, knife, explosive, or other dangerous object
- offering, negotiating a sale or selling a controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- committed or attempted to commit sexual assault or committing a sexual battery (as defined in Section 48900)
- Violation of the Federal Guns Free School Act

**Discretionary Expulsion/Suspension:** In addition to the foregoing mandatory suspension/expulsion infractions, students may be immediately suspended and recommended for expulsion upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, or was under the influence of any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
• Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
• Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, etc.
• Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
• Possessed an imitation firearm, i.e., a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
• Caused or attempted to cause damage to school property or private property.
• Stole or attempted to steal school property or private property.
• Committed an obscene act or engaged in habitual profanity or vulgarity.
• Knowingly received stolen school property or private property.
• Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
• Aided or abetted the infliction or attempted infliction of physical injury to another person.
• Engaged in sexual harassment as defined in Education Code Section 48900.2.
• Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
• Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
• 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 school personnel.

IN-SCHOOL SUSPENSION
New Village offers in-school suspension as a means of reducing time missed from learning for behavioral issues. Advisors work with the student and her family to arrange a schedule for the student to engage in credit recovery and after-school tutoring as needed to ensure she is able to keep up with her school work while on suspension.

C. SUSPENSION AND SUSPENSION APPEALS PROCEDURES
Parents/guardians will be notified by the Principal through a telephone call and in writing in advance to enactment of the suspension and can appeal a student’s suspension. Suspension Time Limits when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. The maximum number of days of suspension for the year is 20. The school will provide classroom material and current assignments to be completed at home by the student during the length of the suspension.

The suspension of a student will be at the discretion of the Principal or his/her designee. A suspension appeal may be made in writing to the New Village Board of Directors within the term of the suspension (except for cases that are proceeding through the expulsion process). The Board of Directors will hear the
appeal within 5 working days. Following due consideration, a decision by the Board of Directors regarding student suspension will be considered final. In the case of a student whose suspension is found unwarranted, the suspension will be expunged from the student’s records.

2. **Expulsion Procedures**

If the Principal recommends expulsion. The student and the student’s parents will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following findings:

- The student’s presence will likely be disruptive to the educational process
- The student poses a threat or danger to others.

Upon this determination, the student’s suspension will be extended pending the results of an expulsion hearing. The school will provide interim education and placement by providing assignments for the student to be completed at home.

Students who commit a Category I offense may be recommended for immediate expulsion at the discretion of the principal. Students committing Category II or III offenses will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

**Expulsion Hearing**

Students are recommended for expulsion at the discretion of the Principal and in conversation with the student’s advisor. The Chair of the New Village Board of Directors is always advised if a student is recommended for expulsion. A Student 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 principal’s recommendation for expulsion. The hearing shall be presided over by the Expulsion Panel of three members. The Expulsion Panel will be selected by the Board of Directors. The Expulsion Panel will include an impartial panel of local charter school administrators. None of the Expulsion Panel will be current or former employees of New Village Girls Academy. The Expulsion Panel will make an expulsion decision for any student found to have committed an expellable offense.

The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

The principal will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student’s parents/guardians at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student’s parents to appear in person at the hearing
- The opportunity for the student to be represented by counsel
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- Notice of appeal rights/procedures.
- The right to postpone the hearing.
- The opportunity to question evidence presented and present evidence in her defense including witnesses.

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

**Presentation of Evidence**
While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. The decision of the Expulsion Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors of Expulsion Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Expulsion Panel shall be in the form of written findings of fact made within ten (10) working days following the conclusion of the hearing. If the Expulsion Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

After the Expulsion Panel conducts the hearing, the Expulsion Panel makes an expulsion decision within 24 hours of the hearing.

**Written Notice to Expel**
The principal shall send written notice of the decision to expel, including the Expulsion Panel or Board of Directors’ adopted findings of fact presented at the hearing, 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 students seeks to enroll of the student’s status with New Village Girls Academy.
3. Reinstatement eligibility date and readmission plan
4. Placement recommendation during the expulsion term
5. Right to appeal the expulsion decision
The principal will send a copy of the written notice of the decision to expel to the District of residence. This notice shall include the following:

1. The student’s name
2. The specific expellable offense(s) committed by the student.

D. APPEAL OF EXPULSION

Parents/guardians may appeal the decision of the Expulsion Panel within ten working days in writing submitted to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 10 working days). The appeal hearing will be conducted by the New Village Board of Directors. A student who has appealed her suspension will be placed on independent study until her suspension term is completed. The appeal hearing will be held within 10 working days of the parent’s written request. The New Village Board of Directors will make a decision regarding the expulsion within 3 days of the conclusion of the appeals hearing. The board will provide a written response to the principal and the family indicating their final decision within 24 hours of the board vote.

The decision to expel by the New Village Board of Directors will be final.

E. POLICIES AND PROCEDURES REGARDING REHABILITATION, REINSTATEMENT, AND READMISSION.

Suspended students will still be responsible for all classroom assignments, projects etc., and, as appropriate, students will be given an in-school suspension with a specific schedule in order to not miss any school days. Suspended students will work with the School Social Worker, Counselor and other personnel in maintaining currency. Students may also be able to obtain assignments through the Internet and in working with their assigned mentors. In the event of a decision to expel a student, the school will work cooperatively with the district of residence, county, and/or private schools to assist with appropriate educational placement of the expelled student. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

Pupils who are expelled from the school shall be given a rehabilitation plan upon expulsion as developed by the New Village Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the charter school for readmission.

The decision to readmit a student or to admit a previously expelled student from another school district or charter school shall be at the recommendation of the Principal with approval from the Board Chair and the student and parent/guardian, to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The student’s readmission is also contingent upon the enrollment capacity of the charter school at the time the student seeks readmission.

For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.
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).

The New Village Charter School, Inc. Board of Directors shall determine which school-sponsored retirement plans will be available to various types of staff (e.g., certificated staff, part-time staff, etc.).

New Village teachers currently participate in the California State Teachers’ Retirement System (STRS) and plan to continue to do so. 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.

Non-certificated employees will participate in the federal Social Security system in accordance with applicable law.
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 who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

As a school of choice, New Village does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process.
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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).

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
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. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs
and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15 – EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

New Village Girls Academy is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“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.
ELEMENT 16 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

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

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

Prior to revocation, and in accordance with Ed. 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 clause 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 Ed. Code section 47607.3.

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. 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**

Upon 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 immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and 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), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.

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 the 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 the 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 this notification 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 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 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 school closure

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, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure

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 school closure, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.
Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, 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 student records to the receiving schools shall be in accordance with 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 the 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, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. 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.

8. 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 CDE will notify the charter school and the authorizing entity of any liabilities the 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 the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the charter school.

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

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. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.
**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School’s bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. 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 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 the 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 the 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. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)
d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end 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 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
ADDITIONAL PROVISIONS

FACILITIES

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. 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.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School 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. 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 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. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
(i) **Co-Location**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

**Real Property Insurance**: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### Non-District-Owned Facilities

**Occupancy and Use of the Site**: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance**: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school 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 charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

1. **Commercial General Liability,** including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional 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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

**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 Ed. 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.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).