NEW Academy Canoga Park
Charter Petition Renewal

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Submitted to:
Los Angeles Unified School District
Charter Schools Division
333 South Beaudry
20th Floor
Los Angeles, CA 90017
(213)-241-0399

Submitted On: November 19, 2012
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Name of organization applying for charter: NEW Academy (NA)

Name of School: NEW Academy Canoga Park Charter School

Grades Served and Number of Students

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1 2013-2014</th>
<th>Year 2 2014-2015</th>
<th>Year 3 2015-2016</th>
<th>Year 4 2016-2017</th>
<th>Year 5 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK - K</td>
<td>60</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>1</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
<td>80</td>
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<tr>
<td>2</td>
<td>80</td>
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<tr>
<td>3</td>
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<tr>
<td>4</td>
<td>78</td>
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<tr>
<td>5</td>
<td>78</td>
<td>78</td>
<td>78</td>
<td>78</td>
<td>78</td>
</tr>
<tr>
<td>Total</td>
<td>456</td>
<td>476</td>
<td>476</td>
<td>476</td>
<td>476</td>
</tr>
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</table>

Target Neighborhood: Canoga Park
Duration of the Charter: As indicated above July 1, 2013 through June 30, 2018
Renewal process/timeline is to be renewed before 2013.
Facility Status/Location:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>K, TK - 5</td>
<td>NEW Academy Canoga Park</td>
<td>25 Classrooms, 1 Office, 1 Resource Rooms, Community Center, Cafeteria, playground, Teacher’s Lounge</td>
</tr>
<tr>
<td></td>
<td>21425 Cohasset Street</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canoga Park, CA  91303</td>
<td></td>
</tr>
<tr>
<td>Contact</td>
<td>Patricia Gould, Principal</td>
<td>NEW Academy Canoga Park</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21425 Cohasset St.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Canoga Park, CA  91303</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(818)710-2640  Fax: (818)710-2654</td>
</tr>
</tbody>
</table>

Does the Location Meet Board Policy (Low API, Overcrowded)? Yes

The demographics for the nearest elementary schools are as follows:
NEW CANOGA PARK EL

2011 BASE API AND 2012 GROWTH API DEMOGRAPHICS WITH COMPARISON SCHOOLS

This page displays the 2011 Base API, school ranks, 2012 Growth API, and the demographic information from the 2012 Growth API rept.

An asterisk (*) indicates that the school does not have a valid 2011 Base API or 2012 Growth API.

| ESC | BD | Loc Code | School | 2012 Enrol # on 1st Day of Testing | 2011 Base API | 2012 Growth API | 2011 Similar Schools Rank | Met 2012 Subgroup Targets | % Free/Reduced Lunch | % SpEd | % GATE | % EL | % RFE | % Hisp | % White | % Af. Am | % Asian | % Fille | 2012-13 PI Status |
|-----|----|----------|--------|------------------------------------|---------------|-----------------|----------------------------|--------------------------|------------------------|--------|--------|------|------|--------|--------|---------|--------|--------|---------|--------|-------|
| XR  | 3  | 547/7    | NEW CANOGA PARK EL | 313 | K-5 | 807 | 829 | 5 | 8 | Yes | Yes | 92 | 8 | 9 | 4 | 30 | 93 | 2 | 5 | 4 | 0 | Not in PI |

LAUSD Similar Schools from CDE

| E  | 2  | 201/4 | ALBION EL | 231 | K-6 | 787 | 830 | 4 | 5 | Yes | Yes | 100 | 6 | 10 | 3 | 9 | 23 | 74 | 1 | 4 | 23 | 0 | 2 |
| S  | 7  | 208/9 | AMBLER EL | 327 | K-5 | 790 | 835 | 4 | 6 | Yes | Yes | 74 | 9 | 8 | 4 | 3 | 15 | 1 | 4 | 0 | 1 | 1 |
| N  | 6  | 211/0 | ANATOLA EL | 313 | K-5 | 804 | 794 | 5 | 7 | No | No | 90 | 2 | 10 | 3 | 9 | 12 | 74 | 10 | 5 | 5 | 4 | 3 |
| S  | 7  | 247/3 | BONITA EL | 318 | K-5 | 787 | 802 | 4 | 5 | Yes | Yes | 78 | 1 | 4 | 7 | 5 | 10 | 48 | 4 | 4 | 2 | 2 | 3 |
| S  | 7  | 298/6 | CHAPMAN EL | 266 | K-5 | 863 | 877 | 8 | 10 | Yes | Yes | 71 | 1 | 3 | 5 | 2 | 9 | 17 | 62 | 3 | 8 | 14 | 2 | Not in PI |
| E  | 5  | 356/2 | EL SERENO EL | 313 | K-6 | 784 | 811 | 4 | 4 | Yes | No | 100 | 9 | 8 | 3 | 2 | 16 | 98 | 0 | 4 | 2 | 0 | 3 |
| W  | 2  | 204/2 | HARVARD EL | 322 | K-5 | 856 | 845 | 8 | 10 | Yes | Yes | 90 | 1 | 0 | 9 | 4 | 5 | 24 | 83 | 2 | 8 | 4 | 1 | 0 |
| N  | 3  | 488/1 | LIMERICK EL | 634 | K-5 | 743 | 756 | 2 | 1 | Yes | Yes | 100 | 1 | 3 | 7 | 4 | 2 | 20 | 81 | 6 | 2 | 6 | 4 | 5 |
| N  | 6  | 539/7 | MORNINGSIDE EL | 500 | K-5 | 789 | 800 | 4 | 6 | Yes | Yes | 100 | 9 | 12 | 3 | 3 | 22 | 98 | 1 | 4 | 0 | 0 | 4 |
| S  | 7  | 575/3 | 186TH ST EL | 500 | K-5 | 851 | 845 | 7 | 9 | Yes | Yes | 82 | 1 | 5 | 2 | 5 | 26 | 71 | 3 | 7 | 4 | 4 | Not in PI |
| N  | 6  | 589/4 | OSCEOLA EL | 262 | K-5 | 761 | 811 | 3 | 3 | Yes | Yes | 89 | 1 | 3 | 7 | 3 | 5 | 19 | 90 | 3 | 3 | 2 | 1 | 3 |

LAUSD Similar Schools from CDE Median

| 318 | - | 789 | 811 | 4 | 6 | - | - | 90 | 1 | 1 | 8 | 3 | 3 | 19 | 74 | 3 | 4 | 4 | 2 | 3 |

Resident Schools

| N  | 3  | 275/3 | CANOGA PARK EL | 549 | K-5 | 751 | 758 | 3 | 5 | Yes | No | 100 | 1 | 1 | 7 | 4 | 9 | 27 | 89 | 3 | 3 | 2 | 2 | 5 |
| N  | 402 | FULLBRIGHT EL | 304 | K-5 | 824 | 831 | 6 | 10 | Yes | Yes | 100 | 1 | 1 | 9 | 3 | 9 | 23 | 84 | 6 | 6 | 3 | 4 | Not in PI |
|----|-----|--------------|-----|-----|-----|-----|---|----|-----|-----|-----|---|---|---|---|---|---|---|---|---|---|---|
| N  | 3   | 444          | HART ST EL | 499 | K-5 | 765 | 704 | 3 | 7  | No  | No  | 100 | 1 | 2 | 7 | 4 | 4 | 30 | 88 | 4 | 3 | 3 | 1 | 1 |
| N  | 3   | 488          | LIMERICK EL | 634 | K-5 | 743 | 756 | 2 | 1  | Yes | Yes | 100 | 1 | 3 | 7 | 4 | 2 | 20 | 81 | 6 | 2 | 6 | 4 | 5 |
| N  | 3   | 698          | SUNNY BRAE EL | 442 | K-5 | 803 | 806 | 5 | 9  | Yes | No  | 100 | 1 | 4 | 7 | 4 | 8 | 22 | 87 | 3 | 5 | 5 | 1 | 5 |

**Resident Schools Median**

| 499 | 765 | 758 | 3 | 7 | - | - | 100 | 1 | 2 | 7 | 4 | 4 | 23 | 87 | 4 | 3 | 3 | 2 | 5 |

**Comparison Schools**

**Petition Comparison Schools Median**
Members of the Board

Maggie Cervantes–President,
Ed Moreno–Vice President,
Dr. Marta Sanchez–Member
Brent Bradley–Treasurer
Dr. Ron Solorzano–Member
Russell Jensen–Member

NACP Background

The founding of NEW Academy corporation’s objectives and purposes were to organize and operate a public charter school. NEW Academy Canoga Park submits this petition to the Los Angeles Board of Education of the Los Angeles Unified School District (LAUSD) for charter approval as its sponsoring district. This Charter Petition is formally submitted to the Board of Education on November 19, 2012. In accordance with Education code section 47605(h), “In reviewing petitions for the establishment of charter schools within the school district, the school district governing board shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032.” As set forth in this charter petition, NEW Academy Canoga Park offers a comprehensive learning experience that is designed to serve the needs of our students.

Description of which students will attend the school

New Academy Canoga Park was founded as a grade K-5 science and arts primary school, located at 21425 Cohaset St. that is called NEW Academy Canoga Park. The students who attend NEW Academy Canoga Park live in the Canoga Park area. The demographics for NACP represent 93% Hispanic, 2% White, 5% African American, 4% Asian. A 92% of our students participate in Free and Reduced Lunch. Forty-one (41%) of our students are English Learners. Reflects a percentile ranking of Proficient and Advance of 44% in English Language Arts; 54% in Math. NEW Academy Canoga Park. reflects a percentile ranking of Proficient and Advance of 53% in English Language Arts; 77% in Mathematics.

Represented in the chart below are 2011-2012 CST Comparison.
The nearest elementary school, at 2% Asian; 89% Hispanic; 3% African-American; 3% White and 2% Fillipino. STAR test results for K-5 students at the nearest school; Canoga Park Elementary. Residential Schools Median reflects a percentile ranking of Proficient and Advance of 44% in English Language Arts; 54% in Math. The CST for New Academy Canoga Park reflects an difference of 9% in English Language Arts, and 23% in Mathematics. New Academy Canoga Park expects to continue to raise STAR test results by a minimum of 5% each year.

NEW Academy Canoga Park is located at
21425 Cohasset St. Canoga Park, CA 91303

and has over 40,000 square footage, of which has been converted into 24 classrooms, 960 sq. ft. each. NEW Academy Canoga Park has house grades K-5 for a total student enrollment of 476 students. The school campus includes an addition to classroom space. a kitchen, a special education speech therapy room, a library, a theater, a gymnasium, a student lunch area, a teachers dining area, a teacher’s work area, a computer lab, and administrative offices. It has three kindergarten classes (60 students), with an additional kindergarten class to be added in 2013.

There will be four first grade classes (80 students) and four second grade classes (80 students), four third grade classes (80 students), four fourth grade classes (78 students) and four fifth grade classes (78 students) until the school reaches its 476 student goal. The students will primarily come from the surrounding neighborhood.

New Academy Canoga Park will add a value added-value plus Language Academy that will provide students with primary language support-Spanish, and provide a Teacher Academy to support teachers in teaching their students. By instituting this program students will be provided with a language enrichment program to maintain and enhance languages the program will begin with Spanish. The charter school is almost at full
capacity, a waiting list has been established for those students, both local and out of the area, who wish to be part of NEW Academy Canoga Park.

Source/Core of Money:

Average Daily Attendance (ADA), E-Rate and other funding sources.

Developer(s)/Leader(s): 
NEW Academy
379 S. Loma Drive
Los Angeles, CA  90017

Has charter applied to any other jurisdiction for approval? No

Are there any sister charters? Yes. The governing board for NEW Academy Canoga Park and NEW Academy for Science and Arts are both NEW Academy’s Charter Schools.

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

NEW Academy Canoga Park practices the following research-based best practice:

- **Family-Community-School Partnerships**: NEW Academy Canoga Park actively engages families and the community in the life of the school. Students are engaged and encouraged to participate in service to the community.

- **Technology Integration**: By implementing technology in our curriculum, students learn computer skills while pursuing academic goals. Students have access to working computers and technology.

- **Small Learning Communities**: Students are given the opportunity to work in small cohort groups throughout their six (6) years at the school, thereby increasing teacher-student interaction, support and monitoring.

- **Interdisciplinary, Project-Based Curriculum**: Students understand how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on each student’s prior knowledge, connecting learning to student’s lives, and clearly addressing learning expectations.

- **Culturally-Relevant Instruction**: Latino literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students’ lives. The background and culture of all students is respected and valued. This integration of culturally-relevant instruction further provides students with classical writings where content is vital in a classical education. What could be more important than what we read, let our minds dwell on, and write about? Only the best models from literature, history, and science are used in Classical Writing. The student analyzes,
imitates, and practices writing, all the while living and breathing the thoughts and words of the best writers by providing a variety of opportunities.

- **Research-based Practices**: NEW Academy Canoga Park uses curriculum and instructional strategies founded on proven effective best practices. Authentic assessment is used to analyze and move student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students. Students are involved in active-learning through strategies from selected effective best programs; such as, Readers and Writers Workshops, ALEKS, project-based learning, service learning and other initiatives that support student learning.

**VISION**

NEW Academy charter schools are a model for innovative child centered learning and instruction that embrace the community as a foundation to teach and create lifelong learners and confident global leaders for the 21st century through an emphasis in the arts and sciences.

The vision of NEW Academy Canoga Park is to create a child centered environment where students will be able to work cooperatively, become self-directed, think critically, develop self-esteem and self-assurance and have respect for cultural diversity. The vision also includes a creative, safe, healthy environment for children. A place that honors family values and provides a safe environment where children are allowed to fail without fear, and view fear as another opportunity for learning; and gives children exposure to multiple situations in a variety of environments in order that they acquire confidence, self-respect and respect for others. The school will be a catalyst for reinforcing positive values in the community; a place that is an integral part of the community; an extension of the community; an investment in the community; and a model for innovative learning with an emphasis in the arts and sciences that teaches every child to be an educated, productive citizen of the world.

The **NEW Academy Canoga Park** has three specific performance objectives:

1. To promote student progress in academic and artistic achievement, with an emphasis in the arts and sciences,
2. To develop social, as well as community ethics and values in the students’ character development with parental participation, and
3. To implement the most appropriate curriculum for every child.

**NEW Academy Canoga Park** is nonsectarian in programs, admission policies, employment practices, and other operations. The school will not charge tuition nor will it
discriminate against any student on the basis of ethnicity, national origin, gender or disability. Neither will the school require any child to attend a charter school nor any employee to work at a charter school.

**NEW Academy Canoga Park** equips low-income students in grades K-5 for academic success and active community participation. The school is located in the West San Fernando Valley/Canoga Park community, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area are immigrant families where Spanish is spoken in their home. **NEW Academy Canoga Park** seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students’ accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

**MISSION**

**NEW Academy** promotes a child centered environment with exceptional teachers, culturally responsive pedagogy and curriculum with an emphasis in the arts and sciences.

The mission of **NEW Academy Canoga Park** is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community.

Students at **NEW Academy Canoga Park** will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in elementary, middle school, high school and beyond.

The Core Values for **NEW Academy Canoga Park** are:

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices

**NACP** will undergo the process of becoming approved by the Western Association of Accreditation (WASC). In accordance with the requirements **NACP** will develop and implement Expected School-wide Learning Results (ESLRs), for every student who graduates from **NEW Academy Canoga Park**.

**NACP** works with parents, community residents, teachers, and school staff to transform the school sites into hubs of learning for the entire neighborhood offering academic and support services through an extended school day (7:00am-6:00pm) and a coordinated menu of existing and new services to meet the needs of students and families.
The school receives support from a variety of sources including New Economics for Women (NEW), community organizations, philanthropic foundations and corporations, surrounding schools, and technological and neighborhood partnerships. NACP has a strong fundraising track record in this community, and plans to put this expertise to work for the school.

**ACADEMIC GROWTH**

NACP has demonstrated significant success in increasing the percent of students scoring at or above proficient and in significantly decreasing the percent of students scoring far below basic and below basic. The school has also significantly increased the percent of students who are reading at an independent reading level that is on or above grade level. The students have improved both in their craft and mechanics of their writing. Students are reading and writing for a purpose; as well as, for enjoyment. Readers and Writers Workshop has created an environment in which students are excited about books and are reading at their independent reading level for an extended period of time and writing with greater skills and voice. The Readers and Writers Workshop model begins with a mini lesson (which includes guided practice), then has students read/write independently and apply all of their learning, then students have time to meet with partner and then share/closure.

In order to continue to increase the percent at or above proficient towards the Adequate Yearly Progress (AYP) goals, the school has focused on continuing to improve Language Arts instruction with Readers and Writers Workshop. The school has adopted curricular calendars that align with the Common Core Standards for Language Arts, creating uniformity across the school, helping the curriculum to be more rigorous and build on itself across the grade levels. Professional Development this year has focused on reaching higher levels on Blooms Taxonomy in order to provide students with the necessary analytical skills. Professional Development has also focused on strategies for English Learners, including engaging students in more partner talk, collaborative learning to develop their literary analysis and language skills and using visuals and physicalizing vocabulary. In addition collaborative learning allows for negotiating with peers, discussing ideas and information, or engaging in inquiry with others causes students to use what they learned during the focus lessons and guided instruction.

The goal of instruction is that students can independently apply information, ideas, content, skills and strategies in each situation that takes place. Students need practice in completing independent tasks to assist or facilitate independent learning. Thus creating communities of learners that can effectively work using questioning, being able to interact, use academic language, consolidate understanding using augmentation. The goal is to provide opportunities for resolving problems, reaching consensus, or identifying solutions. The student would then have the qualities that promote individual accountability. Productive/Accountability examples may include:

- Conversational round table
- Numbered heads together
- Literature Circles
- Reciprocal teaching
- Jigsaw
- Walking Review
- Collaborative Post or Request

Group Work examples may include:
- Think-Pair-Share
- Carousel-walking around the room
- Novel Ideas-whip around
- Opinion Stations/4 Corners

Professional Development has also focused on using authentic means of assessment to ensure a comprehensive knowledge of students’ levels of mastery and use this knowledge to drive instruction. The school has focused on creating a more effective RTI model, enhancing the use of School Success Team (SST) and reviewing student data after 6 and 12 week periods to exit students out of intervention and create individualized plans to support those students toward reaching proficiency.

**Transitional Program for Preschool and Transition for Fifth Graders**

NEW Academy Canoga Park believes that it is important to assist with the transition from preschool to kindergarten. NACP provides an orientation for all incoming kindergarten in the spring before students enroll to provide families and students with information about what to expect in kindergarten and subject matter to work on with their child before entering kindergarten. Students who attend the Head Start in the adjoining community center come on a tour of the kindergarten and school in the spring to help with the transition. Students are also given assessments in the spring after they are accepted to ensure that the kindergarten teachers have information about students’ academic levels when they begin kindergarten.

**Transitional Kindergarten**

Transitional Kindergarten is designed for students who turn 5 years old between November 2 and December 2, 2012. This program will give our children an opportunity to learn important academic and social skills in a hands-on way that supports their development. LAUSD REF-5777.0

Transitional kindergarten is the first year of a two year kindergarten program. Transitional Kindergarten is the program placement for TK age eligible students. Children who meet the age eligibility for kindergarten (5 years of age by November 1 in 2012-2013) may be enrolled in the TK program upon parent request.

TK age eligible students:
- In the 2012-2013 school year, children who will have their fifth birthday between November 2 and December 2 shall be admitted to a transitional kindergarten program.
• In the 2013-2014 school year, children who will have their fifth birthday between 2 and December 2 shall be admitted to a transitional kindergarten program.
• In the 2014-2015 school year and each school year thereafter, children who will have their fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program.

**Transitional 5th Graders**
NACP works with the fifth grade students in multiple ways to assist in the transition to middle school. An administrator from the neighborhood middle school visits the school to give an overview about middle school. Then, the fifth grade students visit the neighborhood middle school for a tour where current middle school students and staff members speak to them about what to expect in middle school and how to prepare. NACP also has the alumni who return for an alumni event give advice to the current fifth graders about middle school. NACP also works with the families to provide them with information about middle school options. NACP provide this information through meetings, conferences, and written notices.

All data are disaggregated to show how sub-groups; e.g. English Learners (ELs), non-ELs, mobility, gender, etc. perform. The school Administrator staff, and teachers will be held accountable to the Board for meeting the school outcome goals. **NEW Academy Canoga Park** will pursue the following outcome goals:

**Outcome Goal:**

*Criteria 1: Attained the school’s API growth target in the prior year or two of the last three years, or in the aggregate for the prior three years.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Base API</th>
<th>Target</th>
<th>Growth API</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>734</td>
<td>5</td>
<td>808</td>
<td>74</td>
</tr>
<tr>
<td>2010-11</td>
<td>808</td>
<td>A</td>
<td>807</td>
<td>-1</td>
</tr>
<tr>
<td>2011-12</td>
<td>807</td>
<td>A</td>
<td>829</td>
<td>22</td>
</tr>
<tr>
<td>Aggregate Growth</td>
<td></td>
<td>5</td>
<td></td>
<td>95</td>
</tr>
</tbody>
</table>

In addition to API growth targets, NEW Academy Canoga Park will adhere to Adequate Yearly Progress (AYP) SB 1290 factors for renewal. Under this bill, charter school authorizers must take subgroup growth into account when renewing a charter school.
Criteria 1: Met

NACP's aggregated growth reflects meeting targeted growth for the three years 2009-10, 2010-11, 2011-2012, and an overall 95 point growth including the last three years. During 2009-10 the Base API of 734 reflects a growth of 74 points of 808. In 2010-11 there was a -1 point of 807. In 2011-2012 NACP's overall growth of 22 point to an API of 829.

Criteria 2 and 3: Ranked 4 to 10 on the API statewide or similar schools rank in the prior year or in two of the last three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>API</th>
<th>State Rank</th>
<th>Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2010</td>
<td>6</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
</tbody>
</table>

"A" means the school scored at or above the statewide performance target of 800 in 2011.

Criteria 2 and 3: Met

NACP met both the API State Rank of a 6 in 2010, and a 5 in 2011. Similar Schools Rank of a 10 was achieved in 2010, and an 8 in 2011.
Criteria 4: LAUSD determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of pupil population served at the charter school.

### API Comparison

<table>
<thead>
<tr>
<th>School Type</th>
<th>2010 Base API</th>
<th>2011 Base API</th>
<th>10-11 Change</th>
<th>2011 Growth API</th>
<th>2012 Growth API</th>
<th>11-12 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>808</td>
<td>807</td>
<td>-1</td>
<td>807</td>
<td>829</td>
<td>22</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>775</td>
<td>789</td>
<td>14</td>
<td>789</td>
<td>811</td>
<td>22</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>773</td>
<td>764</td>
<td>-9</td>
<td>765</td>
<td>758</td>
<td>-7</td>
</tr>
</tbody>
</table>

### Criteria 4: Met

**NACP** reflects an Academic Performance Index (API) base for 2010 of 808, an 807 for 2011 and a gain of 22 points for 2012 of 829. The CDE Similar Schools Median reflects a base of 775 for 2010, **NACP** reflects a 33 point gain in CDE Similar Schools Median, for Resident Schools Median **NACP** has a gain of 35 points. Although **NACP** reflects a -1 point during the 2011 school year the CDE Similar Schools Median is -18 (789) points below **NACP**’s API of 808. The Resident Schools Median of 765 for school year 2011 is -42 points below **NACP**’s API of 808. **NEW Academy Canoga Park**’s API of 829 for the 2012 school year, and CDE’s Similar Schools Median reflects an -18 point difference and Resident Schools Median reflects a -71 point difference 758 to **NACP**’s 829.

### 2011-12 CST Comparison

<table>
<thead>
<tr>
<th>School Type</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Basic, Below Basic &amp; Far Below Basic</td>
<td>Proficient &amp; Advanced</td>
</tr>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>45%</td>
<td>54%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>56%</td>
<td>44%</td>
</tr>
</tbody>
</table>

**NOTE:** Aggregated performance levels of median percentages may not equal 100%
NEW Academy Canoga Park will meet its API growth target in the year prior to charter renewal or two of the last three years prior to charter renewal. It will achieve an API of at least 829 and annual targeted growth prior to charter renewal. Although local elementary schools which feed into the elementary schools have achieved API scores ranging from 704 to 845 elementary schools typically experience a decline in achievement levels, as clearly indicated by the schools in the Canoga Park neighborhood. New Academy Canoga Park’s students scored far beyond the minimum bar that has been set. We have great expectations for our students and we strive to score high enough on the CST to qualify to apply for the California Distinguished Schools Award Program.

During the 2011-2012 school year NEW Academy Canoga Park a growth of +22 was realized.

<table>
<thead>
<tr>
<th>Year</th>
<th>API</th>
<th>Growth</th>
<th>API</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>698</td>
<td>+41</td>
<td>734</td>
</tr>
<tr>
<td>2009-2010</td>
<td>734</td>
<td>+74</td>
<td>808</td>
</tr>
<tr>
<td>2010-2011</td>
<td>808</td>
<td>-1</td>
<td>807</td>
</tr>
<tr>
<td>2011-2012</td>
<td>807</td>
<td>+22</td>
<td>829</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2011 Base API</th>
<th>2012 Growth API</th>
<th>Growth in the API from 2012 to 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>807</td>
<td>829</td>
<td>22</td>
</tr>
</tbody>
</table>

Met 2011 - 12 Growth API Targets:

- Schoolwide: Yes
- All Student Groups: Yes
- Both Schoolwide and Student Groups: Yes

Schools that do not have a valid 2011 Base API will not have any growth or target information.
Made AYP:
Met 17 of 17 AYP Criteria
NEW CANOGA PARK EL
OCTOBER 2011 CALPADS DEMOGRAPHICS WITH COMPARISON SCHOOLS

This page displays K-12 enrollment number and percentages of select subgroups as of October 2011 Census Day. % of English Learners (ELs) is calculated by dividing the total number of ELs reported on the March 2012 Language Census by the October 2011 Census enrollment number.

<table>
<thead>
<tr>
<th>ESC</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>Total Enroll #</th>
<th>% F/R Meal</th>
<th>% GATE</th>
<th>% EL</th>
<th>% Hisp.</th>
<th>% White</th>
<th>% Af. Amer.</th>
<th>% Asian</th>
<th>% Fill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR</td>
<td>3</td>
<td>5477</td>
<td>NEW CANOGA PARK EL</td>
<td>447</td>
<td>95%</td>
<td>6%</td>
<td>53%</td>
<td>94%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

LAUSD Similar Schools from CDE

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>2</td>
<td>2014</td>
<td>ALBION EL</td>
<td>350</td>
<td>100%</td>
<td>7%</td>
<td>41%</td>
<td>78%</td>
<td>1%</td>
<td>1%</td>
<td>20%</td>
<td>0%</td>
</tr>
<tr>
<td>S</td>
<td>7</td>
<td>2089</td>
<td>AMBLER EL</td>
<td>454</td>
<td>70%</td>
<td>4%</td>
<td>5%</td>
<td>17%</td>
<td>1%</td>
<td>81%</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>2110</td>
<td>ANATOLA EL</td>
<td>446</td>
<td>86%</td>
<td>5%</td>
<td>41%</td>
<td>76%</td>
<td>8%</td>
<td>5%</td>
<td>5%</td>
<td>4%</td>
</tr>
<tr>
<td>S</td>
<td>7</td>
<td>2473</td>
<td>BONITA EL</td>
<td>480</td>
<td>73%</td>
<td>5%</td>
<td>19%</td>
<td>46%</td>
<td>4%</td>
<td>10%</td>
<td>4%</td>
<td>27%</td>
</tr>
<tr>
<td>S</td>
<td>7</td>
<td>2986</td>
<td>CHAPMAN EL</td>
<td>420</td>
<td>73%</td>
<td>3%</td>
<td>29%</td>
<td>62%</td>
<td>2%</td>
<td>19%</td>
<td>13%</td>
<td>2%</td>
</tr>
<tr>
<td>E</td>
<td>5</td>
<td>3562</td>
<td>EL SERENO EL</td>
<td>437</td>
<td>100%</td>
<td>5%</td>
<td>32%</td>
<td>97%</td>
<td>0%</td>
<td>0%</td>
<td>2%</td>
<td>0%</td>
</tr>
<tr>
<td>W</td>
<td>2</td>
<td>2042</td>
<td>HARVARD EL</td>
<td>504</td>
<td>88%</td>
<td>3%</td>
<td>57%</td>
<td>85%</td>
<td>1%</td>
<td>1%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>4881</td>
<td>LIMERICK EL</td>
<td>928</td>
<td>100%</td>
<td>4%</td>
<td>46%</td>
<td>81%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>5397</td>
<td>MORNINGSIDE EL</td>
<td>715</td>
<td>100%</td>
<td>6%</td>
<td>38%</td>
<td>97%</td>
<td>1%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>S</td>
<td>7</td>
<td>5753</td>
<td>186TH ST EL</td>
<td>771</td>
<td>82%</td>
<td>3%</td>
<td>32%</td>
<td>71%</td>
<td>2%</td>
<td>14%</td>
<td>7%</td>
<td>4%</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>5894</td>
<td>OSCEOLA EL</td>
<td>385</td>
<td>83%</td>
<td>5%</td>
<td>38%</td>
<td>92%</td>
<td>2%</td>
<td>2%</td>
<td>1%</td>
<td>1%</td>
</tr>
</tbody>
</table>

LAUSD Similar Schools from CDE Median

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>454</td>
<td>86%</td>
<td>5%</td>
<td>38%</td>
<td>78%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Resident Schools

<p>| | | | | | | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>3</td>
<td>2753</td>
<td>CANOGA PARK EL</td>
<td>862</td>
<td>100%</td>
<td>5%</td>
<td>52%</td>
<td>88%</td>
<td>2%</td>
<td>4%</td>
<td>3%</td>
<td>2%</td>
</tr>
<tr>
<td>N</td>
<td>4</td>
<td>4027</td>
<td>FULLBRIGHT EL</td>
<td>475</td>
<td>100%</td>
<td>6%</td>
<td>46%</td>
<td>83%</td>
<td>6%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>4445</td>
<td>HART ST EL</td>
<td>815</td>
<td>100%</td>
<td>4%</td>
<td>55%</td>
<td>87%</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>4881</td>
<td>LIMERICK EL</td>
<td>928</td>
<td>100%</td>
<td>4%</td>
<td>46%</td>
<td>81%</td>
<td>5%</td>
<td>4%</td>
<td>6%</td>
<td>2%</td>
</tr>
<tr>
<td>N</td>
<td>3</td>
<td>6986</td>
<td>SUNNY BRAE EL</td>
<td>693</td>
<td>100%</td>
<td>2%</td>
<td>46%</td>
<td>87%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Resident Schools Median

|       |    |          |                      |                | 815        | 100%   | 4%   | 46%    | 87%     | 4%          | 4%      | 4%      |

NEW Academy Canoga Park Charter School Petition Renewal Page 22
In English Language Arts students at Proficient and Advanced for 2nd graders scored 58%, 3rd grade students scored 40%, 4th graders scored 50% and 5th graders scored 62% well above the projected 21% growth. In Mathematics students in 2nd grade students scored 70%, 3rd grade students scored 82%, 4th graders scored 73% and 5th graders scored 81%, well above the projected 25%.

**What the school does well:**

- Governance and Organizations Management-fulfilling its fiduciary responsibility and being effectively led and managed as a public school.
- Fulfillment of the Charter’s Educational Program-implementing the education program as approved by the LAUSD Board of Education.
- Student Achievement and Educational Performance-demonstrating academic achievement for all students.
- NACP is part of a whole learning community that offers educational services, housing, workshops and training on fiscal management; as well as numerous programs that assist in economic development and advancement out of poverty.
- Consistent specific format for class environment includes agenda of instructional focus, standard, outcome, essential question and summative assessment across grade levels and classes.
- Teachers and administrative staff monitor and create an environment so that students produce standards-based grade level work in classrooms.
- Student level, grade level, and schoolwide goals are posted and highlighted in classroom displays and school data displays. A portion of the day is dedicated to leveled assignments in the form of balanced literacy, ALEKS and standards based instruction. Classroom lessons consistently refer back to the grade level standard/objective focus of the lesson. Teachers consistently prompt students to utilize academic language across disciplines.
- Differentiation as evidenced by Anchor Maps and Thinking Maps (to be revisited this year), other graphic organizers (Cornell notes in some 4th and 5th grades, collaborative grouping, flexible groupings, front loading on vocabulary, zoo phonics, phonics support and access, use of a small travelling computer lab and the Accelerated Reader for 4th graders to improve reading comprehension, and consistency across grade levels and content areas in instruction.
- School culture reveals focused emphasis on developing buy-in by all stakeholders regarding a focus on higher student achievement schoolwide; administration, teacher, students, parents are all aware of achievement levels. Student stakeholder expressed use of ALEKS, Data Director (Edusoft) was used and is being converted into Data Director to gauge student achievement using technology.
- JiJi Math assessments free online support, access to math templates, strategies, etc.
• Kindergarten assessments, reviewed by teachers, evaluated yearly.
• The school consistently analyzes individual student data and provides intervention/support. Among the intervention programs is a pull-out reading program for grades K-4.
• Multiple ways of monitoring student proficiency within classrooms and schoolwide.
• Data and performance level is public, transparent, and rewarded by administration and classroom teachers.
• School has added flex/buffer time for pacing plans to allow time for teachers to reteach concepts based on benchmark assessment results.
• The school's administrators and teachers are knowledgeable, reflective, and know NACP and students. They work well as a team to establish the academic hallmarks of the charter program (technology as a learning tool, thematic/project-based learning, community, service/partnerships, leadership, and parental involvement).
• NACP teachers have coaching support on a daily to weekly basis.
• Teachers have support daily with their lesson planning, instructional delivery and use of effective instructional strategies and delivery.
• Staff has available resources, materials, supplies, technology and other needs to be effective educators in the classroom, and provide for student academic achievement.
• The school has developed a small learning environment that is healthy, safe and nurturing. Students feel well-supported academically and emotionally.
• The mission and vision of the school is prevalent. These are communicated throughout the school as they are clearly posted, discussed in classrooms and shared by all.
• The teaching staff at NEW Academy Canoga Park is enthusiastic, committed and passionate about the school’s mission. They want the best for their students.
• Some teachers visit student’s homes to connect to parents and share student achievements.
• NEW Academy Canoga Park has been focused, creative, and diligent in leveraging grant funds and partnerships so that these can best support student needs and accomplish the mission of the school.
• NACP has been able to create partnership with consultants, specialist in English Learners, Science, Arts and contributors to state and federal policies.
• Teachers had opportunities to attending training in New York for balanced literacy program.
• New teachers attended local trainings in Readers and Writers Workshop.

NEW Academy Canoga Park has maintained a relentless focus on its innovative program elements, and as a result, has achieved several key accomplishments in each of those programmatic areas. The school has also worked hard to overcome the challenges that are inherent in any innovative school. Relevant challenges and key accomplishments in each program area are described below.

FAMILY-COMMUNITY-SCHOOL PARTNERSHIPS:
NEW Academy Canoga Park actively engages families and the community in the life of the school, and students engage in service to the community.

**Key Accomplishments:**

- The NACP’s Reading Garden, staff member and parents monitor and maintain the garden during the year. Students are encouraged to use it as a place to read, plant, and learn about gardening.
- The school administers regular parent satisfaction surveys, and uses the collected data to reflect on and improve school practices.
- Parent participation in school events range from 80-90% in attendance. This success is attributable to the presence of highly skilled professionals whose leadership capacity is dedicated to planning parent education and involvement events; as well as, sustaining regular communication with parents. Presenters are invited to offer workshop as needed; such as financial awareness, community, and how to support their children with learning.
- Partnership with the New Economics for Women Community Center for parent training, English as a Second Language (ESL), technology, nutrition, and other workshops that support student learning.

**TECHNOLOGY INTEGRATION:**

By implementing technology embedded in the curriculum, NEW Academy Canoga Park ensures that students learn computer skills while pursuing academic goals.

**Key Accomplishments:**

- There are 4-5 working computer in each classroom, a computer lab with 30 computers.
- A mobile laptop of 20 computers at least a 1:5 ratio of computers to students in the classrooms. Schoolwide, the ratio is 1.4 students to each computer.
- In addition to computers in each classroom, students at NACP have access to two complete computer laboratories. This includes a technology laboratory in a classroom with a 1:1 ratio. The other laboratory is mobile and can be taken into the various classrooms.
- Therefore, schoolwide technology has a 1:3.
- The school has successfully managed an E-Rate process, and is currently funding to continue to keep the school on the cutting edge of technology integration.
- Key technology applications have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools and a variety of web search tools. Future instruction will focus on web design and other advanced applications including graphic design.
- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The school has a fully functioning computer lab and technology classes available to all students.
- ALEKS –Mathematics Increase student performance and retention with individualized assessment and learning. ALEKS' powerful learning management system provides teachers with individual student results.
- Use of Lucy Calkins, Readers and Writers Workshop which involves focus in these
areas of Units of Study in K-2 or 3-5 Writing, or 3-5 Reading each day.

- Preparing for technology to be used for Common Core assessments.

**SMALL LEARNING COMMUNITIES:**

Students have the opportunity to work in small cohort groups throughout their three years at the school, thereby increasing their sense of community and belonging.

**Key Accomplishments:**

Students have a true sense of commitment and ownership of the school, as evidenced by NEW Academy Canoga Park's average attendance rate of 97%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Enrollment</th>
<th>Average Attendance</th>
<th>%</th>
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<tbody>
<tr>
<td>2008-2009</td>
<td>444</td>
<td>418</td>
<td>94%</td>
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<td>2009-2010</td>
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<tr>
<td>2011-2012</td>
<td>449</td>
<td>435</td>
<td>97%</td>
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Teachers collaborate at least weekly, either by grade level or in school leadership committees. They have engaged in rubric design and calibration, examining student work, and classroom learning walks to keep the conversations focused on student needs.

**INTERDISCIPLINARY, PROJECT-BASED CURRICULUM:**

Students explore how subjects relate to each other while achieving proficiency in the core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on the students’ prior knowledge, and connecting learning to students’ lives.

**Key Accomplishments**

- Some teachers have designed and implemented capstone projects across curriculum i.e. English Language Arts, Mathematics and Science. A practice that will be implemented schoolwide.
- 100% of students have participated in interdisciplinary projects with a focus on community service

**CULTURALLY-RELEVANT INSTRUCTION:**
Multicultural literature and cultural references are integrated into the instructional experience, to increase the relevance of school in each student’s lives. The background and culture of all students is respected and valued.

**Key Accomplishments:**

- Some teachers have had training in culturally responsive instructional practices; these will be revisited and included in our professional development calendar for 2012.
- Parent and student surveys are used to examine their needs and satisfaction with the school, and as a guide to improve instructional practice.
- A value added attitude for Second language learners, thus developing and implementing a Language Academy supported by training and professional development in a Teacher Academy.

**RESEARCH-BASED PRACTICES:**

NEW Academy Canoga Park uses curriculum and instructional strategies founded on proven practices. Lucy Calkins, author of more than twenty best-selling books and the Robinson Professor in Literacy at Teachers College Columbia University, has for three decades been the premier provider of literacy professional development for schools in New York City and beyond. The mission of the RWP is to enable young people to become avid readers, writers, and inquirers. They accomplish this goal through research, and curriculum development. Research has led them to develop state-of-the-art knowledge about the teaching of reading and writing in grades K-8, and about methods of differentiating instruction, using formative assessments and supporting content-area literacy. The Project’s methods of coaching teachers and supporting whole school reform have been widely influential. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development includes teacher, staff and community, coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

**Key Accomplishments:**

- NACP is consistently revising our professional development program to ensure that we are supporting the growth of each of our teachers. After observing in classrooms, we were better able to identify the needs for growth for our teachers and revise our sessions to meet the teachers’ needs. Every Tuesday is an early release day for students providing our teachers with professional development time and time to collaborate with the other teachers in their grade level. Two to three times a month all of the teachers are together for about an hour of professional development held with the primary teachers and then the upper grade teachers. The teachers work together during the rest of the afternoon in reflecting on their students’ achievement and discussing instruction and assessments. One to two times a month grade levels use...
the time to delve into their own areas of growth with support from the administration. Teachers are also provided with opportunities to attend external targeted professional development, and are provided opportunities to develop training for peers and outside organizations.

- At the beginning of the year, the teachers analyzed their incoming student’s test data, evaluating the students’ strengths and weaknesses according to the CST categories (i.e. literary analysis, reading comprehension) and evaluated students based on their language classification (sorting English Learners, RFEPs…). The teachers met with an administrator at the beginning of the year to review their beginning of the year assessment data for each student. Teachers send progress report cards each quarter to advice parents of their students’ status. Teachers evaluated student writing samples as a grade level to identify areas of strength and areas of growth. On a quarterly basis, teachers submit spreadsheets with data on their students. These spreadsheets contain: students’ scores on school-wide benchmarks in English Language Arts and Math (and science for 4th and 5th grade); students’ independent reading levels according to standardized running records and a corresponding rubric score for independent reading; CELDT scores, and state test scores. These spreadsheets are color coded to be able to see at quick glance whether students are at grade level or below grade level. Teachers are given extended grade level time at least monthly to analyze student data and reflect on ways to grow their academic program.

- The school has created standardized benchmarks that use state test release questions and some open ended questions. The school also uses a standardized rubric for determining on grade level reading when evaluating students’ independent reading levels. Teachers use formative assessments both during lessons and on weekly basis to check for continued mastery. Teachers confer with students during Readers and Writers Workshop to assess student’s individual levels and to provide the students with results. Teachers use end of unit assessments and end of quarter benchmarks for more formal data on students’ levels of mastery.

- The administrative team consists of a Principal with a Vice Principal and Instruction and a Director of Operations. This division of duties has facilitated the process of ensuring that all operational matters are adhered to and that the school is meeting compliance requirements and implementing the necessary internal controls while ensuring that the focus on instruction remains. This three person leadership team has provided for a more cohesive and forward thinking leadership approach. This year the school site council has worked extensively to incorporate teachers, staff, and parents into the decision-making process, developing a long term plan for student achievement.

- The Principal and Vice Principal are responsible for evaluating the teachers. The evaluation process includes both informal observations and formal observations and is based on a rubric using the CSTPs. The informal observations include walk-throughs as well as observing parts of lessons. The formal observation cycles include a pre-conference, observation, and post-conference. Teachers identified two professional development goals to focus their professional growth.

- Classified staff members are evaluated by the Principal or their manager for operational aspects and for instructional assistants by the Vice Principal and Instruction and the Principal for their assistance with students.
• Parent involvement works to involve parents under three different objectives: parent leadership, parenting support in helping their children develop and growth academically, and adult education and community involvement. A parent committee meets once a month. The parent committee also plays a central role in developing parent involvement and ensuring that there is clear communication between the parents and the school. The parents meet with the Principal to provide feedback and brainstorm strategies for improving the school. Parents regularly volunteer in classrooms, attend family nights, and provide support to teachers in preparing materials. Parents in the school site council have played a central role in developing the Single School District Plan and creating the calendar for the year. During the whole school meeting for Back to School Night, all of the parents were informed of school-wide academic achievement on state test scores. Progress report cards are sent home in the elementary of each semester. All parents participate in parent-teacher conferences quarterly. For students with academic concerns, more regular parent conferences either through the SST process or with the teacher and sometimes an administrator are held to create a plan to support the student and when necessary to revise and update the plan. The school has partnered with community organizations to provide parents with classes and self-development opportunities.

Benchmarks for Renewal:

• CST English Language Arts data for 2011-12 indicates that 53% of NEW Academy of Canoga Park students scored proficient/advanced while the Median of Resident Schools indicates that 44% of students scored proficient/advanced. Therefore, NEW Academy Canoga Park will continue to meet or exceed the Resident Schools Median of students scoring proficient/advanced in English Language Arts based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

• CST English Language Arts data for 2011-12 indicates that 48% of NEW Academy of Canoga Park students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 56%. Therefore, NEW Academy of Canoga Park will continue to have a decrease of percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

• CST Mathematics data for 2011-12 indicates that 77% of NEW Academy of Canoga Park students scored proficient/advanced while the Median of Resident Schools indicates that 54% of students scored proficient/advanced. Therefore, NEW Academy Canoga Park will continue to meet or exceed the Resident Schools Median of students scoring proficient/advanced in Mathematics based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

• CST Mathematics data for 2011-12 indicates that 48% of NEW Academy of
Canoga Park students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 64%. Therefore, NEW Academy of Canoga Park will continue to have a decrease of percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

As part of its annual review, **NEW Academy Canoga Park** will provide a written in-depth analysis of its CST proficiency rates in English Language Arts and Mathematics for each of its subgroups. If AYP proficiency is unmet for any subgroup, **NEW Academy Canoga Park** will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.
ELEMENT 1: EDUCATIONAL PROGRAM

AFFIRMATIONS AND ASSURANCES

NEW Academy Canoga Park shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the NEW Academy Canoga Park nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3)], if a pupil is expelled or leaves the NEW Academy Canoga Park without graduation or completing the school year for any reason, the NEW Academy Canoga Park 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.

The address of the Charter School is 21425 Cohasset Street, Canoga Park, CA 91303.
The phone number of the Charter School is 818 710-2640.
The contact person for the Charter School is Patricia Gould

The term of this charter shall be from July 1, 2013 to June 30, 2018. The grade configuration is TK-5.
The number of students in the first year will be TK will have 20 students and K-5 will have 456.
The grade level(s) of the students the first year will be TK/K-5.
The scheduled opening date of the Charter School is August 12, 2013.
The admission requirements include: Registration forms, lottery form,

The enrollment capacity is 476. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
The instructional calendar will be: calendar is under “Instructional Calendar”

The bell schedule for the Charter School will be: bell schedule follows the instructional calendar under “Instructional Calendar”

If space is available, traveling students will have the option to attend.

**THE TERM OF THIS CHARTER SHALL BE FROM JULY 1, 2013 THROUGH JUNE 30, 2018**

**CONFIGURATION OF GRADES SERVED AND NUMBER OF STUDENTS FOR THE CHARTER TERM**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1 2013-2014</th>
<th>Year 2 2014-2015</th>
<th>Year 3 2015-2016</th>
<th>Year 4 2016-2017</th>
<th>Year 5 2017-2018</th>
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<tr>
<td>TK/K</td>
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<td><strong>Total Enrollment</strong></td>
<td><strong>456</strong></td>
<td><strong>476</strong></td>
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<td><strong>476</strong></td>
<td><strong>476</strong></td>
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**VISION**

**NEW Academy** charter schools are a model for innovative child centered learning and instruction that embrace the community as a foundation to teach and create lifelong learners and confident global leaders for the 21st century through an emphasis in the arts and sciences.

The vision of **NEW Academy Canoga Park** is to create a child centered environment where students will be able to work cooperatively, become self-directed, think critically, develop self-esteem and self-assurance and have respect for cultural diversity. The vision also includes a creative, safe, healthy environment for children. A place that honors family values and provides a safe environment where children are allowed to fail without fear, and view fear as another opportunity for learning; and gives children exposure to multiple situations in a variety of environments in order that they acquire confidence, self-respect and respect for others. The school will be a catalyst for reinforcing positive values in the community; a place that is an integral part of the community; an extension of the community; an investment in the community; and a model for innovative learning with an emphasis in the arts and sciences that teaches every child to be an educated, productive citizen of the world.
The **NEW Academy Canoga Park** has three specific performance objectives:

4. To promote student progress in academic and artistic achievement, with an emphasis in the arts and sciences,
5. To develop social, as well as community ethics and values in the students’ character development with parental participation, and
6. To implement the most appropriate curriculum for every child.

**NEW Academy Canoga Park** is nonsectarian in programs, admission policies, employment practices, and other operations. The school will not charge tuition nor will it discriminate against any student on the basis of ethnicity, national origin, gender or disability. Neither will the school require any child to attend a charter school nor any employee to work at a charter school.

**NEW Academy Canoga Park** equips low-income students in grades K-5 for academic success and active community participation. The school is located in the West San Fernando Valley/Canoga Park community, an area fraught with poverty and academically struggling students. The majority of students attending schools in this area are immigrant families where Spanish is spoken in their home. **NEW Academy Canoga Park** seeks to close the achievement gap for these students by providing clear and high expectations for all students, a personalized and supportive learning environment that recognizes students’ accomplishments, family-school-community partnerships and service, and integrated technology in the classroom with culturally enriched curriculum.

**MISSION**

**NEW Academy** promotes a child centered environment with exceptional teachers, culturally responsive pedagogy and curriculum with an emphasis in the arts and sciences.

The mission of **NEW Academy Canoga Park** is to create an exciting, standards-driven learning environment where students use their talents to contribute positively to their community.

Students at **NEW Academy Canoga Park** will become active citizens who characterize the ideals of a diverse and democratic society. Students will provide service to their community, take responsibility for their own learning, and develop the habits of mind and body that will empower them to be successful in elementary, middle school, high school and beyond.

The Core Values for **NEW Academy Canoga Park** are:

- Children learn in different ways on different days
- Everyone is deserving of the highest respect
- Doing extra makes a difference
- Everyone is responsible for individual choices
**NACP** will undergo the process of becoming approved by the Western Association of Accreditation (WASC). In accordance with the requirements **NACP** will develop and implement Expected School-wide Learning Results (ESLRs), for every student who graduates from **NEW Academy Canoga Park**.

**NACP** works with parents, community residents, teachers, and school staff to transform the school sites into hubs of learning for the entire neighborhood offering academic and support services through an extended school day (7:00am-6:00pm) and a coordinated menu of existing and new services to meet the needs of students and families.

The school receives support from a variety of sources including New Economics for Women (NEW), community organizations, philanthropic foundations and corporations, surrounding schools, and technological and neighborhood partnerships. **NACP** has a strong fundraising track record in this community, and plans to put this expertise to work for the school grants and funding sources.

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**The instructional calendar will be:**

**Calendar**

**NEW Academy Canoga Park** has a longer school day than traditional public schools in order to allow for more time for learning and community activities. The school has 180 instructional days. The administrators and Board of Directors determine specific calendar dates and hours on an annual basis. A complete school calendar, chart of instructional days per month, holidays and significant school activities, instructional minutes per grade level, grade level classroom schedules, and music, GATE, and Community Partnership Initiative schedule are in the next section.
**SCHEDULE**

**NEW Academy Canoga Park** implements a schedule that provides all students with reading support for English Learners, struggling, and gifted readers. Additionally, students have an opportunity to participate in Music, Communications, or Art. Different grade level schedules are listed below. Our instructional focus is to implement our language arts block first thing in the morning and then we teach a math block after recess. After lunch, all classrooms teach science, social studies, and P.E.

Core subject classes (English Language Arts, Math, Social Studies, and Science) are designed to meet the Common Core Standards. Instructional time is formatted into blocks of instruction. Language Arts, ELD, and Writing are covered in the mornings as the first block. Math follows during the second block including science, social studies and P.E. depending on the day of the week. At the end of the day, the upper grade students have a very small instructional block of word work and vocabulary where students increase their reading comprehension and vocabulary. Our instructional minutes exceed the required number of minutes as referred to by the California Department of Education. Our tentative calendar (see below) lists the school holidays. A chart follows with our instructional daily minutes as it pertains to each grade level. In addition, we added sample of a TK-5th grade level schedule for regular, minimum, and early dismissal days.

**NEW Academy Canoga Park**

**2013-2014 Calendar**

<table>
<thead>
<tr>
<th>Month</th>
<th>Instructional Days</th>
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<tbody>
<tr>
<td>August</td>
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<td>September</td>
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<td>October</td>
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<td>March</td>
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<td>April</td>
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<td>May</td>
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**X=Instructional Days**

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**school Starts**

### September

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**Labor Day**

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**Pupil Free**

### November

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**Veteran’s Day**

### December

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**Holi-day**

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**Holi-day**

### February

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**Holi-day**

### March

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**Holi-day**
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### May

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* X = Indicates Instructional Day

August 12 School begins

September 2 Labor Day

October 14 Columbus Day - Pupil Free day

November 11 Veterans Day

November 27 Minimum Day

November 28, 29 Thanksgiving Holiday

December 11, 12, 13 Minimum Day for parent conferences

December 16-January 3 Winter Break

January 6 School resumes

January 17 Minimum Day

January 20 Martin Luther King, Jr. Day

February 14 Minimum Day

February 17 Presidents’ Day

March 21 Minimum Day

April 9, 10, 11 Minimum Days for parent conferences

April 14 - April 18 Spring Break

May 26 Memorial Day

May 28 Minimum Day/Last day of school
<table>
<thead>
<tr>
<th>Minutes</th>
<th>TK/K - 2nd Grade Minutes</th>
<th>Number of days</th>
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<td>325</td>
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<td>Tuesday (shorten days)</td>
<td>265</td>
<td>38</td>
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Regular Day

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>7:55 – 9:35</td>
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</tr>
<tr>
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<td>9:55 – 11:35</td>
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<tr>
<td>11:35 – 12:15</td>
<td>Lunch</td>
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<tr>
<td>12:15 – 2:25</td>
<td>Social Studies/P.E./Science Block</td>
</tr>
<tr>
<td>2:25</td>
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</table>

Integration of Five C’s throughout the day: Communication, Cultures, Connections, Comparisons, and Communities. See Foreign Languages

Minimum Day

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Tuesday (early release day)
### Transitional Kindergarten/Kindergarten

<table>
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<tr>
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<tbody>
<tr>
<td>7:55 – 9:35</td>
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### Regular Day

**Kindergarten**

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**Tuesday (early release day)**

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**Regular Day**

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Minimum Day

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Regular Day

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<tr>
<td>7:55 – 10:00</td>
<td>Language Arts/ELD/Writing Block</td>
</tr>
<tr>
<td>10:00 – 10:20</td>
<td>Recess</td>
</tr>
<tr>
<td>10:20 – 12:20</td>
<td>Math Block</td>
</tr>
<tr>
<td>12:20 – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 2:40</td>
<td>Social Studies/P.E./Science Block</td>
</tr>
<tr>
<td>2:40</td>
<td>Dismissal</td>
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</table>

Minimum Day
<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
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<tbody>
<tr>
<td>7:55 – 10:00</td>
<td>Language Arts/ELD/Writing Block</td>
</tr>
<tr>
<td>10:00 – 10:20</td>
<td>Recess</td>
</tr>
<tr>
<td>10:20 – 12:20</td>
<td>Math/Science/P.E. Block</td>
</tr>
<tr>
<td>12:20 – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:15</td>
<td>Word Work/Vocabulary</td>
</tr>
<tr>
<td>1:15</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>

Tuesday (early release day)

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:55 – 10:00</td>
<td>Language Arts/ELD/Writing Block</td>
</tr>
<tr>
<td>10:00 – 10:20</td>
<td>Recess</td>
</tr>
<tr>
<td>10:20 – 12:20</td>
<td>Math/Science/Social Studies Block</td>
</tr>
<tr>
<td>12:20 – 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 1:40</td>
<td>Word Work/Vocabulary</td>
</tr>
<tr>
<td>1:40</td>
<td>Dismissal</td>
</tr>
</tbody>
</table>
## Schedule for Music, GATE, and Community Partnership Initiative Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
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<tbody>
<tr>
<td>8:15 – 9:00</td>
<td>3rd Grade</td>
<td>3rd Grade</td>
<td>3rd Grade</td>
<td>3rd Grade</td>
<td>Prep</td>
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<tr>
<td>10:00 – 10:45</td>
<td>1st Grade</td>
<td>1st Grade</td>
<td>1st Grade</td>
<td>1st Grade</td>
<td>GATE (clean up)</td>
</tr>
<tr>
<td>10:55 – 11:35</td>
<td>2nd Grade</td>
<td>2nd Grade</td>
<td>2nd Grade</td>
<td>2nd Grade</td>
<td>Instruments</td>
</tr>
<tr>
<td>11:35 – 12:20</td>
<td>4th Grade</td>
<td>5th Grade</td>
<td>4th Grade</td>
<td>4th Grade</td>
<td>Community</td>
</tr>
<tr>
<td>1:00 – 1:45</td>
<td>Kinder</td>
<td>4th Grade</td>
<td>Kinder</td>
<td>Honor Band</td>
<td>Kinder</td>
</tr>
<tr>
<td>1:55 – 2:40</td>
<td>5th Grade</td>
<td>Dismissal</td>
<td>5th Grade</td>
<td>5th Grade</td>
<td>Community</td>
</tr>
</tbody>
</table>
**Student Population**

NEW Academy Canoga Park serves students and families in the area of Canoga Park. The student population reflects the demographics of the surrounding schools. According to the California Department of Education (CDE) Dataquest, NEW Academy Canoga Park students are 97% Hispanic or Latino, 32% are English Learners and 100% of students qualify for Free and Reduced Price Meals. All of the students are granted equal access to the school resources regardless of their economic or academic status. In addition, NEW Academy Canoga Park works with the surrounding schools to ensure that students smoothly transition into and out of our program.

The student population reflects the demographics of the surrounding schools. According to the last CBEDS count, the elementary schools in Canoga Park serve approximately 94% Latino students. More than 96% of children at these schools are enrolled in the federal free and reduced price lunch program, according to California Department of Education data.

**Transitional Program for Preschool and Transition for Fifth Graders**

NEW Academy Canoga Park believes that it is important to assist with the transition from preschool to kindergarten. NACP provides an orientation for all incoming kindergarten in the spring before students enroll to provide families and students with information about what to expect in kindergarten and subject matter to work on with their child before entering kindergarten. Students who attend the Head Start in the adjoining community center come on a tour of the kindergarten and school in the spring to help with the transition. Students are also given assessments in the spring after they are accepted to ensure that the kindergarten teachers have information about students’ academic levels when they begin kindergarten.

**Transitional Kindergarten**

Transitional Kindergarten is designed for students who turn 5 years old between November 2 and December 2, 2012. This program will give our children an opportunity to learn important academic and social skills in a hands-on way that supports their development. LAUSD REF-5777.0

Transitional kindergarten is the first year of a two year kindergarten program. Transitional Kindergarten is the program placement for TK age eligible students. Children who meet the age eligibility for kindergarten (5 years of age by November 1 in 2012-2013) may be enrolled in the TK program upon parent request.

TK age eligible students:

- In the 2012-2013 school year, children who will have their fifth birthday between November 2 and December 2 shall be admitted to a transitional kindergarten program.
- In the 2013-2014 school year, children who will have their fifth birthday between 2 and December 2 shall be admitted to a transitional kindergarten program.
- In the 2014-2015 school year and each school year thereafter, children who will have their fifth birthday between September 2 and December 2 shall be admitted to a transitional kindergarten program.
**Transitional 5th Graders**
NACP works with the fifth grade students in multiple ways to assist in the transition to middle school. An administrator from the neighborhood middle school visits the school to give an overview about middle school. Then, the fifth grade students visit the neighborhood middle school for a tour where current middle school students and staff members speak to them about what to expect in middle school and how to prepare. NACP also has the alumni who return for an alumni event give advice to the current fifth graders about middle school. NACP also works with the families to provide them with information about middle school options. NACP provide this information through meetings, conferences, and written notices.

All data are disaggregated to show how sub-groups; e.g. English Learners (ELs), non-ELs, mobility, gender, etc. perform. The school Administrators staff, and teachers will be held accountable to the Board for meeting the school outcome goals. **NEW Academy Canoga Park** will pursue the following outcome goals:
**Demographics**

NEW CANOGA PARK EL  
OCTOBER 2011 CALPADS DEMOGRAPHICS WITH COMPARISON SCHOOLS

This page displays K-12 enrollment number and percentages of select subgroups as of October 2011 Census Day. % of English Learners (ELs) is calculated by dividing the total number of ELs reported on the March 2012 Language Census by the October 2011 Census enrollment number.

<table>
<thead>
<tr>
<th>ESC</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>Total Enroll #</th>
<th>% F/R Meal</th>
<th>% GATE</th>
<th>% EL</th>
<th>% Hisp.</th>
<th>% White</th>
<th>% Af. Amer.</th>
<th>% Asian</th>
<th>% Fill.</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR</td>
<td>3</td>
<td>5477</td>
<td>NEW CANOGA PARK EL</td>
<td>447</td>
<td>95%</td>
<td>6%</td>
<td>53%</td>
<td>94%</td>
<td>1%</td>
<td>0%</td>
<td>3%</td>
<td>0%</td>
</tr>
</tbody>
</table>

**LAUSD Similar Schools from CDE**

| N  | 3  | 2753     | CANOGA PARK EL          | 862            | 100%       | 5%     | 52%  | 88%    | 2%      | 4%         | 3%      | 2%      |
| N  | 4  | 4027     | FULLBRIGHT EL           | 475            | 100%       | 6%     | 46%  | 83%    | 6%      | 4%         | 4%      | 4%      |
| N  | 3  | 4445     | HART ST EL              | 815            | 100%       | 4%     | 55%  | 87%    | 4%      | 3%         | 3%      | 1%      |

**LAUSD Similar Schools from CDE Median**

<table>
<thead>
<tr>
<th></th>
<th>Total Enroll #</th>
<th>% F/R Meal</th>
<th>% GATE</th>
<th>% EL</th>
<th>% Hisp.</th>
<th>% White</th>
<th>% Af. Amer.</th>
<th>% Asian</th>
<th>% Fill.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>454</td>
<td>86%</td>
<td>5%</td>
<td>38%</td>
<td>78%</td>
<td>2%</td>
<td>4%</td>
<td>4%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**Resident Schools**

<p>| N  | 3  | 2753     | CANOGA PARK EL          | 862            | 100%       | 5%     | 52%  | 88%    | 2%      | 4%         | 3%      | 2%      |
| N  | 4  | 4027     | FULLBRIGHT EL           | 475            | 100%       | 6%     | 46%  | 83%    | 6%      | 4%         | 4%      | 4%      |
| N  | 3  | 4445     | HART ST EL              | 815            | 100%       | 4%     | 55%  | 87%    | 4%      | 3%         | 3%      | 1%      |</p>
<table>
<thead>
<tr>
<th>N</th>
<th>3</th>
<th>4881</th>
<th>LIMERICK EL</th>
<th>928</th>
<th>100%</th>
<th>4%</th>
<th>46%</th>
<th>81%</th>
<th>5%</th>
<th>4%</th>
<th>6%</th>
<th>2%</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>3</td>
<td>6986</td>
<td>SUNNY BRAE EL</td>
<td>693</td>
<td>100%</td>
<td>2%</td>
<td>46%</td>
<td>87%</td>
<td>3%</td>
<td>4%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

NEW Academy Canoga Park Charter School Renewal
### Achievement

**NEW CANOGA PARK EL**  
**2011-12 CALIFORNIA STANDARDS-TEST (CST) ENGLISH LANGUAGE ARTS AND MATH RESULTS**

| ESC | BD | Loc. Code | School Name     | # Tested | # Tested | % Far Below Basic | % Below Basic | % Basic | % Prof | % Adv | % Prof /Adv | % Far Below Basic | % Below Basic | % Basic | % Prof | % Adv | % Prof /Adv | % B/BB/FBB | % Prof /Adv |
|-----|----|-----------|-----------------|----------|----------|-------------------|---------------|---------|--------|-------|-------|--------------|-----------------|---------------|---------|--------|-------|-------|-------------|-----------|------------|
| XR  | 3  | 5477      | NEW CANOGA PARK EL | 301      | 6        | 10                | 32            | 33      | 20     | 48    | 53    | 305          | 2               | 8             | 14      | 32     | 45    | 24    | 77          |

**LAUSD Similar Schools from CDE**

<table>
<thead>
<tr>
<th>Location</th>
<th>E</th>
<th>S</th>
<th>N</th>
<th>S</th>
<th>E</th>
<th>Location</th>
<th>E</th>
<th>S</th>
<th>N</th>
<th>S</th>
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<tr>
<td>2014 ALBION EL</td>
<td>226</td>
<td>2</td>
<td>11</td>
<td>35</td>
<td>35</td>
<td>17</td>
<td>48</td>
<td>52</td>
<td>226</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>2089 AMBLER EL</td>
<td>311</td>
<td>3</td>
<td>9</td>
<td>29</td>
<td>28</td>
<td>30</td>
<td>41</td>
<td>58</td>
<td>312</td>
<td>2</td>
<td>11</td>
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<tr>
<td>2110 ANATOLA EL</td>
<td>258</td>
<td>5</td>
<td>11</td>
<td>32</td>
<td>30</td>
<td>22</td>
<td>48</td>
<td>52</td>
<td>263</td>
<td>7</td>
<td>12</td>
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<tr>
<td>2473 BONITA EL</td>
<td>294</td>
<td>5</td>
<td>11</td>
<td>29</td>
<td>33</td>
<td>23</td>
<td>45</td>
<td>56</td>
<td>296</td>
<td>3</td>
<td>14</td>
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<td>2986 CHAPMAN EL</td>
<td>239</td>
<td>2</td>
<td>7</td>
<td>22</td>
<td>39</td>
<td>30</td>
<td>31</td>
<td>69</td>
<td>242</td>
<td>0</td>
<td>7</td>
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<tr>
<td>3562 EL SERE</td>
<td>308</td>
<td>5</td>
<td>12</td>
<td>28</td>
<td>36</td>
<td>18</td>
<td>45</td>
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<td>13</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO EL</td>
<td>2042</td>
<td>HARVARD EL</td>
<td>299</td>
<td>2%</td>
<td>10%</td>
<td>35%</td>
<td>30%</td>
<td>23%</td>
<td>47%</td>
</tr>
<tr>
<td>---</td>
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<td>-----</td>
<td>-----</td>
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</tr>
<tr>
<td>N</td>
<td>3</td>
<td>4881</td>
<td>LIME RICK EL</td>
<td>619</td>
<td>9%</td>
<td>15%</td>
<td>33%</td>
<td>26%</td>
<td>18%</td>
<td>57%</td>
<td>44%</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>5397</td>
<td>MORNING SIDE EL</td>
<td>470</td>
<td>6%</td>
<td>12%</td>
<td>30%</td>
<td>32%</td>
<td>20%</td>
<td>48%</td>
<td>52%</td>
</tr>
<tr>
<td>S</td>
<td>7</td>
<td>5753</td>
<td>186TH ST EL</td>
<td>470</td>
<td>4%</td>
<td>7%</td>
<td>27%</td>
<td>35%</td>
<td>26%</td>
<td>38%</td>
<td>61%</td>
</tr>
<tr>
<td>N</td>
<td>6</td>
<td>5894</td>
<td>OSCEOLA EL</td>
<td>242</td>
<td>2%</td>
<td>11%</td>
<td>31%</td>
<td>39%</td>
<td>17%</td>
<td>44%</td>
<td>56%</td>
</tr>
</tbody>
</table>

**LAUSD Similar Schools from CDE Median**

|   |   | CANOGA PARK EL | 2753 | 520 | 10% | 14% | 32% | 26% | 18% | 56% | 44% | 528 | 4% | 19% | 23% | 29% | 24% | 46% | 53% |
|---|---|---------------|------|-----|----|-----|-----|-----|-----|-----|-----|-----|----|----|-----|-----|-----|-----|-----|-----|
| N | 4 | FULL BRIGHT EL | 4027 | 278 | 5% | 9% | 26% | 38% | 22% | 40% | 60% | 282 | 1% | 9% | 15% | 28% | 46% | 25% | 74% |
| N | 3 | HART ST EL | 4445 | 462 | 14% | 18% | 31% | 26% | 11% | 63% | 37% | 471 | 7% | 21% | 21% | 32% | 19% | 49% | 51% |
As indicated in the Achievement Chart above **New Academy Canoga Park** Charter 2011-2012 API Growth reflects a 23% growth above the surrounding schools.

*Data obtained from CDE Dataquest*
**SCHOOL CULTURE**

NEW Academy Canoga Park is committed to serving approximately 476 students when fully operational. Through this organizational structure and a curriculum organized around major concepts that students are expected to learn, NEW Academy Canoga Park will seek to graduate students who are thoughtful, engaged citizens of the 21st Century. Enabling students to become self-motivated, competent, life-long learners will be met the our school.

**A TYPICAL DAY**

Students arrive at school between 7:15 a.m. and 7:55 a.m. so that they can have breakfast and prepare for the day. Intervention and remediation activities are provided between 7:15 a.m. and 7:55 a.m. to all students. Teachers also offer tutoring and intervention before and after school throughout the school week.

Each school day at NEW Academy Canoga Park begins with all students attending reading and following opening day routines. The Readers and Writers Workshop program which provides prevention, intervention, and gifted reading instruction. Students take standards based core subject classes of Language Arts, Math, Science, and Social Studies. Academic classes are scheduled between 8:00 a.m. and 2:40 p.m. during our Monday through Friday regular bell schedule. All students participate in Physical Education (PE), which incorporates an intramural sports program, including practices and games, team-building initiative games, and California Physical Fitness training.

Students eat lunch at various times between 11:00 and 1:00. Monday – Friday, the regular school day ends at 2:25 for K through 2nd and for 3rd through 5th release time is at 2:40 p.m. NACP students have the opportunity to participate in L.A.’s Best-the Mayor’s Initiative. At LA’s BEST, children go straight into the program after the last bell rings, without ever leaving school grounds. Students are greeted after their last class of the day with a nutritious snack, help with their homework, and exciting things to do and learn.

LA’s Best offers support in literacy, math, science, seasonal sports, arts and crafts and health and fitness activities, staff and students both have input into what recreational and club-based activities happen at any particular site. And of course, all students get opportunities to take special field trips and to attend citywide events throughout the year.

While the Monday through Friday instructional day is consistent, school on Tuesday is an early dismissal to allow for teachers to participate in professional development. On Monday mornings, the day begins with an assembly where the school gathers to receive weekly updates from school administration, teachers, and Student Leadership Council members. This is also a time when...
individual classrooms have an opportunity to showcase their projects school-wide or classroom-by-classroom, celebrate student achievement, and reflect on their behavior throughout the school year. All students participate in classes where topics such as digital portfolio development, student performance data, conflict resolution, college awareness, and service-learning projects are discussed.

Among the key features of NACP is that some teachers visit all their students in the evenings to establish lines of communication and share student progress with their parents. This practice offers parents the opportunity to have an individual face-to-face meeting and establish relationships with their teachers.

Some students also have the opportunity to participate in intervention workshops, enrichment, extra-curricular activities, and community service programs after school between 3:30 pm – 6:30 pm provided by their teachers.

A LOOK INTO THE CLASSROOM

Prevention/Intervention/Acceleration Program:

NACP has a Balanced Literacy program that concentrates in the following:

- Reading Comprehension
- Writing Workshop
- Grammar
- Spelling
- Figurative Language
- Word Study
- Punctuation Skills
- Reference Skills
The Readers and Writers Workshop is designed to teach all students regardless of their levels.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Theme</th>
<th>Assessment</th>
<th>% of Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session I</strong></td>
<td><strong>Learning from Best and Worst Reading Times</strong></td>
<td><strong>Teacher College Reading Writing Program-TCRWP Assessment Tools</strong></td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td></td>
<td><em>Readers don’t just read, we also build reading lives for ourselves. To do this, we stop to reflect, “When was reading the pits for me?” and “When was it the best it can be?” and “When was it the best it can be?”</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session II</strong></td>
<td><strong>Making Honest, Important Reading Resolutions</strong></td>
<td><strong>Teacher College Reading Writing Program-TCRWP Assessment Tools</strong></td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td></td>
<td><em>People who take care of themselves-as athletics, as musicians, and as readings, too-know that it is important to sometimes stop and say “From today on, I’m going to...” and then we name our hope, our promise, our New School Year’s resolution. After that, we try to let it change how we live in the future.</em></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session III</strong></td>
<td><strong>Finding Tons of Just-Right Books</strong></td>
<td><strong>Teacher College Reading Writing Program-TCRWP Assessment Tools</strong></td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td></td>
<td><em>“Reading researchers have found that all of us need tons and tons of ‘high success’ reading in order to grow as readers.</em></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During the first period of each day all students are leveled and placed into a reading based on their instructional level. Therefore, if an 1st grade student with special learning needs or an English Language Learner is reading at the K reading level based on the assessment such as Degrees of Reading Power (DRP), Running Records, etc. normed reference test, he or she is assigned to a certificated teacher that is responsible for teaching reading at the grade reading level. The reverse is also true, if there is a 1st grade gifted student that is reading at the grade reading level based on assessments, then he or she will have the opportunity to participate in an reading enrichment that is a research-based and research-proven program designed to meet the unique needs of young adolescent readers. Since the range of reading achievement is extremely broad in this age group.
This program provides instruction for students at beginning through 8th-grade+ reading levels. Students are assessed and placed at their appropriate reading levels. Students reading at a third-grade level or higher will focus on developing comprehension strategies using both narrative and expository texts. Students reading at earlier levels use high-interest fiction, nonfiction, and reader’s theatre to develop basic decoding skills, reading fluency, vocabulary building, and comprehension. All levels focus on building background knowledge and developing study skills to foster future success in school and beyond. Additionally, the Readers and Writers Workshop uses cooperative-learning techniques to engage students with their learning and to create and foster a positive classroom environment.

Elementary school students who are reading at a second and third grade level have mastered basic phonics skills, but they haven’t achieved enough reading fluency and vocabulary to make contact with the world of adult reading, contact that first occurs at the fourth grade reading level. The goal of these units is to give students at this level the help they need to achieve a fourth grade reading level as quickly as possible. This general goal can be broken down into the following areas:

1. **The students acquiring word recognition skills.** In levels 2 - 3, students are provided direct instruction in techniques and strategies they can use to successfully decode unfamiliar words, such as using phonetic clues within the word, using other words in the text as clues, breaking down multisyllabic words, and identifying prefixes, suffixes, and base words.

2. **The students achieving greater reading fluency.** Fluency is the ability to read smoothly at an acceptable speed with few errors and with good expression. While students can sometimes read fluently without understanding what they read, achieving fluency frees up the intellectual resources that students need to accomplish comprehension tasks.

3. **The students continuing to develop their vocabulary.** These students need help with both learning completely new words (a task that is particularly critical for students who are learning English as a second language) and with learning to read words that are already in their spoken vocabulary. Levels 2 - 3 offer activities that assist with both aspects of vocabulary development.

4. **The students learning basic comprehension strategies.** While levels 2 - 3 appropriately emphasize fluency over comprehension, the students will learn that fluency is only important to the extent that it results in better and more efficient understanding. Fluency is thus always taught in tandem with guidance and validates s for comprehension. The comprehension strategies that are offered range from basic clarifying techniques (such as sounding words out, looking at other words and pictures for clues, and asking for help) to important strategies that contribute to active reading, such as predicting, asking questions, making mind movies, and summarizing.

5. **The students are learning to write in response to what they read.** Levels 2 - 3 focuses on helping students write correct and complete sentences, applying appropriate punctuation, capitalization, grammar, and spelling, as well as vocabulary building.
**Curriculum**

Students in the Readings and Writers Workshop are grouped into separate classes according to their reading levels.

**Reading Level 1** (first grade reading level) focuses on giving beginning readers the tools they need for literal comprehension. It uses a sequence of illustrated stories, presented with phonetically regular text that becomes more difficult as students master new skills.

**Reading Levels 2 - 3** (grades 2 and 3 reading levels) use simple fiction, nonfiction, and reader’s theater to focus on basic decoding skills and improving reading fluency.

**Reading Levels 4 - 8+** (grades 4 through 8+ reading levels) use short stories, novels, poetry, and nonfiction to help students learn effective comprehension strategies.

Frequent feedback motivates students in all instructional levels:

- **Students get weekly feedback on their progress.** They set individual and team goals and track their progress. Being aware of their own gains and experiencing success a step at a time motivates students to take on new challenges with confidence.

- **As soon as they are ready, students are moved to the next level.** Every eight weeks students are given a test to identify their reading level. Assessing reading skills regularly assures that students are continually challenged and do not lose momentum.

- **The Reading Program is flexible.** Teachers can use formal and informal assessment data from The Readers and Writers Workshop to tailor instruction so that it meets the needs of their students and the school and state goals.

All instructional levels of the Readers and Writers Workshop allow students to progress at their own pace, gaining pride and confidence in their abilities as readers. Instruction is consistently matched to students’ gains in ability. Within each class, motivated students are given the option to forge ahead with new material, even as they help their partners and teammates. All students, regardless of achievement levels, receive instruction that is keyed to their particular needs and to level-appropriate goals.

**Core Subject Classes:**

Common Core State Standards core subject classes include: Language Arts, Math, Science, and Social Studies. When entering a classroom, visitors will see standards based instruction at a prominent place in the classroom. Visitors will also see a unit board which will identify the Common Core State Standards being addressed, the assessments being utilized, and specific learning objectives and outcomes for the day. Often in the first ten minutes of the classroom teachers will utilize a warm-up to help students activate background knowledge. Or, teachers may use the time to provide direct instruction to help students acquire new knowledge.
All instruction will follow the Readers and Writers Workshop which trains teachers to use backwards planning process to make deliberate decisions to provide effective instruction. The Designing for Student Achievement method by Lucy Calkins, teaches teachers to identify desired outcomes (Standards and Bloom’s taxonomy) align those outcomes to multiple assessments (formative, and summative assessment options are used) and to develop and differentiate instruction toward student needs (Bloom's Taxonomy, research based strategies, and differentiated instruction.)

In a typical classroom visitors will see students working in leveled or collaborative groups actively engaged in culturally relevant project-based learning. While in their groups students utilize Thinking Maps to help them to think critically across all subject areas and to complete all of their standards based tasks and assessments. The following CRRE (Culturally Relevant and Responsive Education) instructional strategies utilized throughout the day, this program will be represented to teachers in professional development.

**Contrastive Analysis**: Oral and written language skills: integrating linguistic knowledge of SAAE, (Standard American Academic English) into home language of Standard English Learners.

- **Personal Thesaurus**: To build on prior knowledge.
- **Culturally Relevant Literature**: Draws upon personal knowledge to make meaning of text: Learning environments that facilitate literacy acquisition and establish linkages between the home and school cultures.
- **Building on the Learning Styles and Strengths of SELs (Standard English Learner) learning styles**: Individual preferred orientations, social interactions during study time, and types of reward structures that motivate the individual to persist and try harder.

**The 21st Century Educated Person**

NEW Academy Canoga Park will enable students to become self-motivated, competent, and lifelong learners by creating a school environment wherein every student learns the specific knowledge and skills needed to advance to the next grade level, essentially creating the foundation for which knowledge can build upon knowledge. At NEW Academy Canoga Park we know that an educated person of the 21st century will have a broad knowledge base in literature, mathematics, history, science, foreign language and the arts. In addition, he/she will have the necessary skills to respond to a technologically advanced society. He/she will have a global awareness of his/her place in society, ecology and the responsibility that this creates. This will allow him/her to pursue the necessary goals to achieve his/her contributions with assertiveness, cooperativeness and a relentless desire for excellence. And it will be the goal of NEW Academy Canoga Park to educate students who will strive to become such a person.

The educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. The educated person must not only value academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person uses knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic
workforce and to become an active participant in the diverse global community.

In summary, NACP supports changes in teaching, learning, and leadership that adequately prepare students for the 21st century as follows:

- Acquire and apply core knowledge and critical-thinking skill sets that are essential in an information age.
- Demonstrate creativity, innovation, and flexibility when partnering with business and community members to advance common goals.
- Make decisions and solve problems ethically and collaboratively.
- Use technology to gather, analyze, and synthesize information for application in a global economy.
- Exhibit positive interpersonal relationships that value multiple languages, cultures, and all persons.
- Display leadership skills that inspire others to achieve, serve, and work together.

**How Learning Best Occurs**

Learning best occurs when several elements are effectively integrated. A successful educational model will include:

- Educational goals that are clear and concise.
- A school design that incorporates best practices that have already proven successful in a similar environment.
- A schoolwide commitment to high student achievement.
- Teachers who are motivated and fully engaged in the educational process.
- Parents who are involved in the educational process.
- Additional learning opportunities offered through an extended day and extended year (to increase time for learning), and support programs such as after school programs.
- All needs of the individual student are being met (i.e. physical, emotional, and mental).
- Teacher recognition and high expectations for professional growth.
- Teacher participation in governance and curriculum development.
- An intimate educational setting (small school size/small class size) that will allow for more focused and individualized attention.

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) scores consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers. The NEW Academy Canoga Park leadership team continues to study effective practices that have worked to close this achievement gap.
NEW Academy Canoga Park has incorporated the following recommendations from Kati Haycock, Director of Education Trust:

- **Have uniform standards:** NEW Academy Canoga Park has clear and high expectations of all students that fully align with California state standards.
- **Make the curriculum challenging:** Rigorous curriculum is organized around major concepts that students are to know deeply.
- **Help students catch up:** A personalized environment and regular assessments ensure that no students fall behind. Initial assessments are conducted once students are enrolled in the school, to determine their proficiency levels in mathematics and language skills. Extra support before and after school is given to those students in need.
- **Provide good teachers:** All NEW Academy Canoga Park core subject teachers have an appropriate credential in their subject matter based on NCLB requirements for highly qualified teachers. In addition, regular planning and professional development time allow teachers the opportunity to continue to improve their practice.

Students learn best when they are challenged by clear and high expectations and supported by a caring community. They are excited by education that is meaningful and dynamic. Students are motivated by learning that requires them to problem solve and collaborate. Students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community. They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievement.

Research supports that young people want to make a difference in their families and communities and they value experiences that empower them to do so. Learning must both reflect students’ lives and expand their understanding to encompass a global perspective. Therefore, NACP provides opportunities for students to develop personal responsibility, manage their own learning, and practice democratic principles. Students at NACP have opportunities to celebrate authentic accomplishments; as well as, cultural and individual diversity in an environment of tolerance and respect. These concepts are the foundation of NEW Academy Canoga Park.

**Program Goals**

NEW Academy Canoga Park has created an educational environment that fosters success in the classroom and the community. To this end, the school has set forth the following program goals:

1. Prepare students for academic success in high school as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.
Instructional Program

NEW Academy Canoga Park will offer students an academically rich program incorporating the following characteristics:

1. **Standards-Based, Research-Based Curriculum**: NEW Academy Canoga Park will offer a rigorous education for all students in line with the California State Standards and newly Common Core Standards. The school continues to uses curriculum and instructional strategies founded on proven practices.

2. **Family-Community-School Partnerships**: NEW Academy Canoga Park actively engages families and the community in the life of the school, and students are engaged in service to the community.

3. **Technology Integration**: By incorporating technology within the curriculum, students learn computer skills while pursuing academic goals.

4. **Small Learning Communities**: Students are given the opportunity to work in small cohort groups throughout their six years at school, thereby increasing teacher-student interaction.

5. **Interdisciplinary, Project-Based Curriculum**: Students will understand how subjects relate to each other while achieving proficiency in all core subjects and becoming critical thinkers. Teachers engage students by organizing curricula around central ideas, building on the students’ prior knowledge, and connecting learning to students’ lives.

6. **Culturally-Relevant Instruction**: Central American/Latino literature and cultural references are integrated into the instructional experience, to increase the relevance of school in students’ lives.

How Learning Best Occurs Model below:
Use of State Standards and Common Core State Standards

Student

- Conduct Assessment of Student (Reading Levels)
- CST if applicable, English Language Proficiency
- Math Skills and other core subjects

Intervention using Readers and Writers Intervention
- Mini Lessons
- Strategy Lessons
- Tutoring

Work School Partnerships
- Parents, LA's Best
- Community Centers
- CSUN
- CEEL-
- English Learners
- Universities
- Other

Set individual goals for each student
- Monitor
- Assess

Teach using Readers and Writers Workshop,
- State Adopted Textbooks and
- Intervention

Set individual goals for each student
- Monitor
- Assess
I. Standards-Based, Research-Based Curriculum

The state and national standards, Common Core State Standards for each core subject area provides a basic framework for instruction at NEW Academy Canoga Park. Standards based core subject classes include: Language Arts, Math, Science, and Social Studies. From this baseline, students expand their knowledge, skills, and analysis through in-depth inquiry and exhibition projects. In the future all students will be expected to create digital portfolios, which demonstrate essential skills, critical thinking, and problem solving across disciplines. Authentic assessments are used to judge student achievement beyond traditional evaluation instruments. Professional development will include teacher, staff and community coaching to help students meet a more demanding curriculum and to facilitate the support and cooperation of the entire charter school community. Differentiated instruction allows students multiple pathways to absorb information and learning, supporting both low- and high-performing students.

Among NEW Academy Canoga Park’s practices is that all students are expected to demonstrate essential skills, critical thinking, and problem solving across disciplines. They must also develop the analytic skills and intellectual curiosity that helps them become self-motivated lifelong learners. Toward this end, NEW Academy Canoga Park students are developing strong habits of mind.

Throughout the curriculum, students consider questions of evidence (how do we know what we know?); viewpoint (who is speaking?); connections and patterns (how are events/people/places connected?); supposition (what if? how might things have been different?); and meaning (why does this event, theory, or practice matter?). When possible, Latino and Central American educational elements are incorporated throughout the curriculum, reinforcing cultural relevance for students. Students achieve academic achievement through in-depth investigation, rigorous thought, and meaningful connections.

NEW Academy Canoga Park believes that a systematic standards-based instructional program ensures that students are successfully engaged in rigorous academic activities. Rigorous instruction, guided by data-based analysis of student achievement, ensures that students reach proficiency in Reading Language Arts and Math, Science, and Social Studies, and meet or exceed API and AYP targets.

Teachers at all grade levels are trained in a proven effective model of standards-based instruction: Strategic Design for Student Achievement (SDSA). SDSA comprises of a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. Specifically, teachers trained in the SDSA model are able to perform the following design tasks:

1. Prioritize and Cluster Standards
   - Analyze the level of thinking (Bloom’s Taxonomy) embedded in each standard
   - Prioritize standards according to the following criterion:
     Priority 1
     Does the standard represent a multi-faceted, complex idea that requires
“uncoverage”?

Priority 2
Does the standard represent a set of discrete skills or isolated pieces of knowledge?

Priority 3
Is this non-essential knowledge that may enhance student understanding of the larger/broader topic?

- Cluster content standards around identified — Priority 1 standards
- Clearly communicate expected outcomes to students

2. Align Assessments
- Make strategic decisions about when to use formative and summative assessments
- Identify the Achievement target (knowledge, reasoning, skills, product, or dispositions) embedded in the content standards
- Use the identified achievement target to select from among four kinds of assessments (selected response, constructed response, performance assessments, personal communication) to align to the standards
- Clearly define and communicate assessment criterion to students prior to instruction

3. Design Rigorous Instruction
- Define measurable, achievable objectives that align to given standards
- Design engaging and rigorous instructional activities that align to standards and assessments
- Differentiate instructional activities (process, product, and content) based on student readiness
- Communicate performance expectations to students prior to beginning activities

4. Analyze Effectiveness and Efficiency
- Collaboratively examine student work to determine effectiveness of assessments and activities in supporting student mastery
- Analyze student achievement data to identify standards that require extension or remediation
- Conduct a collaborative lesson study to evaluate efficiency (effective coverage of content standards for mastery)

In a standards-based service-learning model, the third step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable service experiences. By integrating a standards-based service-learning model into a Language Academy context, teachers are empowered to simultaneously ensure the mastery of Common Core State content standards and bilingual language proficiency. Taken together, these strategies support closing the achievement gap for students who have been historically underserved by — one-size-fits-all instructional methods found in many public school classrooms. An instructional model that integrates Strategic Design for Student Achievement (SDSA) and leadership training through service-learning is grounded in state-of-the-art brain-based research.
As part of the curriculum design process, research-based instructional strategies for increasing student achievement are embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock, 2001) are used by teachers in their classrooms. These researchers have compiled teaching practices and strategies that — have a high probability of enhancing student achievement for all students in all subject areas at all grade levels (Marzano, Pickering, Pollock, 2001). NEW Academy Canoga Park also has found the use of these instructional practices to be effective for student academic achievement.

NEW Canoga Park uses Common Core Reading and Writing Workshop, A Curriculum Plan for the Reading Workshop for each grade. The curricular calendar was written with input from teachers, literacy coaches, staff developers, and reading experts. Alongside the reading workshop a full balanced reading program includes not only a reading workshop, but also a variety of other structures. Among the early elementary school-aged children are reading aloud, shared reading, interactive writing, phonics, word study and writing workshop. These Units per grade level are as follows:

<table>
<thead>
<tr>
<th>Month</th>
<th>Units</th>
<th>Assessment</th>
<th>% Proficient</th>
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</thead>
<tbody>
<tr>
<td>September</td>
<td>Unit 1: We Are Readers Exploring the Exciting World of Books</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>October</td>
<td>Unit 2: Readers Read, Think, and Talk about Emergent Story Books</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>November</td>
<td>Unit 3: Readers Use All Our Powers to Actually Read</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>December</td>
<td>Unit 4: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk About Books</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>January</td>
<td>Unit 5: We Can Be Reading Teachers: Teach Yourself and Your Partners to Use All You Know to Read</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>February/March</td>
<td>Unit 6: Learning about Ourselves and Our World: Reading for Information</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
</tr>
<tr>
<td>March/April</td>
<td>Unit 7: Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<td>Month</td>
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<tr>
<td>April/May</td>
<td>Unit 8: Readers Get to Know Characters by Pretending and By Performing Our Books</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>May/June</td>
<td>Unit 9: Giving the Gift of Reading: Reading across Genres</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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### Kindergarten Writing

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<tbody>
<tr>
<td>September</td>
<td>Unit 1: Launching the Writing Workshop</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>October</td>
<td>Unit 2: Approximating Small Moments</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>November</td>
<td>Unit 3: Looking Closely: Observing, Labeling, and Listing Like Scientists</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>December</td>
<td>Unit 4: Writing Pattern Books to Read, Write, and Teach</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>January</td>
<td>Unit 5: Raising the Quality of Small Moment Writing</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>February</td>
<td>Unit 6: Procedural Writing: How-To Books</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>March</td>
<td>Unit 7: Informational Books</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>Month</td>
<td>Units</td>
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<tr>
<td>April</td>
<td>Unit 8: Authors as Mentors</td>
<td>TC Assessments</td>
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<td></td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>May</td>
<td>Unit 9: Informational Books in Science</td>
<td>TC Assessments</td>
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<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>June</td>
<td>Unit 10: Poetry and Songs</td>
<td>TC Assessments</td>
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<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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### Grade 1-Readers

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<th>Month</th>
<th>Units</th>
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<tbody>
<tr>
<td>September/October</td>
<td>Unit 1: Readers Build Good Habits</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>October/November</td>
<td>Unit 2: Tackling Trouble: When Readers Come to Hard Words and Tricky Parts of Books, We Try Harder and Harder</td>
<td>Assessment-Based Small-Group Work Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>November/December</td>
<td>Unit 3: Readers Meet the Characters in Our Books</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>January</td>
<td>Unit 4: Nonfiction readers Learn about the World</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
<td>80%</td>
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<tr>
<td>February</td>
<td>Unit 5: We Can Be Our Own teachers When We Work Hard to Figure Out Words</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>March</td>
<td>Unit 6: Rearing across Genres to Learn about a Topic: Informational books, Stories, and Poems</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>April/May</td>
<td>Unit 7: Dramatizing Characters and Deepening Our Comprehension in Reading Clubs</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>Month</td>
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<tr>
<td>May/June</td>
<td>Unit 8: Readers Can Read about Science Topics to Become Experts</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<p>| Grade 1 Writing                                                                 |
|-------------------------------|----------------------------------|----------------------------------|--------------|
| Month       | Units                                             | Assessment                          | % Proficient |
| September   | Unit 1: We Are Readers Exploring the Exciting World of Books | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| October     | Unit 2: Readers Read, Think, and Talk about Emergent Story Books | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| November    | Unit 3: Readers Use All Our Powers to Actually Read | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| December    | Unit 4: Readers Study Patterns in Big Books and Little Books to Help Us Read and Talk About Books | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| January     | Unit 5: We Can Be Reading Teachers: Teach Yourself and Your Partners to Use All You Know to Read | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| February/March | Unit 6: Learning about Ourselves and Our World: Reading for Information | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| March/April | Unit 7: Readers Are Brave and Resourceful When We Encounter Hard Words and Tricky Parts in Our Books | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| April/May   | Unit 8: Readers Get to Know Characters by Pretending and By Performing Our Books | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |
| May/June    | Unit 9: Giving the Gift of Reading: Reading across Genres | Teacher College Reading and Writing Program - TCRWP Assessment Tools | 80%          |</p>
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<tbody>
<tr>
<td>September</td>
<td>Unit 1: Taking Charge of Reading</td>
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<td>• Questioning Strategies</td>
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<tr>
<td>October</td>
<td>Unit 2: Tackling Trouble: Assessment-Based Small-Group Work</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>• Questioning Strategies</td>
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<tr>
<td>November</td>
<td>Unit 3: Characters Face Bigger Challenges-So Do Readers</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>December</td>
<td>Unit 4: Reading Notification Reading Club</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>• Questioning Strategies</td>
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<tr>
<td>January/February</td>
<td>Unit 5: Series Reading and Cross-Genre Reading Club</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>February/March</td>
<td>Unit 6: Nonfiction Reading Clubs</td>
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<td>April/May</td>
<td>Unit 7: Reading and Role Playing: Fiction, Folktales, and Fairy tales</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>May/June</td>
<td>Unit 8: Readers Can Read about Science Topics to Become Experts</td>
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<td>May/June</td>
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<td>• Questioning Strategies</td>
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<td>Grade 2 Writing</td>
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<td>Month</td>
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<tr>
<td>September</td>
<td>Unit 1: Launching with Nonfiction</td>
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<td>• Questioning Strategies</td>
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<td>October</td>
<td>Unit 2: Authors as Mentors</td>
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<td>November</td>
<td>Unit 3: Writing and Revising Realistic Fiction</td>
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<td>December</td>
<td>Unit 4: Expert Projects: informational Writing</td>
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<td>January</td>
<td>Unit 5: Opinion Writing: Persuasive Reviews</td>
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<td>February</td>
<td>Unit 6: Writing Gripping Stories with Meaning and Significance</td>
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<td>March</td>
<td>Unit 7: Using Nonfiction Texts as Mentors to Support Nonfiction Writing</td>
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<td>April</td>
<td>Unit 8: Writing Adaptations of Familiar Fairy Tales and Folk Tales,</td>
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<td></td>
<td>and Perhaps Writing Original Fantasy Stories as Well</td>
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<td>Unit 1: Building a Reading Life</td>
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<td>• Establishing Routines and Expectations</td>
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<td>October</td>
<td>Unit 2: Following Characters into Meaning: Envision, Predict, Synthesize and Infer</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>November</td>
<td>Unit 3: Series Book Clubs</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>Late November/December</td>
<td>Unit 4: Nonfiction Reading: Expository Text</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>January</td>
<td>Unit 5: Mystery Book Club</td>
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<td>February/March</td>
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<td>March/April</td>
<td>Unit 7: Test Preparation</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>May</td>
<td>Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas</td>
<td>• Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>• Questioning Strategies</td>
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### Grade 3 Writing

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<td>Unit 1: Launching the Writing Workshop</td>
<td>• RWP Information Writing Continuum</td>
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<td>• Questioning Strategies</td>
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<td>• Using the writing process</td>
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<tr>
<td>October</td>
<td>Unit 2: Raising the Quality of Narrative Writing</td>
<td>• RWP Information Writing Continuum</td>
<td>80%</td>
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<td>• Questioning Strategies</td>
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<td>• Using the writing process</td>
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<tr>
<td>November</td>
<td>Unit 3: Realistic Fiction</td>
<td>• RWP Information Writing Continuum</td>
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<td>• Questioning Strategies</td>
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<td>• Use of the writing process</td>
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<tr>
<td>December</td>
<td>Unit 4: Opinion Writing: Persuasive Review and Speeches/Letters</td>
<td>• RWP Information Writing Continuum</td>
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<td>• Questioning Strategies</td>
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<td>• Use of the writing process</td>
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<tr>
<td>January</td>
<td>Unit 5: Informational Writing</td>
<td>• RWP Information Writing Continuum</td>
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<td>• Questioning Strategies</td>
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<td></td>
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<td>• Use of the writing process</td>
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<tr>
<td>February</td>
<td>Unit 6: Poetry</td>
<td>• RWP Information Writing Continuum</td>
<td>80%</td>
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<td></td>
<td></td>
<td>• Questioning Strategies</td>
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</table>
| March/April  | Unit 7: Genre Studies                                      | • RWP Information Writing Continuum  
• Questioning Strategies  
• Use of the writing process | 80%          |
| May          | Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas | • RWP Information Writing Continuum  
• Questioning Strategies  
• Use of the writing process | 80%          |
| June         | Unit 9: Revision                                           | • RWP Information Writing Continuum  
• Questioning Strategies  
• Use of the writing process | 80%          |

**Grade 4-Reading**

<table>
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<th>Month</th>
<th>Units</th>
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<th>% Proficient</th>
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</thead>
</table>
| September                     | Unit 1: Building a Reading Life                            | • Teacher College Reading and Writing Program - TCRWP Assessment Tools  
• Questioning Strategies      | 80%          |
| October/Early November        | Unit 2: Following Characters into Meaning: Envision, Predict, Synthesize, Infer, and Interpret | • Teacher College Reading and Writing Program - TCRWP Assessment Tools  
• Questioning Strategies      | 80%          |
| Late November/December        | Unit 3: Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction | • Teacher College Reading and Writing Program - TCRWP Assessment Tools  
• Questioning Strategies      | 80%          |
| Late December/January         | Unit 4: Nonfiction Research Projects: Teaching students to Navigate Complex Nonfiction Text Sets Using Critical Analytical Lenses | • Teacher College Reading and Writing Program - TCRWP Assessment Tools  
• Questioning Strategies      | 80%          |
| January/February              | Unit 5: Historical Fiction:                                | • Teacher College Reading and Writing Program - TCRWP Assessment Tools  
• Questioning Strategies      | 80%          |
## Tackling Complex Text

### Reading and Writing Program - TCRWP Assessment Tools
- Questioning Strategies

<table>
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<th>Units</th>
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<tbody>
<tr>
<td>February/March</td>
<td>Unit 6: Interpretation Text Sets</td>
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<tr>
<td>March/April</td>
<td>Unit 7: Test Preparation</td>
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<tr>
<td>May</td>
<td>Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas</td>
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<tr>
<td>June</td>
<td>Unit 9: Social Issues Book Clubs</td>
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## Grade 4 Writing Workshop

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<td>Unit 1: Raising the Level of Personal Narrative Writing</td>
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<tr>
<td>October</td>
<td>Unit 2: Realistic Fiction</td>
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<tr>
<td>November</td>
<td>Unit 3: The Personal and Persuasive Essay: Boxes-and Bullets and Argument Structures for Essay Writing</td>
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<td>Month</td>
<td>Units</td>
<td>Assessment</td>
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</tbody>
</table>
| December            | Unit 4: Informational Writing: Building on Expository Structures to Write Lively, Voice Filled Nonfiction Picture Book | • RWP Information Writing Continuum  
• Questioning Strategies  
• The writing process | 80%          |
| January/February    | Unit 5: Historical Fiction: Tackling Complex Texts                   | • RWP Information Writing Continuum  
• Questioning Strategies  
• The writing process | 80%          |
| February/March      | Unit 6: Poetry: Thematic Anthologies                               | • RWP Information Writing Continuum  
• Questioning Strategies  
• The writing process | 80%          |
| March/April         | Unit 7: Literary Essay and Test Preparation in Writing               | • RWP Information Writing Continuum  
• Questioning Strategies  
• The writing process | 80%          |
| May                 | Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas | • RWP Information Writing Continuum  
• Questioning Strategies  
• The writing process | 80%          |
| June                | Unit 9: Memoir                                                      | • RWP Information Writing Continuum  
• Questioning Strategies  
• The writing process | 80%          |

**Grade 5-Reading**

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<tr>
<th>Month</th>
<th>Units</th>
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</thead>
</table>
| September           | Unit 1: Agency and Independence: Launching Reading with Experienced Readers | • Teacher College Reading and Writing Program - TCRWP Assessment Tools  
• Questioning Strategies | 80%          |
| October             | Unit 2: Following Characters into Meaning: Synthesize, Infer, and Interpret | • Teacher College Reading and Writing Program - TCRWP Assessment Tools  
• Questioning Strategies | 80%          |
<p>| November            | Unit 3: Nonfiction Reading: using Text Structures to Comprehend Expository, Narrative, and Hybrid | • Teacher College Reading and Writing Program - TCRWP | 80%          |</p>
<table>
<thead>
<tr>
<th>Month</th>
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<td>December</td>
<td>Unit 4: Nonfiction Research</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>Projects: Teaching Students</td>
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<td>January/February</td>
<td>Unit 5: Historical Fiction Book Clubs or Fantasy Book Clubs</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>February/March</td>
<td>Unit 6: Interpretation Text Sets</td>
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<tr>
<td>March/April</td>
<td>Unit 7: Test Preparation</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>Questioning Strategies</td>
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<td>May</td>
<td>Unit 8: Informational Writing: reading, Research, and Writing in the Content Areas</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<td>June</td>
<td>Unit 9: Option 1-Historical Fiction or Fantasy Fiction</td>
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<td>June</td>
<td>Unit: Option 2-Author Study: reading Like a Fan</td>
<td>Teacher College Reading and Writing Program - TCRWP Assessment Tools</td>
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<tr>
<td>September</td>
<td>Unit 1: Memoir</td>
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<td>• Continua for Assessing Narrative, Informational and Argument Writing</td>
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<td>• Grammar and Conventions in the Writing Curricular Calendar</td>
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<td>November</td>
<td>Unit 3: Informational Writing: Building on Expository Structures to Write Lively, Voice-Filled Nonfiction Picture Books</td>
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<td>December</td>
<td>Unit 4: Research-Based Argument Essays</td>
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<td>January/February</td>
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<td>February/March</td>
<td>Unit 6: Poetry</td>
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<td>March/April</td>
<td>Unit 7: Literary Essay and Test Preparation in Writing</td>
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<td>Unit 8: Informational Writing: Reading, Research, and Writing in the Content Areas</td>
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<td>• RWP Information Writing Continuum</td>
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<td>Unit 19: Historical Fiction or Fantasy Fiction</td>
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**Fiction Reading Level Assessments**

The TCRWP offers a set of informal reading inventories for narrative texts which correlates to the Fountas and Pinnell system for leveling books. These assessments help teachers identify which level of texts students can read independently and will therefore be able to practice all the reading strategies they are learning during the Reading Workshop. The assessments provide an analysis of comprehension, miscues, and fluency (fluency is only assessed for Levels J-Z).

**NEW Academy Canoga Park** has found that the SDSA process enables teachers to design and deliver comprehensive standards-based lessons, connecting multiple standards from across the content areas, which effectively address and assess student mastery. This process is applied to curricular materials, adopted programs and texts. SDSA effectively allows teachers to identify learning opportunities connecting their adopted text and the state standards to enhancement of strategically research-based effective selected resources.

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<tr>
<th>Grade</th>
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<td>1</td>
<td>60-90</td>
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<td>2</td>
<td>85-120</td>
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<td>3</td>
<td>115-140</td>
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<td>4</td>
<td>140-170</td>
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<td>5</td>
<td>170-195</td>
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*Harris and Sipay (1990)*

**COMMON CORE STANDARDS**

**NACP** will implement Common Core Standards as they are adopted.
Curriculum Frameworks and Instructional Materials

Proposed timelines for new curriculum frameworks will be a part of the CDE’s implementation plan. However, the Legislature has suspended all SBE action on curriculum frameworks until July 1, 2015. For framework development to begin before then, new legislation will be necessary.

Proposed timelines for new instructional materials adoptions will also be a part of the CDE’s implementation plan. The Legislative suspension of Education Code (EC) Section 60200 affects instructional materials adoptions as well as curriculum frameworks. Under current law, an evaluation criterion for instructional materials, which are contained within the curriculum framework for a given subject, must be adopted at least 30 months prior to SBE action on an adoption. However, Senate Bill X5 1 (Steinberg) allowed for a relaxation of that requirement for adoptions that follow the implementation of CCSS. (Appendix G, Common Core Standards)

II. Family-Community-School Partnerships

NEW Academy Canoga Park is committed to community-based education providing support for its students through an integrated approach to school, family, and community. NEW Academy Canoga Park embodies the belief that students thrive when they are part of a supportive community. NEW Academy Canoga Park specifically defines community-based learning in the following ways:

- **Service Learning**: involves students in helping to determine and meet real, defined community needs. It is reciprocal in nature, benefiting both the community and the student by combining a service experience with a learning experience.
- **Community Resources in the Classroom**: to support student learning, NEW Academy Canoga Park draws on existing community relationships to involve parents/grandparents/family, college-age tutors, and mentors in the education of its students.
- **School as Community Center**: the school serves as a hub for life-long learning for the neighborhood providing services; such as, parenting workshops, computer literacy, and ESL classes.

**Service Learning** Service Learning is an opportunity for students to apply classroom learning to tangible community problem solving in a way that brings education to life and grants it personal relevance. Teachers at NEW Academy Canoga Park are expected to establish community connections in their field and integrate service learning into their academic units. In order to be effective, service learning must be standards-based, rooted in rigorous academic outcomes, and provide ample opportunity for students to reflect upon their learning throughout the process. Students can use technology to research solutions other communities have used to solve problems, and to form partnerships to tackle problems that transcend neighborhoods.

NEW Academy Canoga Park integrates the classroom into the community through its service learning and community service programs. Teachers use the community to enhance
and contextualize classroom learning. Students participate in a range of community activities from field trips to long-term volunteer work. Through service learning activities, students have the opportunity to see themselves as vital contributors to their own community. They can connect classroom learning with real life projects to develop their understanding and motivation for their role as learners and community members.

Community Resources in the Classroom NEW Academy Canoga Park has invited resources from the community into the school. NEW Academy Canoga Park has drawn upon existing community partnerships with area colleges, universities, and community-based organizations to increase the resources and instruction of the school. The school brings the community into the classroom through its tutorial, enrichment, mentoring, and parent volunteer programs. Tutors and mentors are recruited from the LA’s Best, University of California at Los Angeles (UCLA), University of Southern California (USC), University of California Northridge and other colleges and universities building on current partnerships with these institutions of higher learning. Tutors work with students on homework and basic skills. University volunteers are recruited to lead a creative writing workshop, direct a play, or coach a sports team. Guest speakers and experts from the community are invited to share their experiences and insights with students and provide feedback for student projects. Professionals and college-aged mentors meet regularly with students to engage them in enrichment activities, provide positive role models, and expose NEW Academy Canoga Park students to possibilities beyond their community.

School as Community Center. NEW Academy Canoga Park continues to build on the success of the school-community partnerships. The school is a community center for technology training and access to continued learning. Computer labs on campus are accessible to NEW Academy Canoga Park families. Computer education, family literacy, English as a Second Language (ESL), health and nutrition, and job training classes for parents are offered during evenings and weekends. The school works actively with parents, students, and community groups to address issues of gang involvement and violence. The school campus has become a place for community celebrations, performances, meetings, and events.

In addition to the noted programs and partnerships above, NEW Academy Canoga Park has initiated and provided the following to fulfill its commitment to Family-Community-School Partnership:

Parent Leadership Program – The curriculum for the program includes the following sessions:

- Parent’s Rights
- Parent/Teacher Conferences
- Structure and Function of the School
- Understanding Standards Based Curriculum and Instruction
- Student Test-Taking Tips and Strategies
- The Structure and Function of the District
NEW Academy Canoga Park believes that when parents understand the structures and operations of schools they can actively become involved in their students’ education.

Research shows that parent involvement at their child’s school is positively correlated to increased achievement. (Keith, 1993)

Healthy Families/Communities - The school provides information and access to health screenings and enrolls families in the Healthy Families statewide insurance program. The school's Principal along with the Director of Operations ensures that students and their families schedule check-ups, dental visits, etc. The students and families who are served by the NEW Academy Canoga Park also offer workshops that are provided after school or on weekends that focus on healthy eating habits, healthy lifestyles, and mental health resources.

III. Technology Integration

NEW Academy Canoga Park supports the evidence that effective use of technology enhances student achievement and motivation. When technology is integrated into a thoughtful, innovative lesson plan, technology can help open a classroom to a wealth of information and resources. Students must understand how to interpret and evaluate internet search results; as well as, how to communicate deep understanding using software applications and multimedia technology. Technology-savvy teachers are recruited to teach at NEW Academy Canoga Park. All of the teaching staff is involved in professional development activities that include educational technology and coaching. For example, teachers are trained in the use of the Internet as a research tool. Teachers are given useful strategies to guide their students to evaluate this research, and to determine Internet source credibility.

By integrating technology with project-based learning, students have learned realistic and effective ways to enhance their own education; such as, online research or more diverse ways to communicate with teachers and mentors. Technology has helped students understand appropriate grade-level scientific and mathematic concepts, collaboration with fellow students, and has helped to improve basic skills at their own pace. Technology enhances student learning by providing a multimedia-learning environment that caters to the students' different learning styles.

Among the technology access, equipment and support for classrooms are as follows:

- Key technology applications have been integrated into every classroom,
and students are proficient in basic Office applications, graphic design tools, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.

- All teachers and students have completed a technology survey that guides technology integration and professional development.
- The school has a fully functioning computer lab and technology classes available to all students.
- All classes – Reading, Communications, and Technology – are fully technology integrated, and those teachers regularly collaborate to design integrated, thematic, technology-based projects.
- ALEKS – Mathematics increases student performance and retention with individualized assessment and learning. ALEKS’ powerful learning management system provides teachers with individual student results.
- Voyager Journeys (vocabulary development program) – new version of VocabJourney®, an interactive, web-based reading component to help students boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
- Use of the Readers and Writers Workshop by Lucy Calkins.

IV  Small Learning Communities

NEW Academy Canoga Park is a small learning community, in that there will never be more than 476 students enrolled.

Additionally, we provide a personalized learning environment and continuous relationships among students and faculty. The student population is organized into small cohorts of approximately 20+ specifically, K-3 has 20 students, and 4-5 have 25 to 26 students throughout their six years at NEW Academy Canoga Park. Classrooms at NEW Academy Canoga Park are learning laboratories where ideas are embraced and members are supported. Students form positive peer groups as they advance together and work collectively in areas of academics and community projects. Respect, cooperation, and compassion is emphasized throughout this process and modeled by teachers and administrators.

A key feature of the personalized learning environment takes place during the time that students set their own goals. Students meet with faculty or staff in small groups (approximately 25:1 ratio) throughout the course of the school year. In the beginning of each year, the focus is on building a sense of community among students and adults and establishing trusting relationships. As the year progresses, the forum for goal setting, problem solving, and launching service learning activities is created and maintained. At the elementary and end of each year, students at NACP are provided with an avenue for students to reflect on their effort in school, their behavior, and their academic accomplishments.

V  Interdisciplinary, Project-Based Learning

Core subject teachers work closely together in interdisciplinary teams to provide a coordinated approach to the major concepts that students are expected to know deeply. The school has
implemented a curriculum that encourages the learner to connect multiple subject areas with each other. Students find that they are able to apply mathematic concepts in their physical science class; that they can use their English essay writing skills in history; that they can transfer earth science concepts to understand geography; and that mastery of Spanish conjugation improves their English grammar. NEW Academy Canoga Park’s students engaged in interdisciplinary learning often find the content more exciting and relevant, especially if presented in a way that relates to their own lives.

Students actively engage in lessons and projects that require them to build on their prior knowledge, construct and demonstrate new knowledge, to analyze and reflect upon what they have learned, and to relate their learning to the world that surrounds them. Teaching methods include inquiry-based, inductive/deductive, direct-instruction, and cooperative learning. Students investigate the world around them to develop questions and apply their learning. NEW Academy Canoga Park students complete Capstone Projects at the end of each semester that actively demonstrates competence to their teachers, peers, parents, and community.

An example of a project math students may engage in is a probability and statistics exploration where student teams design and implement various experiments to determine answers to such questions as, —How many students in our school are left-handed?‖ Students perform simulations for multiple trials, recording their data in a tally chart of their own design and a bar graph. Students then take the information they collect from their random sample and use it to predict (mathematically) how many students in the school are left and right handed. Student teams use tools such as PowerPoint to present their findings and information to the class. Using a rubric the teacher creates to assess mastery; students have a clear understanding of what is expected of them in a successful presentation.

VI. Culturally Relevant and Responsive Education
Culturally Relevant and Responsive Education (CRRE) is defined as adjusting how we teach to the needs and experiences of students by using their cultural knowledge, prior experiences, frames of reference, and performance styles to make learning encounters more relevant and effective for them.

Research affirms that culture, teaching, and learning are interconnected and that school achievement increases to the extent that teaching employs the cultural referents of the students to whom it is directed (Gay, 2000). Teachers collaborate regularly to determine how they can ensure that each unit of study includes materials and resources that reflect the cultural diversity of ALL students attending NEW Academy Canoga Park.

As participants in effective English Language Learners (ELLs) teachers continue to use the following strategies:

- Gain increased understanding of Standard English Learners (SELS) and the barriers that impact their ability to access core curricula.
- Gain an understanding of the origin and historical development of African-American, Mexican-American, and Central-American language and the impact that it has on learning.
- Become familiar with selected instructional strategies that support the acquisition of language & learning in ALL SELs.
- Deepen understanding of Mainstream English Language Development (MELD) Instruction—Developing Listening, Speaking, Reading, & Writing.

The LA’S BEST After School Program

NEW Academy Canoga Park participates in the After School Education and Safety (LA’S BEST) Program. The LA’S BEST Program is an after school education and enrichment program. In partnership with LA’s Best and other local community resources NEW Academy Canoga Park provides literacy, academic enrichment and safe constructive alternatives for NACP students.

The LA’S BEST program provides an opportunity to maximize school reform strategies with community resources. The goal is to support local efforts to improve assistance to students and broaden the base of support for education in a safe, constructive environment. It is the intent of LA’S BEST program legislation to encourage schools and school districts to provide safe and educationally enriching alternatives for children and youth during non-school hours. The program creates incentives for establishing locally driven before and after school education and enrichment programs.

The LA’S BEST program involves collaboration among parents, youth, representatives from schools and governmental agencies, such as local law enforcement and local parks and recreation departments, and individuals from community-based organizations and the private sector. As such the leadership of NACP along with the teachers, parents, students, and community define the type of LA’S BEST program that reflect the students and families of our community.

Additionally, the LA’S BEST program must be aligned with, and not be a repeat of, the content of regular school day and other extended learning opportunities. A safe physical and emotional environment, as well as opportunities for relationship building, must be provided. After school programs must consist of the two elements below and LA’S BEST program leaders work closely with school site administrators and staff to integrate both elements with the school's curriculum, instruction, and learning support activities.

1. An educational and literacy element provides tutoring and/or homework assistance designed to help students meet state standards in one or more of the following core academic subjects: reading/language arts, mathematics, history and social studies, or science. A broad range of activities may be implemented based on local student needs and interests.
2. The educational enrichment element offers an array of additional services, programs, and activities that reinforce and complement the school's academic program. Educational enrichment includes but is not limited to, positive youth development strategies, recreation and prevention activities. Such activities involve the visual and performing arts, music, physical activity, health/nutrition promotion, and general recreation; career awareness and work preparation activities; community service-learning; and other youth development activities based on student needs and interests. Enrichment activities are designed to enhance the core curriculum.

**OPERATIONAL REQUIREMENTS**

All staff members who directly supervise pupils meet the minimum qualifications, hiring requirements, and procedures for an instructional aide in the school district. School site administrators approve site supervisors for the after school program and ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1.

A nutritious snack is provided daily to students participating in the program. The snack provided must meet the standards identified in EC Section 49430.

LA’S BEST grantees are required to operate programs a minimum of 15 hours per week and until 6:00 p.m., beginning immediately upon conclusion of the regular school day. Programs must plan to operate every regular school day during the regular school year.

**ACADEMIC CORE CURRICULUM**

The NEW Academy Canoga Park curriculum is guided by state and national standards. The guiding principles from the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 1994-2003) are incorporated by each of the core content areas. Course curriculum meets the objectives outlined in the *Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). Teachers stay connected to national professional organizations through their publications and conferences to remain current in their content and methodology.

Reading is focused in all content area learning and all teachers are held responsible for assisting students in increasing their skills in reading. Through this intensive effort, students gain access to the core curriculum and academic language of their grade level content.

**NEW Academy Canoga Park** teaches all CA State content standards in all core subject area in grades K-5. Please see attached Appendices E and F for a listing of all standards. English Language Development standards are taught through and across all subject areas.
Below is a description of general content objectives and curriculum skills to be taught at NEW Academy Canoga Park.

**English Language Arts**

English Language Arts courses prepare students for thoughtful study by conveying the importance of becoming active thinkers during reading and writing exercises. In the area of curriculum development and language arts instruction for grades K through 5, NEW Academy Canoga Park provides the following:

- Developed and implemented a language arts curriculum that incorporates the grade-level curriculum content specified in the *English-Language Arts Content Standards for California Public Schools: Kindergarten through Grade Twelve* (California Department of Education, 2001). See detailed summary below.
- Integrated reading, writing, speaking, and listening to form a greater understanding of history/social science, mathematics, and science.
- Developed and implemented important —habits of mind in the form of evidence, connections and patterns, supposition, and meaning that produce active and thoughtful writers, poets, researchers, and speakers.
- Teach students to read with ease, fluency, and enjoyment.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts, including works by Latino authors, with a special emphasis on Central American authors.
- Expose students to multicultural fiction, non-fiction, poetry, essays, and scripts, including works by Latino or Central American authors.
- Teach students to write with clarity, expression, and purpose.
- Coach students to deliver and critique oral presentations effectively.
- Engage students to reflect upon ways literature and writing impact their lives through authentic writing and multicultural literature selections.
- Integrate appropriate technology and technological analysis into the study of English-Language Arts.

**Reading, Kindergarten**

- Students will be introduced to and develop competencies at grade level in Reading Comprehension by having stories read to them, showing them pictures so they can make predictions on what they have been read.
- Students will be introduced to and develop competencies at grade level in Literary Response and Analysis by learning the story’s map or story grammar appropriate for their grade level (setting, characters, events).
Writing

Writing, Kindergarten
- Students will be introduced to and develop competencies at grade level in Writing Strategies as they are instructed in alphabet and systematic vocabulary development.

Written and Oral Language Conventions
- Students will recognize and use complete, coherent sentences when speaking.
- Students will spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letters and names.

Listening and Speaking, Kindergarten
- Students will be introduced to and develop competencies at grade level in Listening and Speaking Strategies as well as Speaking Applications by reciting poems, rhymes, and songs, and make brief oral presentations.
- Student recognizes sound/symbol relationship and basic word formation in simple text.
- Student recognizes and names all upper and lower case letters of the alphabet
- Student applies knowledge of common morphemes to derive meaning in oral and silent reading

Reading, Grade One
- Students will understand and develop competencies at grade level in the basic features of reading. They will select letter patterns and know how to translate them into spoken language using phonics, syllabication and word segments. They will apply this knowledge to achieve fluent oral and silent reading through world analysis fluency and systematic vocabulary development.
- Students will understand and develop competencies at grade level in comprehension of grade level appropriate material. They will draw upon a variety of comprehension strategies, as needed, so they can begin to read grade appropriate magazines, newspapers and online information.

Writing, Grade One
- Students will understand and develop competencies at grade level in writing clear and coherent sentences and paragraphs that develop a central idea. Their writing will show they consider the audience and purpose. Students show progress through the stages of the writing process.

Written and Oral English Language Conventions, Grade One
- Students will understand and develop competencies at grade level in their command of Standard English conventions, such as sentence structure, grammar, punctuation, capitalization and spelling.
Listening and Speaking, Grade One
- Students will understand and develop competencies at grade level in listening and speaking strategies, including comprehension, organization and delivery of oral communication.
- Students will understand and develop competencies at grade level in delivery of brief recitations and oral presentations demonstrating a command of standard American English.

Reading, Grade Two
- Students will understand and develop competencies at grade level in word analysis, fluency, and systematic vocabulary and concept development. They will understand the basic features of reading, select letter patterns, and know how to translate them into spoken language by using phonics, syllabication, and word segments. They will use this knowledge to achieve fluent oral and silent reading.

Writing, Grade Two
- Students will understand and develop competencies at grade level in writing clear and coherent sentences that develop a central idea. The students will progress through the states of the writing process and include organization and focus, penmanship, research, evaluation and revision as part of this process.

Written and Oral English Language Conventions, Grade Two
- Students will understand and develop competencies at grade level in their command of standard English conventions, such as sentence structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking, Grade Two
- Students will understand and develop competencies at grade level in critical listening and responding appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch and modulation.

Reading, Grade Three
- Students will understand and develop competencies at grade level in knowledge and use of complex word families, decoding of unfamiliar words, and read Aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.

Writing, Grade Three
- Students will understand and develop competencies at grade level in writing clear and coherent sentences that develop a central idea. The students will progress through the states of the writing process and include organization and focus, penmanship, research, evaluation and revision as part of this process.

Written and Oral English Language Conventions, Grade Three
- Students will understand and develop competencies at grade level in their command of standard English conventions, such as sentence structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking, Grade Three
• Students will understand and develop competencies at grade level in critical listening and responding appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Reading, Grade Four
• Students will understand and develop competencies at grade level in identifying and understanding inferences and figurative language; discriminate between fact and opinion; use story mapping skills; use context clues to extend comprehension; recognize cause and effect relationships; use prefixes, suffixes and root words to interpret meaning in vocabulary; understand multiple meanings for words and recognize and enjoy various forms of literature.

Writing, Grade Four
• Students will understand and develop competencies at grade level in writing sentences that contain a subject and a predicate. They will write sentences that tell, ask, command, show strong feelings and use quotations. They will know how to change fragments into complete sentences. They will use the 5 step writing process. They will write a report using a variety of information sources, make note and bibliography cards, write rough and final drafts as part of this process.

Written and Oral English Language Conventions, Grade Four
• Students will understand and develop competencies at grade level in their command of Standard English conventions, such as sentence structure, grammar, punctuation, capitalization and spelling.

Listening and Speaking, Grade Four
• Students will understand and develop competencies at grade level in critical listening responding appropriately to oral communication. They will speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Reading, Grade Five
• Students will understand and develop competencies at grade level in word analysis strategies by using context clues to decipher meaning of unknown words, make predictions, draw conclusions, and make inferences from reading. In addition, they will utilize a dictionary to find spelling, meaning and syllabification of unknown words. They will recognize various genres of literature and identify literary forms. Through story mapping, they will identify the conflict, turning point, resolution, protagonists and know how these story elements add to plot development. They will know how to distinguish between passages that inform, entertain, or persuade. Students will recognize similes, metaphors, exaggerations, and idioms and understand how they enhance the author's intent.

Writing, Grade Five
• Students will understand and develop competencies at grade level in writing clear and coherent sentences that develop into a well-planned and interesting
paragraph with sufficient detail. They will write for a variety of purposes and audiences including, but not limited to expository, narrative, descriptive and persuasive styles. They will use a variety of organizing strategies such as webs, story maps, note taking, and outlining. They will edit their own and other's work for quality of expression, grammar, paragraphing, punctuation, and spelling.

Written and Oral English Language Conventions, Grade Five

- Students will understand and develop competencies at grade level of their command of Standard English conventions, such as sentence and paragraph structure, grammar, punctuation, capitalization and spelling

Listening and Speaking, Grade Five

- Students will understand and develop competencies at grade level in critical listening and verbal communication. They will follow complex oral directions and instructions and respond with appropriate questions. They will demonstrate comprehension of reading material presented orally. In addition, they will deliver well-planned oral presentations that includes recitation of poetry and selections from literature with fluency and expression. They will participate effectively in large and small group discussions by expressing thoughts and ideas clearly and concisely.

English Language Development, Kindergarten-Grade 5

Reading

- Student reads aloud simple and complex words in stories or games
- Student demonstrates comprehension of simple and complex vocabulary with appropriate action
- Student retells simple and complex stories using drawings, words or phrases
- Student produces simple and complex vocabulary to communicate basic needs
- Student reads aloud an increasing number of English words appropriate to grade level
- Student recognizes simple synonyms and antonyms, prefixes and suffixes
- Student uses decoding skills and knowledge of vocabulary to begin independent reading and comprehension
- Student recognizes words that have independent meaning in text
- Student reads narrative and texts aloud with appropriate pacing, intonation and expression

English Language Development, Kindergarten-Grade 5

Comprehension

- Student begins to speak and understand English.
- Student begins to ask and answer simple and complex questions
- Student responds to simple and complex directions
- Student uses common social greetings
- Student begins to orally communicate social needs
- Student listens to, recites and sings familiar stories, expanding vocabulary and paraphrasing.
English Language Development, Kindergarten-Grade 5
Word Analysis
- Student recognizes English phonemes that correspond to those he/she already hears and produces.
- Student pronounces most English phonemes correctly while reading aloud.

English Language Development, Kindergarten-Grade 5
Reading Comprehension
- Students respond orally to stories read to them using physical actions and other means of non-verbal communication, by answering questions with one or two word responses, and drawing pictures from their own experience as it relates to the story.
- Students identify the basic sequences of events in stories read to them.
- Students orally identify the basic sequence of text read to them using key words or phrases.
- Students use the content of a story to draw logical inferences.
- While reading orally in a group, students point out basic text features (i.e. title, table of contents, headings, etc.)
- Students understand and follow multi-step directions for classroom-related activities.
- Students read and use detailed sentences to orally identify the main idea and draw inferences about text.
- Students answer questions about cause and effect relationships, restate facts and details to clarify ideas.
- Students prepare an oral or written summary.

English Language Development, Kindergarten-Grade 5
Writing Strategies and Applications
- Students copy legibly the alphabet, words and phrases and write a simple sentence about a group story or experience.
- Students write simple sentences using key words commonly used in the classroom.
- Students write short narrative stories that include the elements of setting, character and events, which are understood when read.
- Students write a friendly letter of a few lines. Then a formal letter.
- Students use complex vocabulary and sentences appropriate for language arts and other content areas (math, science, social studies).
- Students finally produce independent writing using correct grammatical forms and writing sentences and paragraphs that maintain a consistent focus.
- Students write reports that include research, note and bibliography cards, rough and final drafts.

In addition NEW Academy Canoga Park will embrace the philosophy that reading and
writing are not subjects in and of themselves, but rather they are ongoing processes that must be integrated throughout the entire instructional program. To that end:

1. A recommended list of readings will be established for each grade level, which will be aligned with state and sponsoring district standards.

2. Individual student writing portfolios will be used at all grade levels to promote individualized writing skills and to develop student writing styles, with the assistance of computer technology and the establishment of Reading Assessment Teams who will establish rubrics and performance standards for **NEW Academy Canoga Park**.

3. Instruction in phonics will be established for all students performing below grade level through the Readers and Writers Workshop and will be integrated with literature and language rich experiences, regardless of grade level. Students at or above grade level will use reading programs such as Readers and Writers Works and have access to the Readers and Writers Intervention series.

4. Multimedia computers and classroom libraries in all rooms will provide reinforcement in explicit skills instruction and ensure access to a variety of literary works at each grade level.

5. Incentives for reading will be established for students at each grade level. This incentive program will be established by the Reading Assessment Team, who will develop strategies such as field trips, awards, etc.

6. When established the school library will be open from 7:30 a.m. to 4:30 p.m. to ensure that all students have access to required as well as recreational reading materials. As funding becomes available, computer reading stations will be established in the library during these same hours, along with instructional staff, in order to provide students with instructional support.

**Mathematics**

**Mathematics, Kindergarten**

- Students will understand and develop competencies at grade level in understanding the relationship between numbers and quantities, understanding and describing simple additions and subtractions, estimating strategies in computation and problem solving that involves numbers that use the ones and tens places (Number Sense).

- Students will understand and develop competencies at grade level in sorting and classifying objects (Algebra).

- Students will understand and develop competencies at grade level in understanding the concept of time and units to measure it; they understand that objects have properties such as length, weight, and capacity, and that comparisons may be made by referring to those properties (Geometry).

- Students will understand and develop competencies at grade level in collecting information about objects and events in their environment (Statistics).

- Students will understand and develop competencies at grade level in making decisions about how to set up a problem and how to solve it in reasonable ways.
(Mathematical Reasoning).

**Mathematics, Grade One**
- Students will understand and develop competencies at grade level in understanding and use of numbers up to 100, understand the meaning and use of addition, subtraction to solve problems (Number Sense).
- Students will understand and develop competencies at grade level in using number sentences with operational symbols and expressions to solve problems (Algebra).
- Students will understand and develop competencies at grade level in using direct comparisons and nonstandard units to describe the measurement of objects (Geometry).
- Students will understand and develop competencies at grade level in organizing, representing and comparing data by category on simple graphs and charts, sorting objects and creating and describing patterns by numbers, shapes, sizes, rhythms or colors (Statistics).

**Mathematics, Grade Two**
- Students will understand and develop competencies at grade level in understanding the relationship between numbers, quantities, and place value in whole numbers up to 1,000; estimating, calculating, and solving problems involving addition and subtraction of two and three digit numbers; modeling and solving problems in multiplication and division; understanding fractions and decimals; and using strategies that involve ones, tens, hundreds, and thousands places (Number Sense).
- Students will understand and develop competencies at grade level in modeling, representing and interpreting number relationships to create and solve problems involving addition and subtraction (Algebra).
- Students will understand and develop competencies at grade level in understanding that measurement is accomplished by identifying a unit of measure, repeating that unit, and comparing it to the item to be measured (Geometry).
- Students will understand and develop competencies at grade level in collecting numerical data and record, organize, display, and interpret the date on bar graphs and other such representations (Statistics).

**Mathematics, Grade Three**
- Students will understand and develop competencies at grade level in understanding the place value of whole numbers; calculating and solving problems involving addition, subtraction, multiplication and division; and understanding the relationship between whole numbers, simple fractions and decimals (Number Sense).
- Students will understand and develop competencies at grade level in selecting appropriate symbols, operations, and properties to represent, describe, simplify and solve number relationships (Algebra).
- Students will understand and develop competencies at grade level in choosing and
using appropriate units and measurement tools to quantify the properties of objects; describing and comparing the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems (Geometry).

- Students will understand and develop competencies at grade level in conducting simple probability experiments by determining the number of possible outcomes and make simple predictions (Statistics).

Mathematics, Grade Four

- Students will understand and develop competencies at grade level in estimating, addition, subtraction, multiplication, and division of one-, two-, three- and four-digit numbers. They will add multiples of and multiply and divide 10,000, 1,000, 100 and 10 by one- and two-digit numbers (Number Sense).
- Students will understand and develop competencies in solving and writing stories for addition, subtraction, and multiplication number sentences (Algebra).
- Students will understand and develop competencies in drawing, dividing, and labeling parts of circles identifying and measuring the diameter, radius and circumference (Geometry).
- Students will understand and develop competencies in conducting simple probability experiments by determining the number of possible outcomes and make simple predictions (Statistics).

Mathematics, Grade Five

- Students will understand and develop competencies at grade level in estimations and selection of appropriate computational techniques to solve mathematical problems and explain reasoning. They will relate everyday language to mathematical language and symbols (+, =, >, $, x). They will explain and justify solutions and strategies used orally and in writing (Number Sense).
- Students will understand and develop competencies at grade level in reading, writing, ordering and comparing whole numbers, fractions, and decimals. They will use place value of numbers through billions and work 4 digit multiplication and 3 digit division problems. They will use fractions and factoring with common and uncommon denominators (Algebra).
- Students will understand and develop competencies at grade level in recognizing and using equivalent representations of the same number. (25, 1/4, 0.25%)
- Students will understand and develop competencies at grade level in identifying and describing attributes of parallel and perpendicular lines and investigating properties of plane and solid geometric shapes; measure and compute perimeter, area, and volume of selected shapes. and solve problems by modeling in three dimension. They will understand the notion of angles, including right, obtuse, and acute angles and recognize examples of congruence and symmetry. They will identify and graph points in a coordinate plane (first quadrant) and use coordinates to locate features on a map (Geometry).
- Students will understand and develop competencies at grade level in estimation of measures and know when use of an estimate is sufficient. They will use English and metric units to measure length, weight, volume, time, and
temperature and do computations with measurement to solve everyday situations (Measurement).

- Students will understand and develop competencies at grade level in collecting, organizing, and interpreting data in graphs, charts, tables; make interpretations, and inferences. Students will formulate and solve problems that involve collecting and/or analyzing data. They will design simple probability investigations, and use results to predict probable future outcomes (Statistics and Probability).

The texts for the students will be Mathematics Scott Foreman Mathematics for Grades 1-5. These programs, as well as Challenging Standards for Student Success, the State of California's and the National Council of Teacher of Mathematics, Curriculum and Evaluation Standards for School Mathematics, Curriculum and Evaluation Standards for School Mathematics will provide consistency across grade levels for mathematics instruction and assessment.

**Social Studies**

**Social Studies, Kindergarten-Learning and Working Now and Long Ago**

- Students will understand and develop competencies at grade level in Learning to Work Together in work centers and activities which encourage them to participate, share the attention of the teacher and consider the rights of others in the care and use of classroom materials and learn appropriate behaviors and values consistent with the democratic ethic.
- Students will understand and develop competencies at grade level in Working Together: Exploring, Creating, and Communicating. To help students build their sense of self and self-worth through extending their appreciation of their ability to explore, create, solve problems, assume individual and group responsibility in classroom activities.
- Students will understand and develop competencies at grade level in Reaching Out to Times Past through well selected stories that teach them how it was to live in another time, different ways other people lived, ate, worked and had fun.

**Social Studies, Grade One-A Child's Place In Time and Space**

- Students will understand and develop competencies at grade level in Developing Social Skills and Responsibilities by participation in classroom chores, fair play, good sportsmanship, respect for the rights and opinions of others, and respect for classroom and school rules.
- Students will understand and develop competencies at grade level in Expanding Students' Geographic and Economic Worlds. They will develop a deeper understanding of their neighborhood and their interrelationships between it and other places, near and far that supply their needs. They will observe first hand changes occurring around them, shopping malls, freeways, etc., and analyze why these changes are happening and affecting them.
- Students will understand and develop competencies at grade level in Developing
Awareness of Cultural Diversity, Now and Long Ago. Through stories of today as well as fairy tales, folk tales, and legends, children will learn to discover the many ways in which people, families and cultural groups are alike and different.

**Social Studies, Grade Two—People Who Make a Difference**
- Students will understand and develop competencies at grade level in People Who Supply Our Needs. Emphasis in this unit is given to those who supply our food.
- Students will understand and develop competencies at grade level in the knowledge of Our Parents, Our Grandparents, and Ancestors from Long Ago and appreciate the many ways in which they have made a difference.
- Students will understand and develop competencies at grade level in understanding People from Many Cultures, Now and Long Ago. In this unit, students will be introduced to the many people who have contributed to their lives and "made a difference."

**Social Studies, Grade Three—Continuity and Change**
- Students will understand and develop competencies at grade level in the understanding of Our Local History: Discovering Our Past and Our Traditions by constructing a history of the place where students live today and then consider who the first people were who lived here, how they used the resources of this region, and in what ways they modified the natural environment. Finally, students will consider the various groups who came into the region and the impact each new group has had on the area.
- Students will understand and develop competencies at grade level in understanding Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folk tale, and Legend. To understand the common memories that create a sense of community and continuity among people, students will learn about the classic legends, folk tales, tall tales, and hero stories of their community and nation through reading, celebrations of specific holidays, field trips and classroom visits by local heroes.
- Service Learning will become an integral part of the Charter School's history/social science curriculum as participation in service activities which assist individuals, the school, community, city and nations will be encouraged at all grade levels.
- Career awareness will be linked to service learning activities, as partnerships with the business community are sought in order to provide motivation to excel through interaction with appropriate and successful role models.

**Social Studies, Grade Four—The History of California**
- Students will understand and develop competencies at grade level in the understanding of the history of the state of California. The student will locate California on a U.S. map and identify important geographic features. Students will identify California's natural resources as well, as the state's
early Indian tribes and explorers.

- Students will understand how the Mexican War for Independence affected California and will describe California’s move from missions to Ranchos and Pueblos. Students will study the effect of pioneers in California in terms of the gold rush and mining. Finally, the students will learn how California became a state.

Social Studies, Grade Five — The History of the United States

- Students will understand and develop competencies at grade level in the understanding of the history of America through a yearlong focus on the theme of "The United States, Making a New Nation".
- Students will use pictures, artifacts, information from speakers, and written and multimedia material to gather information on the people and changes that occurred over time in the history of the United States up to and through the Revolution.
- Students will construct timelines that show major events in early United States history. They will participate in discussion, writing and activities related to historical studies of early American history.
- Students will create maps that show environmental regions, and physical and political features of America. They will identify the U.S. on World maps, and show exploration and trade routes to and from North America. They will use map coordinates (latitude and longitude) to locate places and know how to identify the Equator and Prime Meridian. They will use historical maps to locate countries and continents of historical importance to the early history of the United States. Students will participate in a Geography Proficiency Test.

NEW Academy Canoga Park Science Program

NACP’s science program challenges students to see the world around them in new and innovative ways. Students participate in a variety of activities that help them to build a deep appreciation for science. NACP’s program is structured around the California State Standards. The program is growing in integrating science with other subject matters. Within the science curriculum, teachers are working to address the needs of students with special needs and English Learners. Teachers have access to science supplies through individualized classroom kits and a central storage area. Teachers use the Scott Publisher’s materials to create their own hands-on learning activities. Embedded in the program is the use of Readers and Writers Workshop.

Science Curriculum

Driven by the California State Standards, the science curriculum includes Physical Science, Life Science, Earth Science, and Investigation and Experimentation. All students participate in hands-on science experiments. Students work in collaborative groups and apply the scientific method. Students also participate in projects that integrate research and language
As the school moves towards implementing the Common Core Standards, the curriculum is moving towards a greater focus on non-fiction reading and writing and integrating science into the Language Arts curriculum. Grade levels have also integrated science into the arts: for example, the second grade created murals and art on the bones and dinosaurs; 3rd grade learned songs about the solar system; 5th graders integrated drama and acting out the solar system.

**Field Trips**

NEW Academy Canoga Park has made field trips a priority. The grade levels have focused field trips on the arts and sciences to provide students with learning experiences that complement their learning in class. Some of the field trips include: The California Science Center, Los Angeles Zoo, Glendale Science Center, Griffith Observatory, and the Natural History Museum.

**Science Program K-3**

- **NEW Academy Canoga Park** will provide a balanced curriculum in the physical, earth and life sciences that will include "hands-on" laboratory activities. Each subject mentioned will receive roughly one third of the total science class time for any given year.
- All grade levels will utilize state adopted science kits and other supplementary materials designed to provide a balanced science program.
- The State of California's Challenging Standards for Student Success will guide the instructional program and development of appropriate assessment techniques.
- Field trips, speakers and other community resources will be utilized to enrich the students' science experience.
- As funding becomes available, a science laboratory will be created to increase and extend the variety of "hands-on" activities for all students.
- Personal and family health will be established components of the curriculum. The concept of "wellness" will be presented as vital to positive school performance and success in life.
- Earth Day will be observed and celebrated annually. Each grade level will focus on a specific environmental topic. An Open House activity will provide opportunities to share student projects and the importance of environmental awareness.

**Science Program, Grade 4-5**

- **NEW Academy Canoga Park** Students in Grades 4-5 will encounter the big ideas of Life, Physical, and Earth Sciences through participation and activities in classroom study of Human Body Systems, Levers and Pulleys, and Solar Energy. Each subject mentioned will receive roughly one-third of the total science class time for any given year.
- Students will explain that the human body is a collection of smaller, interdependent body systems. They will know that all parts of the human body are made of cells, the smallest unit of life and explain that the circulatory system is the "delivery" system of the body. They will understand and explain that the shape and size of some parts of the human body are directly related to their function (Human
Body Systems).

- Students will demonstrate that machines are devices that help control the use of forces. They will observe through "hands-on" experiments that the position and motion of objects can be changed by pushing or pulling, that the size of change is related to the strength of the push or pull; and evaluate simple machines in terms of work and energy (Levers and Pulleys).

- Students will know that the sun is the ultimate source of energy, which creates heat and light: solar energy. They will understand that heat and temperature are related; recognize that an increase in temperature shows heat flowing inward and explain the source and effects of atomic energy on the solar system (Solar Systems).

Students will continue to enhance and develop scientific process skills such as:
1. Work individually and as a team member to collect and share information;
2. Conduct investigations to test hypothesis and record results; begin to control variables in an experimental situation;
   - Predict probable outcomes; use facts to support conclusions;
   - Communicate scientific information in various ways through written materials, pictures, graphs, charts or models;
   - Compare and classify objects based on their attributes and characteristics.

Grades 4-5 Science program will utilize state adopted science kits and other supplementary materials designed to provide a balanced science program. The State of California's Challenging Standards for Student Success will guide the instructional program and development of appropriate assessment techniques. Field trips, speakers and other community resources will be utilized to enrich the students’ science experience.

In addition, NEW Academy Canoga Park will explore a partnership with Jet Propulsion Laboratory (JPL) to become one of JPL's adopted school sites, so that NEW Academy Canoga Park students can participate in JPL's Space Satellite Exploration Program.

**Arts Program K-5**

The Art program at NEW Academy Canoga Park will ensure that each child's individual development will be enhanced through exploration of dance, drama, visual arts, and music, so that every student can achieve personal success and be an effective contributor in our society. New Academy Canoga Park will seek a partnership with Inner City Arts to provide an arts program for the students. In addition, the art program will be based upon a "Meet the Masters" art curriculum. "Meet the Masters," is a program based on a five-year format that introduces eight artists each year. Artists are both men and women from the 16th century to the present.

Each unit of curriculum has three parts to the structures, discipline-based instruction. First, a student assembly is held, introducing an artist with slides, audio-voice tapes, music, student dress-up, group interaction games, and participation-based critiques. Secondly, an art packet is done in class which reinforces art elements and terms introduced at the assembly. Finally, a one-hour hands-on art activity in the style of the
master artist is completed in the school's art room, exploring different media and techniques. Each art activity is geared towards individuality, creativity, and success.

The fact that art history is introduced in a fun way right along with the art activity leads to good retention of historical names, styles, world history, and geography. The introduction of different media, techniques, and styles builds students' confidence in their artwork and gives them skills for the future. Teachers will be trained in the art methods and curriculum through a "Meet the Masters" in-service teacher training.

In addition the following will be part of NEW Academy Canoga Park Art Program:

**Arts Program, K-3**

- NEW Academy Canoga Park will provide an Arts curriculum that includes all four disciplines (visual, music, dance and theater) so that they develop basic knowledge in these areas.
- Students will be provided a variety of arts experiences, including trips to museums, festivals and performing arts performances.
- Experts in music, dance and theater will provide students with hands on experience at least once a week.
- Grade appropriate annual visual arts projects will be designed for each grade level.

**Arts Program, Grade 4-5**

- To further extend NEW Academy Canoga Park's four discipline Arts curriculum, students will further their understanding of the visual, musical, dance, and theatrical components of the arts.
- Students will describe ways that visual and tactile qualities in art communicate ideas, feelings and values. They will express original ideas and views through a variety of art materials. They will evaluate the contributions of known artists to the world around them and utilize objective criteria when discussing art, nature, and the made environment. They will identify artists whose contributions represent the many cultural groups found in the United States.
- Students will demonstrate musical understanding through performance on instruments; e.g. woodwinds, brass, strings, hand chimes. They will gain ensemble skills through group performance and learn basic elements of music theory, including key signature, scales, meter, accidentals, and dynamics. They will recognize and perform music from a variety of cultural traditions. They will demonstrate music-reading skills.

**Physical Education, K-5**

- A psychomotor program will be organized by certificated staff to provide physical fitness activities and grade level appropriate physical education activities for all students. An emphasis on Presidential Fitness Standards will be one of the focus areas of the program.
Kindergarten Emphasis: How I Move in My Environment
- Expectations: Travel in different ways in a large group without bumping into others or falling
- Balance while bending, twisting or stretching
- Strike a stationary ball with any part of the body
- Hopping, skipping, jumping
- Follow game rules

Grade One Emphasis: Moving Through Space and Time
- Sample Expectations: Travel and change direction quickly in response to a signal
- Travel in relationship to objects: over, under, behind and through
- Place the body and limbs in different positions, demonstrating high, elementary, and low levels.
- Toss and catch a ball alone or with a partner
- Learn to use equipment safely and responsibly
- Develop responsibility for expected behaviors in the playground and classroom

Grade Two Emphasis: My Partner and I—How We Move In Space
- Sample Expectations: Move backwards and change directions quickly and safely without falling
- Jump and land, using a combination of one and two-foot takeoffs and landings
- Throw a ball hard, demonstrating an overhand technique, a side orientation and opposition
- Jump a self-turned rope repeatedly
- Skip, hop gallop and slide

Grade Three Emphasis: Continuity and Change in Movement
- Sample Expectations: Combine locomotor and non-locomotor movements, such as combining various travel patterns in relationship to music.
- Dribble ball continuously, using hands or feet to control it
- Recognize similar movement concepts in a variety of skills
- Accept the feelings resulting from challenge, success, and failure in physical activity
- Play and assist others in activities in groups of three to five.

Grade Four
- Participate in physical fitness testing
- Practice skills and learn rules for basketball, hockey, baseball and soccer;
- Demonstrate teamwork and good sportsmanship
- Demonstrate good health practices, e.g. nutrition, exercise, rest, health care

Grade Five
- Know rules and demonstrate skills in team sports
- Participate in rhythm activities: folk dances, jump rope
- Participate in physical fitness training and testing
- Demonstrate teamwork and sportsmanship
- Demonstrate good health practices, e.g. nutrition, exercise, rest, health care

This curriculum will have a staff development plan that will include:
- The implementation of clear and measurable student outcomes for student performance;
- The development of a comprehensive performance based student assessment and rubrics program that is aligned to the charter's educational mission, state frameworks and to student outcomes; and which will initially model itself after the sponsoring district's assessments;
- The use of different and innovative teaching methods; such as team teaching across the curriculum, student writing portfolios, internships, mini-courses with community professionals, partnerships with community businesses and resources and artists in residence;
- The creation of new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- The development of the School Based Management Plan and techniques to be implement it at the school site;
- Grade level articulation and peer observations will be established to provide continuity of instruction across grade levels and establish standards for teaching.

**Foreign Languages**

The school supports English Language Achievement by including Spanish Language Arts instruction. Academic research suggests that when students have significant proficiency in their primary language, Spanish, the transition process increases their ability to advance in English. The goal of the Spanish language program is to increase and support proficiency in Spanish, thus development of their academic language in English by providing effective transition strategies.

The enrollment of Spanish speaking students in Spanish Language Arts also provides students with exposure to the rich cultural heritage of Central American/Latino literature and poetry. By studying the works of important literary figures, students cultivate a deeper understanding of the role of Central American/Latino culture in our global community. Students are not limited to these role model but are further supported with international and American literary writers and models.

**NEW Academy Canoga Park** has:

- Developed and integrated a World Languages curriculum guided by the *Standards for Foreign Language Learning: Preparing for the 21st Century* (American Council on the Teaching of Foreign Languages, 1995) until the release of the revised *Foreign Language Content Standards for California Public Schools: Kindergarten through Grade Twelve*. We will be starting this curriculum with our transitional
kindergarten students in 2012-2013. Transitional kindergarten curriculum will include the five C’s of Foreign Language Education. Communication development, culture education, connections to knowledge, comparisons and contrasts to cultures, and communities at home and around the world. These concepts are required for effective human-to-human interaction. Our goal will be to create students for the 21st century with the ability to communicate in meaningful and appropriate ways with users of other languages.

- Integrated foreign language and culture, especially that of Central America, to form a greater understanding of history/social sciences, mathematics, science, and English language arts.
- Developed important —habits of mind in the form of evidence, connections and patterns, supposition, and meaning that produces active and thoughtful linguists and translators.
- Offers opportunities for native Spanish speakers to study advanced levels of Spanish literature and writing.
- Provided a variety of settings for students to practice speaking, reading, and writing in a second language including interactive classroom exercises, language labs, foreign language computer software, and interaction with native speakers.
- Engage students to reflect upon ways native and foreign languages impact their lives through culture, community, and international relations.
- Integrated technology and technological innovations into the study and practice of foreign languages.

**INSTRUCTIONAL MATERIALS**

Instructional materials at NEW Academy Canoga Park were chosen by teachers and the Administrator and coordinated within the teacher teams. Textbooks are integrated as appropriate in relation to an analysis of standards via the Strategic Design process. Specifically, teachers cluster standards to design units, and then integrate textbook resources as appropriate to address standards in each unit.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Publisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts and English Language Development</td>
<td>Houghton Mifflin CA Excursions with ELD Pub - Houghton Mifflin/Harcourt Brace School Publisher</td>
</tr>
<tr>
<td>Math</td>
<td>Scott Foresman Addison Wesley Envision Math Pub - Pearson School Foresman publisher</td>
</tr>
<tr>
<td>Science</td>
<td>CA Science Pub - Pearson Scott Foresman</td>
</tr>
</tbody>
</table>
Student texts and instructional materials are identified based on the following criteria:

- Alignment with Common Core state standards
- Research-base and evaluation data showing success with similar student populations
- Accessibility for students
- Alignment with the school’s mission
- Ease of use for teachers

The school continuously evaluates, updates, and revises textbook adoptions based on student needs and research about the most effective resources.

Teachers are encouraged to use original and primary source material to enrich lesson as much as possible. Instructional materials will include novels, photographs, essays, speeches, video, textbooks, and manipulatives. Teachers and students have access to the Internet, educational software, word processing, data processing, and digital graphics in each classroom. Instructional material will be relevant, thought provoking, and interactive.

**Recruiting Qualified Teachers**

Teachers who are qualified to deliver the instructional program are recruited through various search methods, such as EdJoin, Craigslist, CCSA, Teach for America, at local universities, and at community organizations. Recruitment is held at local job fairs, universities and participating teacher recruitment centers. It is necessary to find teachers appropriate for the school’s instructional approach (project-based learning, technology integration, etc.). All teachers and other instructional staff (including teaching aides) must meet the requirements for highly qualified teachers and staff required by the “No Child Left Behind” NCLB Act to provide for student academic achievement.

A recruitment committee, consisting of teachers, administrators and other certificated staff, participate in job fairs sponsored by colleges, universities and organizations such as
the California Charter Schools Association to screen and recommend teacher candidates for hire at **NEW Academy Canoga Park**. An interview committee, separate from the recruitment committee, but also consisting of teachers, administrators, other certificated and classified staff, interview candidates and invite selected candidates back to present lessons in core subject areas. Candidates are observed by this same committee and recommended for hire to the Board of Directors.

The **NEW Academy Canoga Park** selects its own staff and is deemed the exclusive public employer of its employees for the purposes of the Educational Relations Act (EERA). The selection procedure does not discriminate on the basis of affiliations, political or religious acts or opinion, race, national origin, ancestry, gender, actual or perceived sexual orientation, marital status, disability or age. Staff racial-ethnic balance continues to comply with federal laws requiring that no teaching staff be identified as intended for students of a particular race, color or national origin. The Code of Ethics, adapted from Title 5, California Education Code, Section 80130, applies to all staff, full and part-time.

**Meeting Students with Special Needs**

Students entering **NEW Academy Canoga Park** have arrived with a range of basic reading and mathematics skills from very poor to gifted and talented, based on data from potential feeder elementary schools. Students also have arrived with a range of English language skills from native English speakers to fully bilingual to students who speak very little English at all. **NEW Academy Canoga Park** strives to serve all students and provide services to meet their individual needs.

**Use Three Tier Model:**

**Tier I.**

Tier I Instruction requires: Initial assessment of CST/STAR results from previous year and in-house data from the previous year. Student Individual Educational Plans (IEP) if applicable.

- At least 90 minute un-interrupted literacy block, adapt to all instruction.
- Intensity:
  - Academic engagement of all students
  - Explicit, systematic instruction
  - Multiple opportunities to respond to instruction
  - Immediate corrective feedback
  - Scaffold practice of new skills
- Afterschool
- Classroom observation and teacher support
- Parent collaboration, support, partnership
- Coaching provided for administrators through Leadership Training and monitoring of each teacher through:
  - Quarterly Benchmarks which are monitored by each teacher, Vice Principal, and the board.
- Ongoing Readers and Writers Workshop
Tier II Targeted or Strategic Instructional/Intervention
Instruction and/or intervention that goes beyond quality Tier I instruction
- Provided in small group or one-to-one
- Systematic and integrated instruction
- Provided by trained personnel
- Frequent and intense
- Progress monitoring occurs with curriculum based measurement tools (CBMs or others) and it monitors what is being instructed

How do you know when a student needs Tier II?
- When a student demonstrates lack of progress over time
- Poor response to group instructional procedures used in Tier I
- These services are provided in addition to Tier I as a problem solving process or a standard treatment protocol

Tier III/Intensive Intervention
Intensive instruction – more intense, explicit and systematic than Tier II
- Targeted with thorough assessment (narrow focus on specific skill deficiencies)
- Likely include longer intervention that may or may not include the provision of special education services
- Could include a different curriculum
- Always assess quantity of time and quality of instruction we are focusing on accelerating student learning
- Based on student response to the —intensity of intervention determination may be made about referral and eligibility for special education

Academically Low-Achieving Students
Students arriving with standard scores below grade level in reading and math are incorporated into the Three Tier model described above and are enrolled in supplemental programs such as supplemental strategies of the Readers and Writers Workshop. NEW Academy Canoga Park is uniquely positioned to use computer-assisted intervention programs that assess students and adapt to their needs in real time. All students are receiving reading instruction at their level of proficiency through the Readers and Writers Workshop. Students struggling with math computation receive support during and after school via ALEKS, St. Math, and Kahn Academy Math. Identified students are enrolled in after-school tutoring sessions to supplement regular instruction.

Regular progress monitoring is also an essential component of the academic support
structure. Student reading and math proficiency are regularly assessed, and the data are used to identify appropriate placements, modify instruction, and identify student needs.

**English Learners (EL)**

NEW Academy Canoga Park has a high number of English Learners (ELs), approximately 199 of NACP's students are ELs, with 14% of the school population was reclassified in 2011-2012.

**NEW CANOGA PARK EL RECLASSIFICATION OF ENGLISH LEARNERS WITH COMPARISON SCHOOLS' MEDIANS**

This page displays the number of English learners (ELs), the number of students reclassified since the prior Census Day and the reclassification rate for each specified year. The numbers used are from the Language Census collected by the state each March. The reclassification rate is calculated by dividing the number reclassified by the number of prior year ELs.

<table>
<thead>
<tr>
<th>2011-12</th>
<th>2010-11 # EL</th>
<th>2011-12 # Reclassified</th>
<th>2011-12 Reclassification Rate</th>
<th>Change from Prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>199</td>
<td>27</td>
<td>14%</td>
<td>-8%</td>
</tr>
<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>174</td>
<td>31</td>
<td>19%</td>
<td>6%</td>
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<tr>
<td>Resident Schools Median</td>
<td>394</td>
<td>75</td>
<td>19%</td>
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<tr>
<td>Comparison Schools in Charter Median</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>District</td>
<td>194,186</td>
<td>29,956</td>
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<table>
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<th>2010-11</th>
<th>2009-10 # EL</th>
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<th>2010-11 Reclassification Rate</th>
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<tbody>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>178</td>
<td>39</td>
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<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>189</td>
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<tr>
<td>Resident Schools Median</td>
<td>396</td>
<td>44</td>
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<td>Comparison Schools in Charter Median</td>
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<td>District</td>
<td>205,312</td>
<td>26,080</td>
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<th>2008-09 # EL</th>
<th>2009-10 # Reclassified</th>
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<tbody>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>207</td>
<td>57</td>
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<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>190</td>
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<tr>
<td>Resident Schools Median</td>
<td>432</td>
<td>104</td>
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<td>Comparison Schools in Charter Median</td>
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<tr>
<td>District</td>
<td>220,703</td>
<td>33,224</td>
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</tbody>
</table>
**NEW Academy Canoga Park** is required to timely identify potential English Learner students 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 (EL) 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), **NEW Academy Canoga Park** shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If **NEW Academy Canoga Park** chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

**NEW Academy Canoga Park** shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

**NEW Academy Canoga Park** shall administer the CELDT annually. **NEW Academy Canoga Park** shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

Therefore, literacy acquisition will continue to be a major part of the foundation for instruction at **NEW Academy Canoga Park**. Research resources utilized to develop the program include Quality Teaching for English Learners Research Study (2009). WestEd Regional Education Laboratory (REL). [www.wested.org](http://www.wested.org) The **NEW Academy Canoga Park** English language support program consist of five steps, 1) Identification, 2) Assessment, 3) Support Services, 4) Transition, and 5) Monitoring.

1) Identification: A home language survey (HLS) is distributed to every student as part of the enrollment process. The purpose of the HLS is to identify students who
come from homes where a language other than English is spoken. The survey will be equitable, comprehensive, and not based on prior assumptions.

2) Assessment: Standardized tests such as the California English Language Development Test (CELDT) is given to each incoming ELL to determine each student's home language and English language proficiency level. The CELDT is administered to all new students with a home language other than English (as indicated on their HLS) and to all English learners annually to determine students' individual proficiency level for reclassifying if necessary.

3) Support Services: Appropriate language support services are provided to all students that require them.

- Teachers integrate ELD standards through the Strategic Design Process. As they design standards-based units, teachers examine the ELD standards to find links, and incorporate them into their unit plans as appropriate. ELA teachers use the ELD-ELA map in Appendix G.

- ELL students are identified using CELDT and CST scores. ELL student progress towards meeting ELD standards is examined through ELA assessments 4 times per year (led by the schools administrators). ELA assessments (Gates MacGinitie and selected assessments Readers and Writers Workshop assessments) are cross-referenced to ELD standards using the ELA-ELD map in Appendix G, and progress on ELD standards is recorded for each student.

- English Language Learner support and training is provided by a qualified consultant. The school's Principal monitors teachers providing Specially designed academic instruction in English (SDAIE), and works closely with teachers to provide and support effective teaching strategies for classes containing EL students. Teachers monitor ELs though daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Based on these observations, plans to address the needs have been developed and implemented into the curriculum. Teachers are encouraged to use the Cognitive Academic Language Learning Approach. This three-pronged approach integrates language learning, academic content, and learning strategies. Language is learned within the context of a lesson. Learning strategies such as prediction, organizing information, and note-taking are taught explicitly and help all students become more effective learners. The EL program uses the same educational content being provided as part of the regular school programs.

4) Transition: Once a student gains proficiency in English, NEW Academy Canoga Park staff is responsible for transferring the student out of the EL program and into the regular school program. Transfers are based on predetermined criteria established by staff at the school.

5) Monitoring: Students exiting an EL program and into a regular program are
continuously monitored for academic progress. Staff will determine if the regular program is adequately addressing student needs or if further language development is required. **NACP** Coordinator of English Language Learners maintains transition and monitoring documents and works closely with teachers using the Three Tier Model as follows:

**NEW Academy Canoga Park** uses the following LAUSD criteria for reclassifying English Language Learners:

1. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
2. The student scores Basic or above on the ELA section of the CST.
3. The student is judged successful in a mainstream English program based on a grade of C or better in English or ESL 3/4.
4. The parent has been consulted and notified that the student is eligible for Reclassification, using the district’s Notification of Reclassification Letter.

Instruction for **NEW Academy Canoga Park** students identified as EL will integrate the CA State English Language Development Standards. (See attached Appendix G for ELD standards mapped to ELA standards.)

All EL students participate in a level ELD unit that will focus on building vocabulary and reading comprehension. Furthermore, in order to support an immersion model of language development, communications classes focus on oral language, which is an important precursor to academic language proficiency. The Capstone projects provide students with the concrete experiences that help them transition from BICS (Basic Interpersonal Communication Skills) to CALP (Cognitive Academic Language Proficiency). The projects also reinforce oral presentation.

**NEW Academy Canoga Park** seeks to recruit teachers that hold either a BCLAD or CLAD credential and can use their bi-cultural training to better serve our ELLs. Teachers are well-versed in Specially Designed Academic Instruction in English (SDAIE) and English Language Development (ELD) techniques. If necessary, after-school supplemental programs or summer classes available to support ELL development. As previously addressed **NACP** will work with the Center for Equity for English Learners, (CEEL, Loyola Marymount University) to address effective teaching, teaching strategies and the use of The Observation Protocol for Academic Literacies, OPAL.
Special Education Program

All charter schools must adhere to all terms and conditions of the *Chanda Smith Modified Consent Decree* (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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.

“A Memorandum of Understanding (“MOU”) will be executed by and between the Los Angeles Unified School District and NEW Academy Canoga Park regarding the provision and funding of special education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education.”

SELPA Reorganization

Prior to Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, NEW Academy Canoga Park will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and NEW Academy Canoga Park 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.

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education 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 reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District authorized charter schools shall participate as a school of the District under the District-Operated Program Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a 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 chartered by 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District's current Student Information Systems (SIS) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

- The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- CBEDS, which is due at the end of October of Each School Year.
- All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

The MCD requires charter schools to implement the District's Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

**Socioeconomically Disadvantaged Students**

NEW Academy Canoga Park adheres to the regulations of the reauthorization of the Elementary and Secondary Education Act, *No Child Left Behind*, and continues to utilize funding and other resources to enhance the school-wide Title I program. Students will be monitored based on their involvement in the after school program, intervention programs, social skill building group involvement, and student discipline. They will be provided the additional resources and support necessary for their continued success. The Title I program will enhance our students resources by providing:

- Whole group, small group and individualized direct instruction
A Family Center-New Economics for Women Community Center that is open from 8:00 a.m. to 4:30 p.m. and classes for parents in E.S.L., parenting skills, computer education, and other services as requested by the Charter School community

- Field trips aligned to specific areas of study
- Multiple computers in all classrooms, access to technology
- After school tutoring
- Supplementary materials and resources in all classes (manipulative materials, software in all core subjects, classroom libraries, etc.)

**Gifted Students**

**NEW Academy Canoga Park** will address the needs of gifted learners by providing them with challenging curriculum and project-based learning. The school’s Coordinator will continue to identify, monitor, and ensure that services are provided to identified students. Students will be monitored on a continuous basis by their teacher and the GATE teacher. Student projects, activities, performances, or student work will be shared with other students. **NEW Academy Canoga Park** will continue to work diligently to implement a variety of strategies to identify and support gifted and talented students:

- Art, music and science enrichment/opportunities
- Art and science labs/use of technology
- Digital learning laboratory
- Multiple computers in all classrooms
- School psychologist to identify students for program
- Individualized assistance and support from paraprofessionals/tutors
- Use of differentiated instruction
- Supplementary enrichment materials for core subjects
- Allow for leadership opportunities by participating in various school functions

High achieving students are identified through a multifaceted approach utilizing summative and formative classroom assessments, teacher observations, parent input, and performance on standardized assessments including the California Standards Test (CST) and the CELDT.

**NEW Academy Canoga Park** will attend to the needs of gifted students through components like presentations on learning through which students’ exhibit what they have learned to peers, teachers, family and community members. Gifted students will be challenged in Language Arts through the Readers and Writers Workshop reading program, in which students are placed at their achievement level in reading. Students performing above grade level in Math will be challenged by appropriate content in the ALEKS program, which continuously adapts to each individual student’s ability level. Under the guidance of a teacher who provides enrichment and support to each student to attain their maximum ability, gifted students will have the opportunity to choose and pursue their own interests. Students are provided weekly GATE enrichment by the Music Teacher.

**NEW Academy Canoga Park** is committed to challenging its entire student body to achieve at
their greatest potential. Students with a particular talent or interest will be encouraged to develop these interests with teachers in the classroom and experts from the community. In addition to rich academic instruction, NEW Academy Canoga Park will provide extensive enrichment programs in the hours before and after regular school hours. Students interested in academic challenges will be able to enroll in courses such as: intensive math, Spanish literature, and writing workshop. In addition, homework help and tutoring will be available. Students with artistic talents, or interest in developing them, will be able to enroll in programs such as theater, digital photography, music, and graphic design. Students looking for physical activity will be able to participate in sports and dance classes. A team of teachers, community members, paid college students, and student volunteers will teach these classes.

**Professional Development**

NEW Academy Canoga Park is committed to supporting its staff and teachers by providing ongoing opportunities for professional growth and development. The overall goal will be to create a community of learners amongst the teachers and staff of the school – this will effectively model for students what it means to be a life-long learner. Creating a community of learners will require attention to team-building, setting norms for collaborative work, and inclusion of teachers in important educational decisions.

NEW Academy Canoga Park will continue to foster a collaborative school environment whereby teachers are given time to work together to develop lessons and units, identifying students in need to extra support, and review student data. All teachers will be encouraged to seek assistance from NEW Academy Canoga Park staff or other teachers throughout the year. NEW Academy Canoga Park desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

NEW Academy Canoga Park believes that effective professional development focuses on increasing teachers’ core curriculum knowledge, enhances teachers’ instructional strategies to meet the diverse needs of students, and provides teachers with support creating effective assessments to measure student learning.

Our approach to professional development is to support teachers’ instructional planning for effective instructional delivery. Using the Backwards Design, teachers learn a comprehensive process to improve student achievement in a standards-based system:

1. Identifying and Prioritizing Desired Results (Standards)
2. Designing and Aligning Assessments to the Desired Results
3. Designing Effective Classroom Instruction That Provides Opportunities for All Learners

NEW Academy Canoga Park looks to the Center for Equity for English Learners (CEEL), research, as well as other qualified educators to provide professional development guidance. NACP has provided successful coaching in the integration of technology into curriculum to schools, and will continue to provide this service to its teachers. In this work, the following professional development strategies are used as follows:
• Disaggregating student data to determine learning priorities, monitor progress, and help sustain continuous improvement
• Collaborative review of student work and teacher assignments
• Discussion of research-based strategies and their usefulness for the NEW Academy Canoga Park student population
• Support for the implementation of service-learning projects
• Technical assistance in utilizing technology to support student learning
• Sharing of effective practices across classrooms

In addition, each Tuesday teachers have opportunities to participate in professional development sessions. Five eight-hour professional development days are included throughout the school year.

**PROFESSIONAL DEVELOPMENT DESIGN**

Teachers are provided with professional development that revolves around narrow, single topics; such as, classroom management, assessment, or differentiating instruction. The Principal and leadership team is responsible for delivering Professional Development. NEW Academy Canoga Park supports research-based findings that a process-oriented approach to professional development in which participants learns how to use a comprehensive process of instructional planning that links critical components necessary for improving student achievement in a standards-based system:

1. Identifying and Prioritizing Desired Results (Standards/Common Core)
2. Designing and Aligning Assessments to the Desired Results
3. Designing effective classroom Instruction that provides opportunities for all learners

The following objectives provide a general outline of the Strategic Design for Student Achievement model. This model has been shown to contribute to improved teacher and student performance. The process empowers teachers to make their own decisions about the utility of the resources available to them and the types of resources/programs needed to help them meet their instructional goals. At the same time the process helps students understand the relevance of the day-to-day classroom activities taking place by linking those activities to a larger purpose.

**Training Outcomes**

Professional development of the faculty and staff is of primary importance to the NEW Academy Canoga Park community. As the school has progressed, student learning needs have been primarily addressed through the faculty meetings, leadership meetings, setting of goals, benchmarks, and assessments of student achievement data. NACP recognizes that school staff as a professional learning community and believes that strategic planning includes allocation of sufficient funds to ensure ongoing professional development.

NEW Academy Canoga Park uses professional development time to assist teachers
accentuate key concepts schoolwide, make cross-curricular connections, coordinate units, and integrate content areas. **NEW Academy Canoga Park** ensures that teachers of related subjects (i.e. science and mathematics) meet for common planning time during the week. This time is built into teachers’ schedules as part of the school day. This time is used to plan strategically and build units around big ideas or knowledge networks. This time has also been used to establish and implement writing rubrics and other instructional tools or strategies.

The sessions listed below are pre-service training opportunities for teachers. Teachers are provided ongoing monthly coaching by the Principal and Vice Principal, and support visits, along with office hours to provide teachers with continuous feedback about their instructional practice. These coaching sessions allow teachers to reflect and adapt strategies to better meet the needs of their students to impact greater academic achievement gains on periodic assessments and ultimately the CST.

**SESSION 1 - Theme : Begin with the End in Mind (desired results, goals, or standards)**

The focus for session one is to provide an overview of the strategic design process, as well as afford participants with the tools necessary to analyze and prioritize content standards. *This is a necessary prerequisite step to effectively designing assessments that are aligned to standards.* During session one, participants are introduced to a Unit Planning Guide designed to help teachers effectively design standards-based units. Specifically, participants address the following:

- Understand the three steps of the strategic design process (identifying desired results, designing and aligning assessments to those results, designing instructional activities).
- Apply a concrete process for analyzing standards that helps teachers internalize the standards as well as determine the following information:
  - Level of thinking (Bloom’s) required by students to reach mastery of the standard (*these are tied to creating assessments*)
  - Identification of standards that serve as anchors upon which units can be based. Other standards are tied to these anchor standards within each unit designed by teachers. (*these are tied to creating assessments for units as well as individual lessons within the unit*)
  - Creation of objectives linked to standards
- Determine effective methods for communicating standards to students

**SESSION 2 - Theme : Aligning Assessments to Standards**

The focus for session two is on designing effective assessments that are aligned to standards. Specifically, participants discuss and use criteria for selecting the most effective and efficient measure of standard mastery. Additionally, teachers continue using the Unit Planning Guide to create standards-based units and lessons. Several completed examples are shared and used as models.

During the second session participants are offered in-service and support to:
• Identify four overarching assessment methods from which to choose when designing standards-based assessments (both formative and summative)
• Match an appropriate assessment method to each standard
• Examine elements of effectively communicating assessment expectations to students
• Use the Unit Planning Guide to continue developing standards-based units and lessons with a focus on developing assessments aligned to standards

Please refer to —Standards-Based, Research-Based Curriculum for details on how the implementation of standards-based instruction will impact greater academic achievement.

**NEW Academy Canoga Park** has hired credentialed teaching professionals that are able to implement all core curriculum subjects. Professional development is necessary for the continuous improvement of all instructional initiative. The outline below details the specific initiatives that will be addressed in the first five years of operation with the understanding that other professional needs will be addressed both formally and informally throughout the years in coaching and faculty meeting forums.

Professional development is continuous and ongoing, which involves data analysis of CST’s, STAR, and other assessments and benchmarks. Reflective data taken from leadership, faculty, staff, and parents are all used in developing a professional development focus for our school’s professional learning community.

<table>
<thead>
<tr>
<th>Year</th>
<th>Professional Development Themes</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year One</td>
<td>Developed and revisit Instructional Vision</td>
<td>All teachers will teach reading across the content areas.</td>
</tr>
<tr>
<td>Year Two</td>
<td>Design Instructional Program through collaboration with teachers, administrators, and CEEL</td>
<td>All teachers will be able to design standards-based interdisciplinary and project based lessons.</td>
</tr>
<tr>
<td>Year Three</td>
<td>Standard-Based, Research-Based Curriculum</td>
<td>All teachers will use the student’s culture to engage and motivate students to learn.</td>
</tr>
<tr>
<td>Year Four</td>
<td>Provide Readers and Writers Workshop /Intervention and coaching.</td>
<td>All teachers will be able to differentiate instruction to meet the needs of all of their students.</td>
</tr>
<tr>
<td>Year Five</td>
<td>Provide Culturally Relevant &amp; Response Education Training and Coaching.</td>
<td></td>
</tr>
<tr>
<td>On-going</td>
<td>Provide-Art and Science of Teaching</td>
<td></td>
</tr>
<tr>
<td>Revisiting of Instructional Vision, setting of benchmarks, evaluation of students’ results to provide data-driven instruction</td>
<td></td>
<td></td>
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</table>
### Instructional Framework Training

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Instructional Framework Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Instructional Vision &amp; Initiatives</td>
<td>All students will be able to use thinking maps in order to develop the eight thinking processes that he or she will need to be able to successfully navigate from elementary school through graduate school.</td>
</tr>
<tr>
<td>Implement Instructional Program designed by Readers and Writers Workshop and CEEL.</td>
<td></td>
</tr>
<tr>
<td>Provide Thinking Maps and/or Anchor Charts training and support</td>
<td></td>
</tr>
<tr>
<td>Provide ELD training &amp; Support</td>
<td></td>
</tr>
<tr>
<td>Provide Voyager Mathematics Intervention Training and Support</td>
<td></td>
</tr>
<tr>
<td>All students will be able to use thinking maps in order to develop the eight thinking processes that he or she will need to be able to successfully navigate from elementary school through graduate school.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Three, Four, Five</th>
<th>Year Five, Six</th>
<th>On-going Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Instructional Vision &amp; Initiatives</td>
<td>Review and refine the implementation of the Instructional Vision &amp; Initiatives.</td>
<td>Any staff members joining NACP after the initial year of operation will be trained on past professional development initiatives.</td>
</tr>
<tr>
<td>Provide Write ongoing support of Readers and Writers workshop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Address the needs of English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All teachers will use writing across the curriculum to develop strategic thinkers, readers and writers.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students will be encouraged to question and use reasoning to engage in conversations expressing differences.</td>
<td></td>
<td></td>
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</table>

NEW Academy Canoga Park Charter School Renewal
ELEMENT 2: MEASURABLE PUPIL OUTCOMES

“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.” Ed. Code § 47605 (b)(5)(B)

Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school-wide 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.

SB 1290 revised Education Code sections 47605 to specify that “all groups of pupils served by the charter school” means “a numerically significant pupil subgroup” as defined by Education Code section 52052(a)(3). In particular, section 52052(a)(3) (also recently revised), specifies that a “numerically significant pupil subgroup” is one that meets both of the following criteria:

1. The subgroup consists of at least 50 pupils, each of whom has a valid test score; and
2. The subgroup constitutes at least 15 percent of the total population of pupils at a school who have valid test scores.

If a subgroup does not constitute 15 percent of the total population of pupils at a school who have valid test scores, the subgroup may constitute a numerically significant pupil subgroup if it has at least 100 valid test scores.

For a school with an API score that is based on no fewer than 11 and no more than 99 pupils with valid test scores, numerically significant pupil subgroups shall be defined by the Superintendent, with approval by the state board.

Examples of potentially significant student subgroups include ethnic subgroups, socioeconomically disadvantaged pupils, English learners, and pupils with disabilities. (Ed. Code § 52052(a)(2)(As revised by Assembly Bill 1668, effective 1/1/13.)

MEASURES AND SKILL DEVELOPMENT

NEW Academy Canoga Park will evaluate academic as well as critical-thinking, problem-solving, and interpersonal skills. The following student outcomes are more fully described in Element 1 under —Academic Core Curriculum. In addition, the assessment methods by which the outcomes will be evaluated are outlined in Element 3 under —Methods to Measure Student Outcomes—.

Measurable Student Outcomes

The following outcomes will demonstrate the extent to NEW Academy Canoga Park which has met its established goals:
See Appendix F for a detailed analysis of NEW Academy Canoga Park’s achievement data and performance in comparison to similar and local schools.

### Goal 1: Students will strive to master the rigorous academic content of the Common Core State Content Standards, and think critically and reflectively about their academic success, accepting personal responsibility for improvement.

#### Measurable Outcomes:

NEW Academy Canoga Park’s Academic Performance Index (API) will meet or exceed its target.

<table>
<thead>
<tr>
<th>Year</th>
<th>Base API</th>
<th>Target</th>
<th>Growth API</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-10</td>
<td>734</td>
<td>5</td>
<td>808</td>
<td>74</td>
</tr>
<tr>
<td>2010-11</td>
<td>808</td>
<td>A</td>
<td>807</td>
<td>-1</td>
</tr>
<tr>
<td>2011-12</td>
<td>807</td>
<td>A</td>
<td>829</td>
<td>22</td>
</tr>
<tr>
<td>Aggregate Growth</td>
<td>5</td>
<td></td>
<td>95</td>
<td></td>
</tr>
</tbody>
</table>
NEW Academy Canoga Park will maintain a 5-point higher API score than District similar schools and continue to maintain an API of 800 by the end of the charter term.

As per the requirements of No Child Left Behind, Adequate Yearly Progress (AYP) will be demonstrated by NEW Academy Canoga Park through an average increase of 3% of the total number of students who score in the Proficient or Advanced range for the majority of the years covered by this renewal petition.

NEW CANOGA PARK EL
CALIFORNIA STANDARDS TESTS (CST) WITH COMPARISON SCHOOLS' MEDIANS

<table>
<thead>
<tr>
<th>2011-2012 CST ENGLISH LANGUAGE ARTS</th>
<th># Tested</th>
<th>Percent of Students by Performance Band</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Far Below Basic</td>
<td>Below Basic</td>
</tr>
<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>299</td>
<td>4%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>462</td>
<td>9%</td>
</tr>
<tr>
<td>Comparison Schools in Charter Median</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>301</td>
<td>6%</td>
</tr>
</tbody>
</table>

NEW Academy Canoga Park Charter Renewal
### 2011-2012 CST MATH

<table>
<thead>
<tr>
<th></th>
<th># Tested</th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
<th>Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>303</td>
<td>2%</td>
<td>11%</td>
<td>19%</td>
<td>29%</td>
<td>34%</td>
<td>13%</td>
<td>63%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>471</td>
<td>4%</td>
<td>18%</td>
<td>23%</td>
<td>29%</td>
<td>24%</td>
<td>22%</td>
<td>53%</td>
</tr>
<tr>
<td>Comparison Schools in Charter Median</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>305</td>
<td>2%</td>
<td>8%</td>
<td>14%</td>
<td>32%</td>
<td>45%</td>
<td>10%</td>
<td>77%</td>
</tr>
</tbody>
</table>

### 2010-2011 CST MATH

<table>
<thead>
<tr>
<th></th>
<th># Tested</th>
<th>Far Below Basic</th>
<th>Below Basic</th>
<th>Basic</th>
<th>Proficient</th>
<th>Advanced</th>
<th>Below &amp; Far Below Basic</th>
<th>Proficient &amp; Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>302</td>
<td>3%</td>
<td>12%</td>
<td>20%</td>
<td>29%</td>
<td>34%</td>
<td>15%</td>
<td>63%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>477</td>
<td>3%</td>
<td>12%</td>
<td>20%</td>
<td>29%</td>
<td>34%</td>
<td>15%</td>
<td>63%</td>
</tr>
<tr>
<td>Comparison Schools in Charter Median</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NEW CANOGA PARK EL</td>
<td>302</td>
<td>2%</td>
<td>8%</td>
<td>18%</td>
<td>31%</td>
<td>40%</td>
<td>10%</td>
<td>72%</td>
</tr>
</tbody>
</table>

NOTE: Aggregated performance levels of median percentages may not equal 100%

- CST English Language Arts data for 2011-12 indicates that 53% of NEW Academy of Canoga Park students scored proficient/advanced while the Median of Resident Schools indicates that 44% of students scored proficient/advanced. Therefore, NEW Academy Canoga Park will continue to meet or exceed the Resident Schools Median of students scoring proficient/advanced in English Language Arts based on the CST scores for the 2012-13 school year. The
Charter Schools Division will monitor this through its ongoing oversight.

- CST English Language Arts data for 2011-12 indicates that 48% of NEW Academy of Canoga Park students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 56%. Therefore, NEW Academy of Canoga Park will continue to have a decrease of percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

- CST Mathematics data for 2011-12 indicates that 77% of NEW Academy of Canoga Park students scored proficient/advanced while the Median of Resident Schools indicates that 54% of students scored proficient/advanced. Therefore, NEW Academy Canoga Park will continue to meet or exceed the Resident Schools Median of students scoring proficient/advanced in Mathematics based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

- CST Mathematics data for 2011-12 indicates that 48% of NEW Academy of Canoga Park students scored Below Basic and Far Below Basic while the Resident Schools Median of students scoring Below Basic and Far Below Basic was 64%. Therefore, NEW Academy of Canoga Park will continue to have a decrease of percentage of students scoring Below Basic and Far Below Basic in Mathematics than the Resident Schools Median based on CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

- In English Language Arts students percentage of Proficient and Advance for 2nd graders scored 58%, 3rd grade students scored 40%, 4th graders scored 50% and 5th graders scored 62% well above the projected 21% growth. In Mathematics students in 2nd grade students scored 70%, 3rd grade students scored 82%, 4th graders scored 73% and 5th graders scored 81%, well above the projected 25%. As presented below
The results indicate students in second grade need assistance in the both areas of English Language Arts and Mathematics reflect minor losses. Students in the 2nd grade have a -5 loss compared to the previous year. Areas that need continued attention are Second graders, Fourth graders in English Language Arts and 5th graders in Mathematics. Also, since no gains were realized in Science a concentrated effort to increase performance will be focused on to increase student academic achievement.

<table>
<thead>
<tr>
<th>Grade</th>
<th>2011</th>
<th>2012</th>
<th>+ Gain/-Loss</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>ELA  61%</td>
<td>ELA 58%</td>
<td>-3</td>
</tr>
<tr>
<td></td>
<td>Math 75%</td>
<td>Math 70%</td>
<td>-5</td>
</tr>
<tr>
<td>3</td>
<td>ELA 18%</td>
<td>ELA 40%</td>
<td>+22</td>
</tr>
<tr>
<td></td>
<td>Math 60%</td>
<td>Math 82%</td>
<td>+22</td>
</tr>
<tr>
<td>4</td>
<td>ELA 62%</td>
<td>ELA 50%</td>
<td>-12</td>
</tr>
<tr>
<td></td>
<td>Math 69%</td>
<td>Math 73%</td>
<td>+4</td>
</tr>
<tr>
<td>5</td>
<td>ELA 47%</td>
<td>ELA 62%</td>
<td>+15</td>
</tr>
<tr>
<td></td>
<td>Math 83%</td>
<td>Math 81%</td>
<td>-2</td>
</tr>
<tr>
<td></td>
<td>Science 63%</td>
<td>Science 63%</td>
<td>0</td>
</tr>
</tbody>
</table>

As part of its annual review, NEW Academy Canoga Park will provide a written in-depth analysis of its CST proficiency rates in English Language Arts and Mathematics for each of its subgroups. If AYP proficiency is unmet for any subgroup, NEW Academy Canoga Park will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.

Continuous effort to meet Annual Measurable Objectives (AMOs) will be demonstrated through an average 5% increase in number of students scoring in the Proficient or Advanced range for the majority of the years covered by this charter renewal.
Goal 2:

NEW Academy Canoga Park will rank 4 or better on the similar school Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.

Similar Schools Rank of an 8 was achieved.

<table>
<thead>
<tr>
<th>Year</th>
<th>API State Rank</th>
<th>Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2010</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2011</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>2012</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>

NEW Academy Canoga Park will rank 4 or better on the statewide Academic Performance Index ranking system in the year prior to charter renewal or two of the last three years prior to charter renewal.

- Statewide Academic Performance Index ranking was achieved for school year 2011-2012-ranking of a 5. During the 2010-2011 school year an index ranking of 6 was realized

- NEW Academy Canoga Park will gain accreditation by the Western Association of Schools and Colleges (WASC) or other state-approved accreditation process.

Goal 3: Students will build a foundation for a responsible work ethic by regular and punctual attendance.

Measurable Outcome:

The attendance rate of NEW Academy Canoga Park will continue to be 96.5% or higher. Attendance is assessed monthly. The School’s Coordinator will monitor and oversee all attendance records. Teachers will continue to be responsible for assuring accurate attendance is taken on a daily basis. Monthly attendance records are posted and documented with attendance rates. Classes who have a below target attendance rate are supported by providing assistance in making phone calls to families who have frequent absences.
NEW Academy Canoga Park will pursue the following school growth outcome goals:

- Students have a true sense of commitment and ownership of the school, as evidenced by NEW Academy Canoga Park’s average attendance rate of 96.5%.

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Enrollment</th>
<th>Average Attendance</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-2009</td>
<td>444</td>
<td>418</td>
<td>94%</td>
</tr>
<tr>
<td>2009-2010</td>
<td>442</td>
<td>416</td>
<td>94%</td>
</tr>
<tr>
<td>2010-2011</td>
<td>441</td>
<td>425</td>
<td>96%</td>
</tr>
<tr>
<td>2011-2012</td>
<td>449</td>
<td>435</td>
<td>97%</td>
</tr>
</tbody>
</table>

Goal 4: Students will master English language skills to fully access all educational, social, cultural and employment opportunities of mainstream society.

**Measurable Outcome:**

English Learners will increase individual CELDT scores for the majority of the years covered by this renewal petition and is assessed annually.

<table>
<thead>
<tr>
<th>Year</th>
<th>Student Population Administered CELDT</th>
<th>Percent of English Learners</th>
<th>Percent of Redesignated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1 - 2008-2009</td>
<td>182</td>
<td>57%</td>
<td>10%</td>
</tr>
<tr>
<td>Year 2 - 2009-2010</td>
<td>182</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Year 3 - 2010-2011</td>
<td>157</td>
<td>41%</td>
<td>29%</td>
</tr>
<tr>
<td>Year 4 – 2011-2012</td>
<td>181</td>
<td>41%</td>
<td>30%</td>
</tr>
</tbody>
</table>

*Data retrieved from CDE Dataquest

NEW Academy Canoga Park uses the following LAUSD criteria for reclassifying English Language Learners:

1. The student has an Annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
2. The student scores Basic or above on the ELA section of the CST.
3. The student is judged successful in a mainstream English program based on a grade of C or better in English or
**Benchmarks for Renewal:**

- CST English Language Arts data for 2011-12 indicates that 53% of NEW Academy of Canoga Park students scored proficient/advanced while the Median of Resident Schools indicates that 44% of students scored proficient/advanced. Therefore, **NEW Academy Canoga Park** will continue to meet or exceed the Resident Schools Median of students scoring proficient/advanced in English Language Arts based on the CST scores for the 2012-13 school year. The Charter Schools Division will monitor this through its ongoing oversight.

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As part of its annual review, **NEW Academy Canoga Park** will provide a written in-depth analysis of its CST proficiency rates in English Language Arts and Mathematics. In the report, it will address the performance goals established for each category and subgroup to help us meet target compliance in our AYP and API yearly goals as determined by the State and Federal requirements. If AYP proficiency is unmet for any subgroup, **NEW Academy Canoga Park** will also provide rationale for performance and a strategic plan (with timelines and individuals responsible) for increasing performance...
levels. This analysis will be submitted at least one week prior to the scheduled annual review for Division analysis.

- Continue to address the needs of all subgroups.
- Continue to provide teachers and staff ongoing Professional Development, coaching and support.

Professional Development, support and coaching is provided for individual teacher effectiveness. *In other words, individual classroom teachers must determine which strategies to employ with the right students at the right time.* Use of these three general characteristics of effective teaching are articulated in the framework presented:

- Use of effective instructional strategies
- Use of effective classroom management strategies
- Effective classroom curriculum design

More generally, the evaluators stated that the governing board at NACP has implemented multiple strategies to improve student outcomes, especially in their effort to improve outcomes for English Learners (EL) students.

**NEW Academy Canoga Park Protocol Professional Development**

Supervise and Support Effective Teachers in Every Classroom

- Analyzing data on teacher practice for trends and patterns
- Collecting data to convene collegial conversation
- Connecting teacher practice to student achievement

**NEW Academy Canoga Park Implementation Plan 2012 – 2013**

<table>
<thead>
<tr>
<th>Content Specific</th>
<th>Pacing Plan: Teachers with 4+ years of teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>August - October</td>
<td>New Knowledge</td>
</tr>
<tr>
<td>November - March</td>
<td>Deepening Knowledge</td>
</tr>
<tr>
<td>April - June</td>
<td>Generating and Testing Hypotheses</td>
</tr>
</tbody>
</table>

**Routines**

<table>
<thead>
<tr>
<th>August/September</th>
<th>Communicate Learning Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Establish Rules and Procedures</td>
</tr>
</tbody>
</table>

**Enacted on the Spot**

<table>
<thead>
<tr>
<th>October - December</th>
<th>Adherence to Rules and Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>High Expectations</td>
</tr>
</tbody>
</table>
January – June

<table>
<thead>
<tr>
<th>Content Specific</th>
<th>Pacing Plan: Teachers with 3 or fewer years of teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – January</td>
<td>New Knowledge</td>
</tr>
<tr>
<td>February – May</td>
<td>Deepening Knowledge</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>August – January</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enacted on the Spot</th>
</tr>
</thead>
<tbody>
<tr>
<td>February – March</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>April – May</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

The school provides ongoing professional development to teachers, including 2-3 weeks in the summer and at least four Teacher Planning Days (TPD) throughout the year. Furthermore, 2.5 hours are dedicated to professional development and planning every Tuesday. This time is used for whole staff development, and grade level, departmental, and committee meetings. The professional development calendar is created ahead of time in alignment with key instructional initiatives.

A balanced literacy approach that is standards-based instruction is evident in all classrooms. All teachers have analyzed their standards and created standards-based pacing plans and units. Unit boards are posted in every classroom.

All teachers are trained, coached, supported, and are implementing Thinking Maps, a set of eight fundamental thinking skills. These eight cognitive skills are used together by students to assist with learning across disciplines and with greater complexity as student move through each grade level. By linking each thinking skill to a unique and dynamic visual representation, the language of Thinking Maps become a tool set for supporting effective instructional practice and improving student performance. Evidence of implementation is apparent in student work and teacher lesson plans, and the Thinking Maps are posted in every classroom.

The research-based reading program, combined with continuous progress monitoring, has resulted in consistent reading gains on the Running Records and Degrees of Reading Assessment (DRA) reading assessments.

Common Core standards are addressed and ongoing support in implementation will be provided.

The school increased its API score by 22 points in 2011-2012 to an API of 829. Demonstrating continued growth on the Adequate Yearly Progress measure, NEW Academy Canoga Park has moved students across bands, from below basic and basic
into proficiency. The proficiency rate for English Language Arts and Mathematics was met.

**Student Outcomes Align with State Standards**

NEW Academy Canoga Park expects its students and graduates (end of 5th grade) to develop the following activities:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>Grade</th>
<th>Timeline</th>
<th>Performance Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Skills</td>
<td>CST Equivalent</td>
<td>2-5</td>
<td>Quarterly (4 times a year)</td>
<td>70 %</td>
</tr>
<tr>
<td>Readers and Writers Workshop Assessments</td>
<td>Reading Comprehension, Vocabulary, Measurement</td>
<td>K-5</td>
<td>Quarterly (4 times a year)</td>
<td>Grade Level Status</td>
</tr>
</tbody>
</table>
| Readers and Writers Workshop Assessments        | Literacy, Phonics, Grammar,                  | K-5   | • Every two weeks using computer assisted learning
|                                                 |                                               |       | • Throughout the year as episodes or |
|                                                 |                                               |       | Reading Level                          |                  |
| Publisher Assessments                           | Language Arts Standards                       | K-5   | Teacher choice, Approximately 4 times a year | 80 %             |
| Various Software Monitoring Voyager/VocabularyJourneys | Language Arts Standards                  | K-5   | Throughout the year as episodes or units on the software are completed | 80%              |
| Internally-Created Assessment (Teacher Formative Assessments) | Measure standards mastery | K-5   | Daily or Weekly                         | 70%              |
| ELA CST                                         | Mastery of Content Standards                 | 2-5   | Annual                                 | 70%              |
| Portfolios-Student                              | Learning Experiences are captured            | K-5   | On-going                               | 80%              |
| Presentation of Learning                        | Service Learning Project Mastery             | K-5   | Annual                                 | 70%              |
| **Mathematics**                                 |                                              |       |                                        |                  |
| Mathematics Skills                              | CST Equivalent                               | 2-5   | Quarterly (4 times a year)             | 70%              |
| Voyager Mathematics                             | Measure standards mastery                    | 2-5   | Ongoing                                | 70%              |
| CST Math                                        | Math Numeracy                                | 2-5   | Every Six weeks out of our learning lab (six times a year) | Grade Level Status |
| Various Software Monitoring Math, ALEKS, Kahn Academy | Mathematics Standards | 2-5   | Throughout the year as episodes or units on the software are completed | 80%              |
| Internally-Created Assessment                   | Measure standards mastery                    | 2-5   | Daily or Weekly                        | 70%              |
| Published Designed Assessments                  | Measure standards mastery                    | 2-5   | Daily, weekly, and each quarter        | 70%              |
| Internally-Created Assessment                   | Measure standards mastery                    | K-5   | Daily or Weekly                        | 70%              |
NEW Academy Canoga Park addresses all state standards and will implement Common Core Standards for each grade and subject level, as found in Appendix G. Specific subject proficiency targets are noted in the Academic Growth section below.

In addition, students at NEW Academy Canoga Park foster lifelong learning and interpersonal skills. All service learning activities include assessments and reflection on students‘ core subject knowledge; as well as, the following life skills, including:

<table>
<thead>
<tr>
<th>Life Skills</th>
<th>Outcomes</th>
<th>Measurement</th>
<th>% of Student Outcomes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Published Designed Assessments</th>
<th>Measure standards mastery</th>
<th>K-5</th>
<th>Daily, weekly, and each quarter</th>
<th>70%</th>
</tr>
</thead>
</table>

**English Language Learners**

<table>
<thead>
<tr>
<th>Various Software Monitoring Voyager/VocabularyJourneys</th>
<th>Measures English Language Development</th>
<th>K-5</th>
<th>Three Times a year</th>
<th>Level 4 or RFEP Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internally-Created Assessment</td>
<td>Measure standards mastery</td>
<td>K-5</td>
<td>Daily or Weekly</td>
<td>70%</td>
</tr>
<tr>
<td>Publisher Designed Assessments</td>
<td>Measure standards mastery</td>
<td>K-5</td>
<td>Daily, weekly, and each quarter</td>
<td>70%</td>
</tr>
<tr>
<td>Primary Language Assessments</td>
<td>Measure Primary Language Competency</td>
<td>K</td>
<td>Twice a year-Will be administered K-5 as Language Academy is expanded.</td>
<td>Determine Primary Language Level</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science Skills</th>
<th>CST Equivalent</th>
<th>2-5</th>
<th>Quarterly (4 times a year)</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers and Writers Workshop Science Skills</td>
<td>Mastery of Content</td>
<td>K-5</td>
<td>Every two weeks using computer assisted learning</td>
<td>80%</td>
</tr>
<tr>
<td>Publisher Assessments</td>
<td>Measure standards mastery</td>
<td>K-5</td>
<td>Throughout the year as episodes or units on</td>
<td>70%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>History/Social Studies Skills</th>
<th>CST Equivalent</th>
<th>2-5</th>
<th>Quarterly (4 times a year)</th>
<th>70%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers and Writers Workshop Science Skills</td>
<td>Mastery of Content</td>
<td>K-5</td>
<td>Every two weeks using computer assisted learning</td>
<td>70%</td>
</tr>
<tr>
<td>Publisher Assessments</td>
<td>Measure standards mastery</td>
<td>K-5</td>
<td>Throughout the year as episodes or units on</td>
<td>70%</td>
</tr>
<tr>
<td>Collaboration and Cooperation</td>
<td>Gain knowledge of and demonstrate the managerial, adaptive, and associative skills appropriate to their level</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-----</td>
<td></td>
</tr>
<tr>
<td>Self-assessment</td>
<td>Assess themselves, be aware of their status, and change accordingly their own behavior and attitudes</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Goal Setting</td>
<td>Learn to set their own short-term and long-term goals in keeping with their own goals and abilities</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Critical Thinking and Problem Solving</td>
<td>Learn to be effective problem solvers and develop advanced critical-thinking skills</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Self-discipline</td>
<td>Learn to control their behavior At all times while respecting and at all times while respecting and upholding the values of the community</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Be familiar with current technology and use technological tools appropriately in their school work and community service.</td>
<td>Student Personalized Education Plan (PEP) Student Portfolios Student Reflections Student Surveys</td>
<td>80%</td>
<td></td>
</tr>
</tbody>
</table>

**NEW Academy Canoga Park** designs projects and lesson plans for each core subject according to California State Content Standards. Additionally, all applicable *No Child Left Behind (NCLB)* regulations are included in the curriculum or assessment procedures as necessary. **NEW Academy Canoga Park** adhere to the same applicable Title I accountability requirements as other public charter schools in the state, including AYP.

**STUDENT PROGRESS**

**NEW Academy Canoga Park** holds clear and high expectations for its students and their academic achievements. The benchmarks set forth by **NEW Academy Canoga Park** faculty
helps guide students into the appropriate academic path and prepare them for their eventual careers. **NEW Academy Canoga Park** staff and faculty will monitor student progress according to expected outcomes.

The following are standards for student performance that **NEW Academy Canoga Park** strives to demonstrate. Interim progress reports were issued annually for the first two years, and in future years at intervals to be agreed upon by LAUSD and **NEW Academy Canoga Park**.

Pursuant to AB1137, we expect the **NEW Academy Canoga Park** charter petition to be renewed should it satisfy at least one of the preceding student outcome goals. Additionally, **NEW Academy Canoga Park** will pursue the following supplementary goal.

- Annual API school growth target will be met or exceeded

**NEW Academy Canoga Park** believes that each student needs to be assessed individually according to his/her total needs. All students will have an Individualized Learning Plan which will include interest, career, and learning styles surveys, along with goal setting forms and academic tracking records. Every student will be assessed upon enrollment. This assessment will become the baseline data used to construct goals. While **NEW Academy Canoga Park** does not endorse social promotion and does expect academic achievement, readiness to move to the next grade level will be examined on an individual basis. Evaluation will be viewed as a tool to promote continuous improvement in each student. The school director, staff, and teachers are held accountable for meeting each student’s progress goals. They in turn are accountable to the Board.
ELEMENT 3: METHODS BY WHICH PUPIL PROGRESS IS MEASURED

STUDENT ACHIEVEMENT

NEW Academy Canoga Park has implemented a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. Students are assessed regularly throughout their years at NEW Academy Canoga Park through a variety of methods (see chart below with assessment methods). Student content mastery is assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. This approach to assessment is conducive to benchmarking students individually, evaluating groups of students, and assessing the school as a whole on an annual basis, using local, state, and national standards. NEW Academy Canoga Park will meet all statewide standards and conduct the pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or assessments applicable to students in non-charter public schools.

Assessment at NEW Academy Canoga Park is fully integrated into teaching and learning. Assessments guide the course of instruction. Students will demonstrate their ability to integrate knowledge, skill, and analysis to produce authentic work. They will have the opportunity to synthesize information across disciplines and evaluate their own learning and progress. Examples of such work at NEW Academy Canoga Park include: essays, performances, debates, staged conferences, presentations, and community service projects.

NEW Academy Canoga Park utilizes formative and summative assessment data to monitor student achievement. Student achievement data are collected daily, weekly, monthly and annually, both formally and informally to measure student progress. The school closely monitors the achievement of student data systematically to include the following demographic characteristics:

- Ethnicity
- Percentage of EL students
- Percentage of Special Education students
- Percentage of students qualifying for free/reduced lunch
- Total enrollment

Publishers’ tests continue to be used to determine consistent and continuous student progress toward state content standards. Assessments are conducted based on the recommended schedule of each adopted program, but the general timeframe calls for regular and end-of-unit assessments for each state adoption.
Teacher-developed assessments continue to contribute additional information to measure student progress, while anecdotal records and observation continue to provide the personalized, individualized information necessary to address the five learning systems of the brain and to maintain an effective learning environment for every student.

Where state adopted materials and assessments are not available (visual and performing arts, and physical education), teacher-designed assessments aligned with the Content Standards of the State of California and the pacing schedules developed by the NACP staff members responsible for each of the above named curricular areas determine levels of progress toward mastery of respective standards at each trimester reporting period.

NEW Academy Canoga Park has a data driven culture where the Vice Principal is responsible for collection, aggregating and analyzing all schoolwide data. The Vice Principal collaborates with teachers when analyzing teacher formative assessments. Each week the Vice Principal is as follows:

- Teacher submit weekly lesson plans to the Vice Principal by 12 midnight on Sunday
- Each Monday the Vice Principal provides feedback and support to all teachers regarding lesson plans submitted for the week.
- Teacher than address the recommendations by the collaboration of the Vice Principal and the teachers
- Instructional delivery based on the lesson plan is then monitored by Internal Protocols, student results on Readers and Writers Workshop assessments, teacher Formative Assessment (ongoing)
- Students who have not shown mastery of Content Standards trigger that data for the Vice Principal and the teacher to develop an immediate intervention. This intervention is then supported during the day and during afterschool tutoring.
- Reteaching, assessment and moving the student forward

Every quarter benchmark assessments are created internally by teachers or by publishers are administered to all students. The Vice Principal oversees this implementation. Vice Principals is responsible for communicating data outcomes to teachers. Teacher data conferences are held immediately thereafter, with the DI, after so that the teacher has a moment to reflect with a critical though partner about the outcomes. During each conference the following items are discussed:
Formative Assessments that were used

Is the teacher satisfied with the outcomes? Why or why not?

Why was this particular assessment used, did it yield the expected outcome?

What changes can be made to get closer to the teachers expected outcome?

Did the formative assessment assess the right skill set?

Student data expectations are posted in throughout the school in common areas. Teachers post data by class inside the classroom. Teachers are responsible for communicating data outcomes to students. Students receive assessment data within the week of an assessment. The data are reviewed with the student both in the classroom and in setting academic goals. Students must maintain a 3s (a C average) in order to participate in extra-curricular activities.

Data results are provided to parents every 5 weeks in report cards. Report cards reflect assessments used during that period i.e. benchmarks, publisher results, teacher formative assessments, projects, etc. Report are provided in person to parents at —parent conferencesI twice a year, and mailed directly to their home. Students are provided report cards in the same sequence as parents. The Principal is responsible for communicating data outcomes to parents and community.

METHODS TO MEASURE STUDENT OUTCOMES

NEW Academy Canoga Park uses the following methods to assess student progress and fulfillment of instructional objectives:

- **School wide Quarterly Assessments**, is used to monitor student progress and to determine if students are in need of additional interventions or more challenging curriculum for gifted students.

- **Classroom Assessment** provides ongoing analysis of student progress on a daily basis. Each lesson incorporates some form of assessment to determine whether the objectives of that lesson were met. Daily assessments are documented in the form of class work and activities and are recorded in teacher grade books. Teachers monitor student progress through exams, essays, research assignments, presentations, and group projects. Teachers may administer these assessments within their content area or collaborate across disciplines. Classroom assessments reflect unit objectives, provide opportunity for authentic work, and allow for peer review and self-reflection. Parents are informed of their child’s progress and report cards will be sent home quarterly. Teachers are encouraged to provide a narrative report in addition to a letter grade for each student. Teacher teams meet weekly to discuss the progress of students in their cohort. These meetings allow teachers to share concerns, teaching strategies, and successes in order to best meet the needs of each student.
• **Portfolios** provide students with the opportunity to reflect upon and demonstrate their learning. Students at NEW Academy Canoga Park documents their mastery of skills deemed essential for success in the 21st Century through academic portfolios. Portfolios include collections of drafts, polished pieces, class projects, videos, web pages, and DVDs that document each student’s growth and progress. Students engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students analyze their academic progress and, with a teacher, set new short and long term goals. Teachers and staff according to a predetermined scoring rubric evaluate student portfolios on a quarterly basis and submitted annually by each student.

• **Capstone Projects** at the end of each semester demonstrate student learning across disciplines. Students work in extended project blocks during the last week of each semester. Capstones may take the form of an exhibit, community project, or theatrical presentation. NEW Academy Canoga Park staff has developed a rubric for evaluating student performance for the capstone projects. Rubrics will be in alignment with educational goals of the school and developed for each academic core area. Teachers, peers, parents, and community experts all take part, providing constructive critique and assessment of capstone projects.

• **State Standardized Testing**: Students are expected to meet or exceed the standard educational benchmarks established by the California Department of Education and demonstrated by the California Standardized Testing and Reporting (STAR) exams.

• **Key Technology Applications** have been integrated into every classroom, and students are proficient in basic Office applications, graphic design tools, and a variety of web search tools. Future instruction will focus on web design and other advanced applications.

• **ALEKS** –Used for Mathematics to increase student performance and retention with individualized assessment and learning. ALEKS’ powerful learning management system provides teachers with individual student results.

• **VoyagerJourneys** (vocabulary development program)- new version of VocabJourney®, an interactive, web-based reading component to help students boost their vocabulary and comprehension skills. Research has shown that vocabulary deficiencies are a primary cause of academic failure.
<table>
<thead>
<tr>
<th>Content</th>
<th>Learning Outcomes Component</th>
<th>Assessment Method</th>
<th>Frequency</th>
<th>Student Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>English/Language</td>
<td>Students will demonstrate:</td>
<td>State Mandated Tests</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>• Reading with comprehension</td>
<td>• Portfolios of written work</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Speaking with clarity and meaning</td>
<td>• Teacher developed assignments and assessments</td>
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<tr>
<td></td>
<td>• Response to historically and culturally significant works of literature</td>
<td>• Oral presentations</td>
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<tr>
<td></td>
<td>• Clear and effective oral expression</td>
<td>• Faculty-developed rubrics</td>
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<td></td>
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<tr>
<td></td>
<td>• Clear and persuasive writing</td>
<td>• Classroom Projects</td>
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<tr>
<td></td>
<td></td>
<td>• Year-end Capstone projects</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Frequency</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Student Outcome</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td><strong>Frequency</strong></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Student Outcome</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Students will demonstrate:</td>
<td>State Mandated Tests</td>
<td></td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>• Understanding of formal logical reasoning</td>
<td>• Portfolios of mathematical work evaluated with school- and classroom-</td>
<td></td>
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<tr>
<td></td>
<td>• Application of logical reasoning</td>
<td>developed rubrics</td>
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<tr>
<td></td>
<td>• Analytic and symbolic processing</td>
<td>• Teacher developed assignments and assessments</td>
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<td></td>
<td>• Arithmetic and algebraic manipulation and construction.</td>
<td>• Classroom Projects</td>
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<td></td>
<td>• Number sense</td>
<td>• Year-end Capstone projects</td>
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<tr>
<td></td>
<td>• Skills in measurement and geometry</td>
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<tr>
<td></td>
<td>• Data analysis, probability, and basic</td>
<td></td>
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<td></td>
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<tr>
<td>History/Social</td>
<td>Students will demonstrate:</td>
<td>State Mandated Tests</td>
<td></td>
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<tr>
<td>Science</td>
<td>• Knowledge of important events and ideas in ancient civilization (sixth grade), world</td>
<td>• Portfolios of work evaluated with school- and classroom-</td>
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<tr>
<td></td>
<td>history and geography (seventh grade) and US History (eighth grade)</td>
<td>developed rubrics</td>
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<tr>
<td></td>
<td>• Intellectual reasoning</td>
<td>• Teacher-created assignments and evaluations</td>
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<td></td>
<td>• Research skills</td>
<td>• Classroom Projects</td>
<td></td>
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<td></td>
<td>• Chronological and spatial thinking</td>
<td>• Year-end Capstone projects</td>
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<tr>
<td></td>
<td>• Understanding of different points of view</td>
<td></td>
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<tr>
<td></td>
<td>• Historical and social sciences analysis</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td><strong>Frequency</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Student Outcome</strong></td>
<td></td>
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</tbody>
</table>
Students will demonstrate:
- Proficiency in the fundamental concepts and terms of various branches of science, including Earth Science, Life Science, and Physical Science
- Skills in investigation
- Skills in experimentation

State Mandated Tests
- Portfolios of work evaluated with school- and classroom-developed rubrics
- Teacher-created assignments and evaluations
- Classroom Projects
- Year-end Capstone projects

Annually
- Quarterly
- Daily
- Ongoing
- Annually

ASSessment benchmarks

Students scoring 80% or above on quarterly, portfolio, classroom, and/or capstone project assessments will have mastered the standards aligned to the specific assessment. Students scoring between 50-80% are still at an instructional level and students scoring below 50% will receive additional interventions.

Self-Assessment

NEW Academy Canoga Park is deeply committed to providing for students at all levels of their educational development and learning. In order to clearly determine what is needed at NACP a continuous self-assessment and reflection must take place. NACP conducts a schoolwide review of the school’s operations and facilities, reviews all internal educational/curriculum/student benchmarks through various mechanisms, e.g. Readers and Writers Workshop, and Data Director capturing student data to drive instruction. In addition, all staff members review the California state annual assessment STAR for each content area. Further, addressing and implementing newly developed and approved Common Core Standards. The development of a Students Personalized Education Plan (SPEP) for each student along with schoolwide goals to increase student academic achievement at every level is addressed yearly. SPEP will be evidence by the following:
• Reading Placement
• Teacher College Readers and Writers Program - TCRWP Assessment Tools
• ALEKS personalized math courses
• Student reflections
• Data notebooks where students review their assessment data and set individual growth goals.
• Readers and Writers Workshop notebooks and assessments
• Kindergarten uses Educational Software for Guiding Instruction (ESGI)

Kindergarten Teacher Greg Gorman never imagined he would inspire or motivate teachers when he developed ESGI. ESGI stands for Educational Software for Guiding Instruction and it automates one-on-one assessments, so teachers can give them faster and print usable reports immediately.

• Use of Data Director
• Addition of a Language Academy and Teacher Academy working with community, universities (Occidental College, Loyola Marymount University, California State University Los Angeles, California State University Northridge, etc.) and other academic resources.

This would include The Center for Equity for English Learners (CEEL) established in 2006, with support from Bank of America, for the purpose of improving educational outcomes of English Learners (ELs). The Center's research and professional development agendas will inform leadership and instructional practices for the state's 1.5 million English Learners and the nation's 3.5 million English Learners. CEEL’s mission is to pursue equity and excellence in the education of English Learners by transforming schools and educational systems through the Center's research and professional development agendas. An integral component of this work is the development of advocacy-oriented leadership. Research indicates that educators who utilize students' cultural and language resources while developing students' academic competencies have the potential to significantly transform schools and educational systems. To this end, CEEL's goals are to:

• Develop research tools and methods to address critical questions related to the education of ELs
• Provide professional development pathways for teachers and educational leaders to address the needs of ELs
• Compile resources to support schools and educational institutions working with ELs
• Partner with individuals, organizations and institutions that will inform and engage the educational community working with ELs

This year the focus is not only on student academic achievement data; but focusing on the whole child by developing individual school leaders. In other words, all students, teachers, administrators, staff members, parents and our community are provided leadership development to encourage and promote active engagement in the school's overall mission. Everyone in the school and our community are active leaders in their
own growth and in support of NACP’s vision and mission.

**LONGITUDINAL DATA ANALYSIS**

NEW Academy Canoga Park staff will continue to monitor students and school progress through the collection of all academic assessments, teacher assessments, student portfolios, state tests, and projects through software such as PowerSchool, and Data Director. This data are analyzed on an annual basis and compared to previous years’ data to determine student progress and the effectiveness of the school’s curriculum. This information is used to drive instruction and provide current data as the student progresses.

**TEST PREPARATION**

Students will be prepared to take the state tests through their participation in the school’s standards-based instructional program. In addition, just prior to the test, teachers work with students to familiarize them with the test format and develop effective strategies for taking the test. Programs such as Readers and Writers Workshop, ALEKS, and other resources are used for test preparation support. Teachers also learn additional test taking strategies through the Professional Development offered at the school or other in-services.

**GRADING POLICY**

Students have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid-course assessments that are graded using a conventional letter-grade system. Letter grades ranging from 5 to 1 are given for all courses. Teachers collectively determine the deadlines for submission of missing work as well as consequences and final grades when students fail to complete missing work.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Advanced</td>
</tr>
<tr>
<td>4</td>
<td>Proficiency</td>
</tr>
<tr>
<td>3</td>
<td>Basic</td>
</tr>
<tr>
<td>2</td>
<td>Below Basic</td>
</tr>
<tr>
<td>1</td>
<td>Far Below Basic</td>
</tr>
</tbody>
</table>

NEW Academy Canoga Park uses a standards-based report card, given quarterly, based on LAUSD’s report card for elementary school. All teachers work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments (approximately every five to seven weeks) given by teachers provides timely feedback for parents and teachers regarding student progress. Parents are given the opportunity to meet with teachers on a quarterly basis when report cards are issued. Teachers are available for parent conferences as needed.

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both formally and informally to measure student progress. The school closely monitors the achievement of student data systematically to include the following demographic characteristics:

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**TESTING DATA**

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT) with the District, the 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 the NEW Academy Canoga Park.
ELEMENT 4: GOVERNANCE

CALIFORNIA NON-PROFIT PUBLIC BENEFIT CORPORATION

NEW Academy Canoga Park will exist as a legally and operationally independent nonprofit entity incorporated as a NEW Academy an independent California Nonprofit Public Benefit Corporation with its own Board of Directors. The affairs of the nonprofit corporation are managed and its powers exercised under the Board’s ultimate jurisdiction.

NEW Academy Canoga Park is governed pursuant to NEW Academy Articles of Incorporation and bylaws adopted by the incorporators, and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. NEW Academy Canoga Park agrees to comply with all laws that apply to public agencies, and all federal laws and regulations and state codes as it pertains to the organization and operation of public charter schools.

NEW Academy Canoga Park and NEW Academy will comply with the Brown Act as in the manner prescribed which proceedings of any committee shall be conducted. The regular and special meeting and other actions of any committee shall be governed by the provisions of Article IV of NEW Academy Canoga Park’s bylaws applicable to meetings and actions of the Board of Directors. Members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

NEW Academy Canoga Park and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

BOARD OF DIRECTORS

The NEW Academy Board of Directors has legal and fiduciary responsibility for NEW Academy Canoga Park. The Board is responsible for providing fiscal accountability by approving and monitoring the budget. The Board will ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities (for non-district sites), fundraising, and overseeing that school resources are managed effectively. This goal will be accomplished primarily through hiring, supporting, reviewing the performance of, and if necessary, dismissing the Executive Director and Principal.

The Board is made up of retired school administrators, current school educators, representatives of community-based organizations, and representatives from NEW Academy. The District reserves the right to appoint a single representative to the charter school board pursuant Education Code section 47604(b).

The NEW Academy board members are nominated by any member of the community. The nominees complete Resume or Bio are vetted by the full board prior to a vote. Board member selection, terms of service, and number of members are regulated in accordance with the NEW
NEW Academy Canoga Park post meeting notices at the school and in the community in advance of all Board meetings to be held monthly, in accordance with the Brown Act. The school distributes agendas to parents of students and in the community. Notification for all meetings of the NEW Academy Board of Directors will follow the requirements of the Brown Act. Notification of meetings will be posted publicly-accessible as a printed copy posted in the main office of the school, clearly visible to the general public, according to the timelines provided by the Brown Act. Minutes of meetings are accessible at the school’s front office.

**PARENTAL INVOLVEMENT**

One of the primary predictors of student success is parent involvement in the education of their children. Parents of NEW Academy Canoga Park students are encouraged and expected to participate in the educational experience of their child(ren). NEW Academy Canoga Park has created a school culture where parents and families are embraced as partners in the education of each child.

Teachers and staff receive ongoing training in the importance of parent involvement and specific strategies to enhance their partnership in teaching their child. Teachers are encouraged to build relationships with the families of their students and receive resources for reaching out to parents.

The school provides translation services and materials in the child’s home language to ensure effective communication. Staff receives ongoing training on quality parent services. NEW Academy Canoga Park implemented administrative procedures to measure the level of parent satisfaction with school staff. The school has created activities that involve parents in the education of their children at school and in our community.

Equally important, NEW Academy Canoga Park provides ongoing parent education classes and workshops. For example, some of the activities focuses on helping parents understand how to: create a home environment that encourages learning; express high expectations for their children; and help their children form a vision for their own future. Other activities teach parents the significance of their involvement in the school.

NEW Academy Canoga Park encourages its parents to participate in the Parent Center initiatives, which provide ESL and literacy classes, workforce training, and immigration services, and health education to parents.

Prior to admission all parents/guardians are encouraged to a) attend an orientation; and b) sign a parent compact indicating they understand the NEW Academy Canoga Park philosophy, program and outcomes, and accept the responsibilities as set forth. Title I required Compacts for parents/guardians/teacher of all students require their involvement in and support of their child(ren)'s educational experiences. A parent's decision not to attend the orientation or sign the parent compact in no way impacts the student's enrollment or admission. The parent/guardian/teacher commitment continued to address the following:
• Work with the child at home with homework, projects, etc.
• Maintain positive and effective communication with the teacher and staff.
• Ensure that their child attends school on a regular basis and arrives on time.
• Enforce the school code of conduct with their child (i.e. wearing the uniform).
• Enroll their child in academic enrichment programs (After School Institutes, Saturday classes, etc.) if the school deems it necessary.
• Attend at least two parent workshops during the school year.
• Volunteer at the school or from home.

School Site Council (SSC)

Parents contribute to the life and energy into NACP in many ways including their involvement in the School Site Council (SSC). Every parent can belong to and participate in the SSC. Every parent has a vote and a voice in SSC.

Role of School Site Council

The California Education Code (EC)\(^1\) requires the School Site Council to develop an Local Educational Plan for ConApp programs operated at the school or in which the school participates. In addition, Pupil Retention\(^2\) and School and Library Improvement Block Grant programs\(^3\) operated at the school must be included in the plan. The School Site Council must approve the plan, recommend it to the local governing board for approval, monitor implementation of the plan, and evaluate the results. At least annually, the school site council must revise the plan, including proposed expenditures of funds allocated to the school through the ConApp, and recommend it to the local governing board for approval.

Composition of School Site Council

Composition of the school site council is specified in the California Education Code as follows:

• The School Site Council shall be composed of the Principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school;\(^4\) parents of students attending the school selected by such parents; and, in secondary schools, students selected by students attending the school.

• **At the elementary level,** the School Site Council shall be constituted to ensure parity between (a) the Principal, classroom teachers, and other school personnel; and (b) parents or other community members selected by parents. In schools with fewer than three teachers, this requirement may be met by establishing a school site council that is composed of equal numbers of school staff and parents or other community members selected by parents.

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1. EC Section 64001(a), (d)
2. EC Section 41507
3. EC Section 41572
4. For example, counselors, psychologists, social workers, nurses, instructional aides, library personnel, and clerks employed at the school
• The elementary Level, classroom teachers shall comprise the majority of persons represented under subdivision (a) of this section.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Through CPM, the state monitors one-fourth of all school districts each year. Monitoring visits are conducted by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify compliance with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

The SSC’s honors parent voices and focus on the best interests of all students in the school. The SSC must make rules, in consultation with the school administrators, to govern their meetings and the business and conduct of their affairs. One of the rules includes how parents in the school elect a SSC Leader to represent them. Each September, an election is held by the SSC to elect a new leader for a one-year term. SSC member elect this parent by secret ballot to represent the SSC.

The SSC representatives organize ways for parents to meet to discuss school issues of interest and concern to parents and give input to the SLT. The Principal attends the meetings and offer information that helps parents. The SSC leaders work closely with the Principal. They have developed a respectful working relationship that enables the SSC to support the school in a positive way and address parent concerns immediately when the concerns arise.

The SSC Leader relies on the help of many parents to plan and manage different activities in the school to support students, parents and staff.

The SSC Leader/ representative present the SSC’s issues and ideas to the NEW Academy Board of Directors Meetings for discussion and action where necessary.

The SSC also elects three parents by secret ballot to represent parents on the SPC. One of the parents elected must be a member of the SSC Leadership Committee. These parents provide the parents’ views to the School Leadership Team (SLT); therefore, SSCs set time on their agenda for those discussions. The SLT representatives also keep the SSC informed about what is happening at the SLT and how the SLT considered parent views in the development and review of the school plan.

The SSC Leader, elected from the SSC representatives, represents the views of the SSCs and provides advice to the Board about any matter relating to education in the school. This includes advice on the school board’s Home-School Compact, or facilities issues. Often, they provide current information about the school, answer questions and provide parent perspectives.

The SSC needs to have an understanding of the Board policies and process an understanding of
their use at the school. The SSC can seek more information about the concern and if necessary, request a review of the policy. SSC members may sit on the school's committee to represent parents' views and concerns.

Parents focusing on the best interests of all students, supporting all parents to be involved and informed, helping parents to advocate for their children, advising the staff, school and the NEW Academy Board of Directors—these are critical and important roles for SSCs.

The SSC is unique, reflecting the needs and diversity of the students and parents in the school. The SSC finds that they can be more successful when they:

- Develop and work within rules that clearly state their mandate
- Understand and respect the roles and responsibilities of the partner groups
- Develop and maintain respectful relationships with students, parents, the SSC, school staff, and the community
- Encourage activities that support all levels of parent involvement
- Identify the challenges to parent involvement and work with staff to overcome them
- Help parents to understand the policies and procedures in their school and work with partner groups to make the information readily available
- Deal fairly and non-judgmentally with parent concerns
- Develop communication and conflict resolution skills with in the SSC, including a code of ethics and a fair way to deal with breaches of the code
- Respect the privacy rights of students, parents and staff

The SSC generally meets the second Wednesday of each month at 2:45 pm.

**English Learner Advisory Council (ELAC)**

ELAC is a committee for parents or other community members who want to advocate for English Learners. The purpose is to advise the Principal, school staff and the School Site Council (SSC) on programs and services for English Learners (ELs). All schools with 21 or more EL students, must have an ELAC. ELAC advises and helps the school with the following:

1. The school’s program and academic
2. The school’s needs assessment.
3. The school’s annual census.
4. Efforts to make parents aware of the importance of regular school attendance.

The Charter is responsible to ELAC Members to provide:

- Training and materials,
- Ask the ELAC members what kind of training they need and want to do their job,
- Opportunities to attend conferences,
• Childcare, translation, snacks, or other reasonable support.

ELAC is responsible for the following:

• Follow their by-laws.
  o or develop by-laws if they don’t have any.
• Meet on a regular basis.
• Select officers.
• Develop ELAC meeting agendas.
• Keep a binder with minutes, the sign-in, the by-laws, etc.
• Send a representative to the DELAC meetings.
• Open the meetings for all interested families or staff.

ELAC meeting requirements are as follows:

• Meetings must be open to the public and allow for public input.
• Meeting notices and agendas (of action items) must be announced and posted at least 72 hours before the meeting.
• The public must have access to all the materials discussed and/or distributed at the meeting.
  o This is usually kept in the ELAC binder and stored in a public place.

ELAC is created as follows:

• Elections are held in September of even numbered years
  o Or at the beginning of any year that there are no members.
  o Vacancies can also be filled according to the by-laws.
• Only families of ELs can vote for the ELAC members.
• Anyone can be nominated for the ELAC.
• The Principal is a member of ELAC.
• Other staff members and community members may be elected as ELAC members

ELAC Officers

• All ELACs should have people who volunteer and are selected to help lead the committee work.
  Ideas:

  ▪ **Chairperson** (or President)
- Leads the meeting
- Signs letters or documents
- Attends the SSC meetings

- **Vice-chair** (or Vice-President)
  - Helps the president in any or all of the tasks

- **Secretary** (can be a staff person)
  - Takes meeting notes
  - Keeps the binder updated

The composition of the ELAC is as follows:

- The percentage of parents of English Learners must be at least the same as that of ELs at the school.
- If 50% of the school students are ELs, then 50% of the ELAC must be parents of ELs.
- So if there are 10 members, 5 must be family of ELs.
- The rest can include the principal, staff, or other family and community members.

**COMMUNITY INVOLVEMENT**

NEW Academy Canoga Park works closely with established community based organizations in Canoga Park/San Fernando Valley to ensure community participation and maximize the resources available to students and families. The community-based organizations that the **NEW Academy Canoga Park** works include the following agencies:

- Canoga Park Optimist Club
- Canoga Park Rotary
- Canoga Park Arts Center
- Canoga Park Youth Art Center
- Canoga Park West Hills Chamber Commerce
- Other Agencies and Partnerships
Organizational Chart
For more details on responsibilities, please see “Staffing” on page 162.
AMENDMENTS TO THE CHARTER

Any amendments to the NEW Academy Canoga Park’s Charter or NEW Academy Bylaws that affect or impact the charter or school operations must be approved through the District’s petition amendment process.

GRIEVANCE PROCEDURE FOR PARENTS AND STUDENTS

NEW Academy Canoga Park will 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 NEW Academy Canoga Park alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. NEW Academy Canoga Park will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD CHARTER POLICY

The NEW Academy Canoga Park will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

RESPONDING TO INQUIRIES

NEW Academy Canoga Park shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. NEW Academy Canoga Park acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the NEW Academy Canoga Park operations is received by the District, the NEW Academy Canoga Park shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.
NOTIFICATIONS

Notification is to be made to the Innovation Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by NEW Academy Canoga Park.

CODE OF ETHICS

NEW Academy Canoga Park will conduct its business honestly and ethically wherever we operate in the world. NEW Academy will constantly improve the quality of our services, products and operations and will create a reputation for honesty, fairness, respect, responsibility, and integrity, trust and sound business judgment. No illegal or unethical conduct on the part of officers, directors, employees or affiliates is in the school's best interest.

NEW Academy Canoga Park will not compromise its principles for short-term advantage. The ethical performance of this school is the sum of the ethics of the men and women who work here. Thus, we are all expected to adhere to high standards of personal integrity.

Officers, directors, and employees of the company must never permit their personal interests to conflict, or appear to conflict, with the interests of the company, its clients or affiliates.

Any employee of NEW Academy who is on the board of NEW Academy, in their role as a board member, will avoid any participation in financial transactions between NEW Academy and NEW Academy Canoga Park. Such NEW Academy board members will disclose their interest, and recuse themselves from voting on such transactions. Disclosure and recusal shall be documented in NEW Academy’s official records.

Officers, directors and employees must be particularly careful to avoid representing NEW Academy Canoga Park in any transaction with others with whom there is any outside business affiliation or relationship.

Officers, directors, and employees shall avoid using their company contacts to advance their private business or personal interests at the expense of the school, its clients or affiliates.

No bribes, kickbacks or other similar remuneration or consideration shall be given to any person or organization in order to attract or influence business activity.

Officers, directors and employees shall avoid gifts, gratuities, fees, bonuses or excessive entertainment, in order to attract or influence business activity.

Officers, directors and employees of NEW Academy Canoga Park will often come into contact with, or have possession of, proprietary, confidential or business-sensitive information and must take appropriate steps to assure that such information is strictly safeguarded.

This information—whether it is on behalf of our school or any of our clients or affiliates—could include strategic business plans, operating results, marketing strategies, customer lists, personnel
records, student records, processes and methods. Proprietary, confidential and sensitive business information about this school, other schools, individuals and entities should be treated with sensitivity and discretion and only be disseminated on a need-to-know basis.

Officers, directors and employees will seek to report all information accurately and honestly, and as otherwise required by applicable reporting requirements.

Officers, directors and employees will refrain from gathering competitor intelligence by illegitimate means and refrain from acting on knowledge, which has been gathered in such a manner. The officers, directors and employees of NEW Academy Canoga Park will seek to avoid exaggerating or disparaging comparisons of the services and competence of their competitors.

Officers, directors and employees will obey all Equal Employment Opportunity laws and act with respect and responsibility towards others in all of their dealings.

Officers, directors and employees will remain personally balanced so that their personal life will not interfere with their ability to deliver quality products or services to the company and its clients.

Officers, directors and employees agree to disclose unethical, dishonest, fraudulent and illegal behavior, or the violation of company policies and procedures, directly to management.

Violation of this Code of Ethics can result in discipline, including possible termination. The degree of discipline relates in part to whether there was a voluntary disclosure of any ethical violation and whether or not the violator cooperated in any subsequent investigation.

Our mission is to educate all students to their maximum potential. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within NEW Academy Canoga Park, and the community.

**CORE PRINCIPLES**

To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

**Purpose**

NEW Academy Canoga Park Charter School Renewal
appearances of impropriety.

**Application and Enforceability**

The Code of Ethics applies to all personnel including Board Members. Provisions of this Code of Ethics are supported by State law, and NEW Academy’s Board Rules and regulations. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules and regulations.

**Making Ethical Decisions**

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code. The References section of the Code lists other documents such as laws, rules, policies and bulletins that provide more detailed guidance. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, law, and the NEW Academy’s Board Rules, regulations, bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Board to ask for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

**Commitments and Expectations**

To achieve our mission of educating students, the NEW Academy Board, administrators, teachers and staff will strive to create a school culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations about how we will practice our commitment to excellence, integrity and responsibility in our everyday work.

A. **Commitment to Excellence.** NEW Academy Board, administrators, teachers and staff are committed to being the best school and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom

1. **Set the example.** We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.

2. **Create an environment of trust, respect and non-discrimination.** We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.

3. **Provide honest, accurate and timely information.** We are committed to candor in our work relationships, providing other school personnel including classified staff, teachers, administrators and Board members with accurate, reliable and timely information. We will not tolerate falsification or cheating.
4. **Identify problems and help create solutions.** We are committed to identifying areas for improvement within our school, and suggesting and implementing solutions that make us more successful.

5. **Keep policies, procedures and rules.** Our rules, policies and procedures are the foundation of trust and how our school conducts everyday business. They define our expectations and evaluation criteria. We are committed to following our Code of Ethics, laws, and school rules, regulations, bulletins, policies and procedures, recommending changes required to make them better, and will not tolerate improper conduct.

6. **Report improper conduct.** When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our Administrator, Executive Director, or, the NEW Academy’s Board President.

7. **Keep colleagues safe from retaliation.** We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against employees who make good faith complaints.

**B. School and Personal Integrity.** To maintain NEW Academy's integrity, we are committed to making decisions in the best interests of NEW Academy Canoga Park. We avoid conflicts of interest and the appearance of impropriety.

1. **Avoid conflicts of interest and improper outside income.** A conflict of interest can exist anytime our position or decisions provide us a financial benefit or improper advantage. We are permitted to receive outside income as long as it does not create a conflict with our school work. We are committed to declining outside income that might be perceived as inconsistent, incompatible or in conflict with our official duties. We will not make decisions or use our position for personal benefit or to gain an improper advantage.

2. **Decline gifts.** A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, and use of facilities, investments, rebates or discounts not offered to the public or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities in excess of $100 from a single source in a single year (aggregate retail value) or that give the appearance that the gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.

3. **Improper influence of family members and associates.** We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervision.

4. **Maintain appropriate relationships with students.** We are committed to ensuring that employee-student relationships are positive, professional and non-exploitative. We will not tolerate improper...
employee-student relationships.

5. **Keep procurement information confidential.** To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.

6. **Keep the contracting process objective.** We are committed to making contract award recommendations in the best interest of NEW Academy Canoga Park. From the time an RFP, specification or other contract document is issued until the staff recommendation is made public (the contract’s board report is published by the Board Secretariat), we will not have contact concerning the contract with contractors participating in the process or their representatives.

7. **Future employment.** In order to prevent conflicts of interest, NEW Academy Canoga Park personnel are not permitted to discuss the possibility of future employment with a person or organization. We will not direct or permit school personnel to perform personal services on school working time and will report such incidents to the Administrator, Executive Director, or the NEW Academy Canoga Park’s Board President that might benefit from their official decisions. Contractors are required by the school to disclose all personnel, consultants and sub-contractors who were employees of the NEW Academy Canoga Park in the previous three years. The school will not contract with a contractor who compensates a former employee to influence an action on a matter pending with the school if that employee, within the last twelve (12) months, held a NEW Academy Canoga Park position in which the employee personally and substantially participated in that matter. The school will not contract with a contractor that employs a former school employee who, while serving in a school position within the last two years, substantially participated in the development of the contract’s RFP, requirements, specifications or in any other part of the contracting process. No former NEW Academy Canoga Park official is permitted to lobby the school for one year after leaving the school. We are committed to avoiding discussions about future employment with people or organizations that can benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.

8. **Uphold NEW Academy Canoga Park interests in hiring and promotion.** We are committed to hiring and promoting school personnel based on their qualifications and the job-criteria of the position, and will not tolerate improper practices.

9. **Responsibility.** We are committed to holding each other responsible for our performance as a school and as individuals.

10. **Proper use of public position.** We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.

11. **Proper use of public resources.** Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that school facilities, equipment, supplies, mailing lists or other school resources are used for school purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public
resources, and will report and reimburse NACP for significant costs of any limited personal use.

12. Leadership of NEW Academy Canoga Park personnel and use of NEW Academy Canoga Park time. We are committed to ensuring that school personnel are tasked to perform only school work on school working-time.

13. Uphold confidentiality. To achieve excellence, our school employees, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by FERPA and school policies concerning confidential information, including student records, personnel files, agreements, and school records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parents and closed Board meetings.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

NEW Academy Canoga Park selected a group of professionals that share the educational philosophy of the school and are committed to the education of all children. All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the school and its students. Employee salaries and benefits are based on the job duties and work basis as outlined in the charter.

AFFIRMATIONS

NEW Academy Canoga Park believes that all persons are entitled to equal employment opportunity. NEW Academy Canoga Park shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

BACKGROUND CHECKS

NEW Academy Canoga Park will perform all required background checks, including fingerprinting and drug testing, according to existing California state law. Prior to the first day of work for every employee, NEW Academy Canoga Park will process background checks through LiveScan, administered by the Department of Justice.

NEW Academy Canoga Park adheres to school policy pertaining to the safety and health of all employees and students as referenced in the Personnel Handbook. All employees must furnish or be able to provide:

- Medical clearance for communicable diseases and Mantoux tuberculosis (TB).
- Fingerprinting and the service fee to the Department of Justice for a criminal record check.
- Child Abuse awareness/procedures training will be part of the employment process. See Personnel Handbook pages 32-33 to read SECTION 11166, CALIFORNIA PENAL CODE that mandates the reporting to designated authorities of cases of suspected child abuse as follows: "...any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report; by telephone immediately and then send a written report ... within 36 hours ..." 

Mandatory mandated reporters’ training as part of employment process will be conducted at time of employment and ongoing. Personnel Handbook, which is a compilation of federal and state laws as well as policies approved by the Board of Directors, continues to be maintained. All employees receive a copy of the Personnel Handbook upon hire, and continue to receive revisions to policies as approved by the Board of Directors.

- Many items relevant to the Employee Qualifications element can be found in the Personnel Handbook.
Handbook. The following list represents a selection of the major topics addressed in the Personnel Handbook.

- Internal Complaint Review
- Contracts of Employment
- Child Abuse Reporting
- Regular Status, Seniority and Reduction in Force
- Employee Reviews and Evaluation
- Work Basis, Attendance and Tardiness
- Hours of Work, Salary Schedules, Overtime and Paydays
- Employee Benefits and Leaves
- Retirement/STRS/PERS/PARS
- Termination of Employment

**HIRING/SELECTION PROCESS**

The **NEW Academy Canoga Park** development team reviews the qualifications of candidates that wish to apply for employment at the school. The positions expected to be full employed include the Administrators, teachers, office personnel, maintenance, certificated and non-certificated staff.

**NEW Academy Canoga Park** strives to recruit, select, interview, observe, and hire highly certified and highly credentialed teachers. Recruitment efforts stretch advertising on Edjoin, local universities and local colleges, recommendations from highly esteemed university staff, job fairs and recruitments. Individuals who wish to apply for a position are required to submit a resume and a **NEW Academy Canoga Park** employment application. Administrative staff at **NEW Academy Canoga Park** will review all submissions and determine which candidates are best suited for the school based on their qualifications. **NEW Academy Canoga Park** administrative staff conducts interviews with candidates and notify each person of their status once a decision is made. Using the California Standards for the Teaching Profession, an evaluation tool is used to evaluate a lesson conducted by teacher candidates.

Teachers are selected by the Principal working with the Administrators and in consultation with the current teachers. Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. **NEW Academy Canoga Park** strives to recruit teachers holding a CLAD credential with experience in scaffolding techniques and performance based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques. Candidates who are offered employment receive written notice from **NEW Academy Canoga Park**.

**NEW Academy Canoga Park** is committed to supporting its staff and teachers by providing ongoing opportunities for professional growth and development. **NEW Academy Canoga Park** believes that one of the best methods for professional development consists of learning from others facing similar situations. **NEW Academy Canoga Park** fosters a collaborative school environment whereby teachers are given a chance to interact on a periodic basis to perform a variety of development activities. Such activities include lesson plan development, student achievement strategies, and general student related discussions between teachers. All teachers are encouraged to seek assistance from **NEW Academy Canoga Park** staff or other teachers throughout the year. **NEW Academy Canoga Park** desires to create an open environment where teachers
feel part of a team and are able to trust each other for various school related issues.

All teachers and other instructional staff (including teaching aides) must meet the requirements for highly qualified teachers and staff required by the NCLB Act.

**NO CHILD LEFT BEHIND AND CREDENTIALING**

Teachers will meet all requirements for employment as required by the California Education Code section 47605(l). Teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold 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.

All core (as defined in Element 1) **classroom teachers** have a valid teaching credential on file with the California Commission on Teacher Credentialing and have met the criteria for *highly qualified* status as per the regulations of *No Child Left Behind*. Current copies of all teacher credentials are maintained by the school's Principal and are readily available for inspection. The Vice Principal and/or the Direction of Operations monitors the timely renewal of credentials with additional oversight from the Los Angeles County Office of Education.

All teachers will be highly-qualified as defined by No Child Left Behind. **NEW Academy Canoga Park** will adhere to all requirements outlined by No Child Left Behind with respect to teachers and paraprofessional employees. Appropriate records of credentials held by **NEW Academy Canoga Park** teachers and supporting documentation are monitored and maintained by the Vice Principal. Credentials are monitored annually in compliance with state and federal law. The school maintains current copies of all teacher credentials and they are readily available for inspection.

**STAFFING**

**Executive Director**

The Executive Director is a self-motivated, dynamic, and thoughtful individual with proven educational leadership skills to serve as its first Executive Director.

**NEW Academy** operates two elementary charter schools in the Los Angeles communities of Canoga Park and Pico Union. Both schools emphasize art and science curriculum and have sustained API scores of 806 and 800, respectively. The charter schools serve approximately 700 students with anticipated expansion to 850 students over the next several years. The Executive Director reports to the Board of Directors and supervises the Principals of both schools.

**Job Description:**
The Executive Director reports to the Board of Directors and serves as the Chief Operating Officer providing...
leadership to NEW Academy's Principals and school stakeholders. The Executive Director is the chief spokesperson for the organization and works closely with the Board of Directors to execute the long-term, strategic growth of the organization.

Responsibilities:

- Effective work with the Board of Directors, to achieve its mission and vision, and strategic plan establishing clear benchmarks, monitoring and measuring progress.
- Recruit, develop, manage and retain high quality school leadership (Principals) and administrative staff.
- Supervise and support school Principals in all aspects of their work including support in maximizing student academic achievement outcomes, closing the achievement gap, professional development of school staff, and curriculum areas including art and science.
- Have a clear understanding and expertise in effective instructional strategies, interventions for students scoring below grade, and challenging programs for the gifted and talented.
- Oversee the fiscal health of NEW Academy for long term sustainability of the organization and develop adequate revenue sources through diverse funding streams.
- Write grants, charter renewals, and open new charter schools as determined by the Board of Directors.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including LAUSD’s charter office, local leadership, community members and other private and public partners.
- Represent and advocate for the organization at the local and State level including California charter community.
- Work with Principals to develop a fund development strategy.

Qualifications

The ideal candidate will embrace NEW Academy’s mission and have extensive management experience with a record of success in strategic implementation and fund development; effectively leading school professionals; and creating a wide range of resources.

- An understanding of and alignment with NEW Academy’s mission and vision.
- A minimum of 5 years work experience in nonprofit management and or charter school management.
- A track record in successfully operating and managing a multi-million dollar operation.
- A track record of developing and securing resources through philanthropy and other funding opportunities and developing strategic partnerships.
- An advance degree preferred and bilingual (Spanish) required.
- Familiarity with LAUSD and California charter community is desired.
- Hold an Administrative Credential.
The Board of Directors will select, hire, and evaluate the Executive Director. Selection of the Executive Director is based on proven experience in the following: 1) expertise in curriculum design and evaluation, 2) experience as an administrator and teacher, 3) experience working in the charter school movement, and 4) an interest, or associated work history, in facilities management. The Executive Director will:

- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Administrator and staff, recruitment and hiring
- Develop and implement a student recruitment/outreach plan.
- Develop a Community Relations plan
- Report to the Board of Directors on the progress of the school in achieving educational success once a month.

Oversee the following efforts by others:

- Educational Leadership
- Finance
- Facilities
- Technology
- Administration/Human Resources

The Executive Director evaluates the Principal.

**Principal**

The Executive Director will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Principal will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform. The Principal will:

- Report to the Executive Director and Board of Directors
- Have the shared responsibility of hiring and dismissing (with cause) all other employees according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Supervise and support NACP staff
- Oversee the day-to-day operations of the school.
- Lead in maintaining and support of facilities, and related grants, etc.
- Assist with student discipline.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Call needed meetings.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Lead parents in organizing, parent support center and meetings.

**Vice Principal**

**Vice Principal and Instruction**

**GENERAL SUMMARY:** Under the vision and leadership of the Principal, the Vice Principal holds responsibility for assisting in the ongoing development, implementation, and assessment of NEW Academy Canoga Park’s curriculum. As part of the administrative team, the VP plays a central role in the success of the school. The Vice Principal works closely with the Principal.

**ESSENTIAL DUTIES & RESPONSIBILITIES:**

1. Demonstrate a relentless drive to improve the minds and lives of students in and out of school;
2. Collaborate with the principal in using research to design, and/or supplement the academic curriculum for all subjects and grades based on successful models and approaches; and ensure that the academic curriculum is aligned with California state standards, NEW Academy standards, and other scientifically-based benchmarks;
3. Collaborate with grade level representatives to document and communicate scope and sequence for each grade level and monitor grade-level progress against scope and sequence benchmarks;
4. Participate in the design and implementation of systems to assess student achievement and monitor achievement according to assessments to inform instructional needs of the school;
5. Observe and coach Teachers weekly;
6. Contribute to the Principal’s evaluation of school staff;
7. Implement the principal’s vision by assisting in the training of staff members in curricular systems and key pedagogical issues;
8. Coordinate with the Principal the summer staff curriculum development;
9. Help facilitate participation in high-quality internal and external professional development for staff;
10. Help teachers and instructional assistants to develop instructional strategies and intervention programs that elevate achievement among struggling students;
11. Collaborate with the Principal, the Resource Service Provider, the Reading Specialist, and other school staff to maximize the ability of NEW Academy Canoga Park to support students’ academic and socio-emotional development;
12. Oversee the SST and IEP process
13. Design, plan, and implement a parent education program focused on student achievement
14. Performs other related duties as required and assigned.

QUALIFICATIONS:
Required knowledge, skills & abilities:
- Strong organizational skills; extremely careful attention to detail and follow-through.
- Strong analytical and problem-solving skills.
- Strong communication and negotiating skills.
- Ability to work well in a team.
- Exceptional ability to bridge and enhance cooperative working relationships.
- Ability to create, monitors, and maintain systems that enhance organizational efficiency.
- Ability to thrive in a fast-paced, entrepreneurial environment; flexible, able to work autonomously as well as take direction as needed.

Minimum educational level:
Master’s Degree and administrative credential

Experience required:
5+ years working in classrooms and coaching teachers, preferably in urban schools and/or communities.

Director of Operations

Key Responsibilities:
Budget and Finance

- Work with the school Principal, Vice Principal and business provider to develop and manage the school’s budget
- Maintain accurate records of all financial transactions and submit them to the business provider for processing
- Participate in monthly meetings to review/account for budget variances; monitor usage of the school credit card
- Ensure adherence to school’s fiscal policy and procedures; participate in annual financial audit process by providing documentation as needed to auditors.
- Manage school purchasing process by placing orders with vendors, tracking delivery and maintaining inventory

School Operations/Human Resources

- Each year, prepare the campus for start-up/new school year by ordering ensuring that all supplies and school services (i.e. student food services) are lined up and ready for action
- Process new hires and maintain employee records
- Manage the tracking and follow up regarding teacher certification and employee benefits
- With the support of other administrators, ensure compliance with all state, federal, and local employment laws and policies
- Oversee implementation and payments of all third-party contracts
- Manage the school’s food services by overseeing the cafeteria manager and ensure that all procedures are being adhered.
- Manage the school’s supply and asset inventory.

**School Administration**

- Ensure the timely implementation of all items on NACP’s monthly administrative calendar.
- Ensure that the school is adhering to all local compliance and reporting requirements, as per calendars and guidelines provided by the state and other authorizing authorities.
- Provide oversight of the planning and execution of school special events, such as field trips, parent nights, and graduation.
- Lead the parent committee meetings.
- Ensure that student records are properly maintained and updated at the school.
- Utilizes and supervises the use of applications software to conduct school business including payroll, procurement, financial reports, attendance, personnel matters, and secretarial duties.

**Management and Leadership**

- Directly supervise all non-instructional staff.
- Actively serve on the school’s leadership team, which also includes the school’s Principal and Vice Principal.

**Qualifications:**

- At least 3 years of operations management experience in a fast-paced, entrepreneurial environment; demonstrated passion for and commitment to the NEW Academy mission and educational model.
- Comfort level with financial oversight and budget tracking to support strategic growth.
- Experience managing cross-functional teams to develop and implement systems and processes to increase the effectiveness and efficiency of a growing organization.
- Willingness to work autonomously, collaboratively, and/or under the direction of senior staff, as needed.
- Acute attention to detail coupled with the ability to think and act strategically.
- Flexible and able to multi-task; can work within an ambiguous, fast-moving environment, while also driving toward clarity and solutions; demonstrated resourcefulness in setting priorities and guiding investment in people and systems.
- Personal qualities of maturity, humility, and strong work ethic.
- Bachelor’s degree or equivalent experience required.

**Teachers**

At NEW Academy Canoga Park the teacher's job is to assure that all students learn the basic and...
essential skills at each grade level. Responsibilities include:

**Instructional Practice**

- Plans and implements a program of instruction that adheres to the NEW Academy Canoga Park’s philosophy, goals and objectives as outlined in the Charter School Petition, and by the Vice Principal, and the Principal.
- Ensures the implementation of classes which focus on interdisciplinary, project-based learning culminating in Capstone exhibitions, CA Standards Based English Language Arts, Math, History, Social Studies, & Science curriculum.
- Integrates technology and service-learning into instruction.
- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Plans and implements a program of study designed to meet individual needs of students.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Readers and Writers Workshop Curriculum, Culturally Relevant & Responsive Education, Thinking Maps, and other trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students-cums, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by NACP, curricular programs, and subject areas.
- Prepares substitute folder containing appropriate information as required by the Administrator.
- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.
- Other duties as assigned by the Administrator or the executive director.

**Curriculum Development**

- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school’s curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

**Classroom/Schoolwide Management**

- Leads a student group.
- Develops, in accordance with NEW Academy Canoga Park’s guidelines, reasonable rules of classroom behavior and appropriate techniques that are
consistently applied.

- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

**Public Relations**

- Upholds and enforces NEW Academy Canoga Park’s, board and NEW Academy policy, administrative procedures, and school rules and regulations, Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision making process by supporting additional school functions.

**Professional Growth**

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.
- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

**Student Evaluation**

- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students’ work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Administrator.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

**Health**

- Maintains physical and mental health in order to carry out the duties as outlined above
**Other Certificated Staff**

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

**Classified Staff**

Classified and other personnel will be selected by the Director of Operations on an application and interview basis in consultation with other classified staff and teachers. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.

**Office Personnel**

Office Personnel will be selected by the Vice Principal and the Director of Operations on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not be limited to:

- Answering telephones.
- 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.
- Bilingual translation and communication with parents and community.

**Evaluations**

Evaluations will be performed annually. Performance measures, both quantitative and qualitative, will be used to evaluate all school personnel.

The Vice Principals and the Director of Operations will be evaluated by the Principal. Maintaining a fiscally sound charter school including a balanced budget.

- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Principal on:

- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and
Academic Review Board through classroom visitations.

- Performance of job duties.
- Knowledge of curriculum.

Classified and other personnel will be evaluated by the Director of Operations based upon completion of assigned job duties and regular, punctual attendance.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in the Due Process and Process for Resolving Complaints/Grievances (as referenced in the Personnel Handbook) and in Element 11.
ELEMENT 6: HEALTH AND SAFETY OF PUPILS

The health and safety of NEW Academy Canoga Park staff and pupils is a high priority for the school. The school will follow all required safety regulations including emergency policies and procedures. NEW Academy Canoga Park will comply with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, the EPA and the Healthy Schools Act. NEW Academy Canoga Park will operate as a drug, alcohol, and tobacco free workplace. A school safety plan is developed, implemented, and kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan. The school has adopted a set of health, safety, and risk management policies:

FACILITY

The charter school shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

Dependent on the facility lease requirements, NEW Academy Canoga Park will outsource all maintenance/custodial duties and operational functions including major and minor repairs, pest control, landscaping and gardening to vendors qualified to perform such functions.

Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training.

Criminal Background Checks

NEW Academy Canoga Park shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. NEW Academy Canoga Park shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure that ongoing safety of its students.

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 §44237.1. Ed. Code §47605 9b)(5)(F) Employees will submit fingerprints to the Department of Justice via Live Scan processing. Employee will not start work until results are received from the Department of Justice and the employee is cleared to begin work.

**IMMUNIZATIONS, TUBERCULOSIS TESTING, AND SCREENING**

All enrolling students and staff will provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests in the manner described in Education Code section 49406. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended a non-charter public school.

**EMERGENCY SITUATIONS**

NEW Academy Canoga Park will train all staff in implementation of policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train instructional and administrative staff in basic first aid.

**LOCK DOWN PROCEDURES**

The purpose of a Lock Down-response or a Lock Down-No Response signal is to provide the Incident Commander with a means for alerting the Incident Commander with a means for alerting staff and students that there is an emergency situation in the school and that for a period of time, movement in the school will be restricted.

Because of the variety of emergencies/crises that can occur in a school it was necessary to establish a Lock Down-Response and A Lock Down-No Response Signal:

**LOCK DOWN-NO RESPONSE**

- A gunman in the school or
- Shots being fired or
- A hostage situation

These three situations pose the greatest threat to students and staff and require that NO One MOVES IN THE SCHOOL. The School Emergency Response Team (SERT) is not activated. Staffs without supervision of children remain where they are. Personnel available in the office (Command Post) will be utilized to stabilize the situation until the police arrive on the scene and assess the situation.

Teachers close their classroom doors, make a list (see Emergency Attendance Sheet) of all children not accounted for, add to this list the name of any child or adult that enters the classroom after the Lock Down-No Response is declared move the children away from windows (if possible) and have everyone sit on the floor. They remain in this position until directed to do otherwise.
Students who are not under the direct supervision of an adult when the Lock Down-No Response signal is given should find the nearest adult and follow their directions.

Any visitor to the school will remain where they are, assuming they are either in a classroom or office. If in neither location, go to the nearest classroom and follow the teacher’s instructions.

The secretary or someone else who is in the Command Post at the time of the emergency is declared will call each classroom by telephone and ascertain the names of any missing students or students who entered after the Lock Down-No response signal was given.

LOCK DOWN-Response-Is used, at the discretion of the Incident Commander when in her/his opinion an emergency/crisis has occurred and it requires the holding of students for a period of time. The command activates the School Emergency Response Team who will respond to the Command Post and receive their instructions. All adults not having direct supervision of children will report to a designated location and assist in the searching of the school for stray children and guests.

Teachers will follow the same procedures as they would for a Lock Down-No Response except there is no need to move children away from the windows or to sit on the floor.

The Search Team will collect the Emergency Attendance sheets from each classroom.

A Lock-Down signal should never be used for a fire/explosion or weather emergency. These events have their own signal and should not be confused with a Lock-Down Situation.

**Fire Drills**

Fire drills will be held at least once a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the all clear signal.
Disaster Drills (i.e. Earthquake)

Disaster drills will be conducted at least once every two months. Students will be made familiar with the duck and cover routine. A disaster drill commencing with the duck and cover routine will be initiated by an announcement over the intercom. Staff and students will hear —This is an emergency drill. Duck and cover. During the duck and cover routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with a — all clear announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the — duck and cover routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the case of disasters other than earthquakes, the administrative staff will contact each room, advice staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated Civil Defense Workers and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word — safe school drill — will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas,
Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word — safe school drill over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site. Prior to evacuation, offices, bathrooms, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated — Civil Defense Workers and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the — all clear signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

STAFF RESPONSIBILITIES

All employees are responsible for their own safety, as well as that of others in the workplace. NEW Academy Canoga Park will rely upon its employees to ensure that work areas are kept safe and free of hazardous conditions. Employees will report any unsafe conditions or potential hazards to their supervisor immediately. If an employee suspects a concealed danger is present on NEW Academy Canoga Park’s premises, or in a product, facility, piece of equipment, process, or business practice for which NEW Academy Canoga Park is responsible, the employee will bring it to the attention of their supervisor or Administrator immediately. Supervisors will arrange for the correction of any unsafe condition or concealed danger immediately and will contact the Administrator to work on the problem.

Employees will be encouraged to report any workplace injury, accident, to their supervisor as soon as possible, regardless of the severity of the injury or accident. If medical attention is required immediately,
supervisors will assist employees in obtaining medical care, after which the details of the injury or accident must be reported.

On a periodic basis NEW Academy Canoga Park may issue rules and guidelines governing workplace safety and health. All employees will familiarize themselves with the rules and guidelines, as strict compliance will be expected. Failure to comply with rules and guidelines regarding health and safety or work performance will not be tolerated.

CHILD ABUSE REPORTING

NEW Academy Canoga Park will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. NEW Academy Canoga Park staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment
- Cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

The reporting person need only reasonably suspect that abuse or neglect has occurred. The reporting person does not have to prove abuse.

All staff members are mandated reporters. The Principal, Vice Principal and Director of Operations will work with all faculty and staff members to make sure staff understands their responsibilities as mandated reporters and implement all appropriate steps are taken if a child abuse situation occurs. All faculty and staff will understand that it is their duty and responsibility to report any suspicions of child abuse. Staff will understand that under California law, failure to report an incident of known or reasonably suspected child abuse or neglect is guilty of a misdemeanor punishable by up to six months confinement in a county jail or by a fine of one thousand dollars ($1,000) or by both. Staff, as mandated reporters, will not investigate any incident, but will need to report to DCFS and/or law enforcement directly and inform administration.

All suspected cases of child abuse will be reported to Department of Children Services and/or Los Angeles Police Department. A written report will be completed and the Department of Children Services will be immediately notified. If necessary, the Los Angeles Police Department will be informed of the situation as well. The reporting person will be responsible for providing all the necessary information and child abuse reports to the Department of Children Services and/or Los Angeles Police Department. The reporting employee will inform the Vice Principal or the Director of Operations that a report has been made. Should it be necessary to remove the child from school, NEW Academy Canoga Park staff will obtain the contact information of the agency person removing the child. This information will be placed in the student’s record and be available to the parent/guardian.

PRESCRIPTION MEDICATIONS

Students requiring prescription medications and other medicines during school hours will be
accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

**INSURANCE REQUIREMENTS**

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

It shall be **NEW Academy Canoga Park**’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

**NEW Academy Canoga Park** maintains the following insurance policies:

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 insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect **NEW Academy Canoga Park** Charter 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 the Charter School does not operate a student bus service. If as **NEW Academy Canoga Park** provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by **NEW Academy Canoga Park** to cover all **NEW Academy Canoga Park** employees who handle, process or otherwise have responsibility for **NEW Academy Canoga Park** funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured
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 the Board of Education of the City of Los Angeles as named additional insured 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 the charter school's insurance primary despite any conflicting provisions in the charter school's policy.

Evidence of Insurance

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, and 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

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

Should the NEW Academy Canoga Park 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 the NEW Academy Canoga Park.

HOLD HARMLESS/INDEMNIFICATION PROVISION

To the fullest extent permitted by law, the 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 attorney's fees, brought by any person or entity whatsoever, arising out of, or relating to this charter agreement. **NEW Academy Canoga Park** 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 attorney's 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 the charter school, and their officers, directors, employees or volunteers. Moreover, **NEW Academy Canoga Park** agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

The **NEW Academy Canoga Park** will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the **NEW Academy Canoga Park**. The **NEW Academy Canoga Park** will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The **NEW Academy Canoga Park**, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**NEW Academy Canoga Park** shall require all employees of the **NEW Academy Canoga Park**, and all volunteers who will be performing services that are not under the direct supervision of a **NEW Academy Canoga Park** employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The **NEW Academy Canoga Park** will maintain on file and available for inspection evidence that the **NEW Academy Canoga Park** has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The **NEW Academy Canoga Park Charter School** shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

### ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

**NEW Academy Canoga Park** will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. **NEW Academy Canoga Park** will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the West San Fernando/Canoga Park area in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours will be conducted on a regular basis during the school year as well.
**NEW Academy Canoga Park** will develop promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials will be distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Among the community organization that support NACP are as follows:

- Canoga Park Optimist Club
- Canoga Park Rotary
- Canoga Park Arts Center
- Canoga Park Youth Art Center
- Canoga Park West Hills Chamber Commerce
- Other Agencies and Partnerships

Materials in languages other than English, such as Spanish, will be distributed in order to reach the limited English proficient populations that exist in the area. Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested student will be subjected to the admission procedures detailed in Element 8.

**NEW Academy Canoga Park** will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. **NEW Academy Canoga Park** will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

**COURT-ORDERED INTEGRATION**

The **NEW Academy Canoga Park** 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 Office of Student Integration Services (collectively the Court-ordered Integration Program). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for **NEW Academy Canoga Park** students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.
**Dates and locations for Recruitment Efforts**

The plan includes:

- An enrollment process that includes a timeline that allows for a broad-based recruiting process.
- Outreach meetings will be held in several locations described below in the target area in an effort to ensure all students in the area have equitable access to the school. Open houses and school tours will also be conducted.
- Develop promotional and informational materials (i.e. a school brochure, flyers, a website, and advertisements for local media) in English and languages other than English for distribution to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in LAUSD.

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<thead>
<tr>
<th>Meeting</th>
<th>Location</th>
<th>Date</th>
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<tr>
<td>Meeting with Parents and community</td>
<td>NEW Academy Canoga Park</td>
<td>On-going October through April (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)</td>
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<tr>
<td>Outreach to local schools</td>
<td>Local Pre-Schools</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
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<tr>
<td>Community Organization</td>
<td>Neighboring organization:</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
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<td>Various locations including Tierra del Sol Housing</td>
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<td>Community based organizations including faith-based organizations</td>
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<td>Local Business, which include, restaurants, sports shops, e.g.</td>
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<td>Canoga Park Optimist Club</td>
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<td>Canoga Park Arts Center</td>
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<td>Canoga Park West Hills Chamber Commerce</td>
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<td>Other Agencies and Partnerships</td>
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<tr>
<td>Residents within the 91303 zip code</td>
<td>Mailings, door-to-door contacts (canvassing) students and parents recruitment, NACP staff, teachers, students, parents,</td>
<td>Review posted available dates and provide flyers, information and presence.</td>
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NO CHILD LEFT BEHIND-PUBLIC SCHOOL CHOICE TRAVELING STUDENTS

The District and NEW Academy Canoga Park are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (PS-C) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (NCLB). The NEW Academy Canoga Park agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District's NCLB-PSC program. The parties agree to separately memorialize any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PS-C students attending NEW Academy Canoga Park shall have the right to continue attending NEW Academy Canoga Park until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to NEW Academy Canoga Park shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

NEW Academy Canoga Park will ensure that all of its NCLB PSC students are treated in the same manner as other students attending the Charter school. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. NEW Academy Canoga Park will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter school.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District's NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at NEW Academy Canoga Park under the NCLB-PSC program increases in subsequent years, NEW Academy Canoga Park agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter school.

FEDERAL COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, NEW Academy Canoga Park has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. NEW Academy Canoga Park understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. NEW Academy Canoga Park 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 parents at the beginning of each school year of their right to know the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent 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 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; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

**NEW Academy Canoga Park**, also understands that as part of oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8: ADMISSION REQUIREMENTS

NEW Academy Canoga Park shall admit all pupils who wish to attend the school. EC 47605(d)(2)(A). NEW Academy Canoga Park will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. The school is located in the neighborhood specifically to serve the students in this population – traditionally low-achieving and socioeconomically disadvantaged students.

Public Random Drawing

A public random drawing process is implemented if the number of those who wish to attend the charter school exceeds the school’s —capacity in accordance to Education Code, section 47605(d)(2)(B). If a public random drawing is to be held the charter school will adhere to any applicable Charter school policy. Preference will be given to pupils that reside within the LAUSD boundaries at a ratio of 2:1 and per Ed Code 47605(d)(2)(B), students currently attending the school are exempt from lottery.

1. Siblings of existing students of NACP are exempt from participating in the public random drawing.
2. Children of employees of NACP are exempt from participating in the public random drawing up to 10% of total enrollment.
3. All other students

If a drawing is necessary, the following procedures will be followed:

- All interested parties may submit a lottery form which contains the name of the student, birth date, grade, address, phone number and parents'/guardians' names. The form will be available in the NACP's main office beginning on the second Monday of March of each year.
- All forms must be received by 4:00 p.m. on the last Friday in May of each year, and only one form may be submitted per student. If it has been determined that more than one form has been submitted, the student will be disqualified.
- A drawing will be held at 6:00 p.m. on the second Friday in June at the school.
- Names will be drawn by the Vice Principal and Office Manager until all names have been called.
- Names will be listed on a chart at the front of the auditorium for all participants to view and those who will be enrolled will be clearly identified on the chart.
- When all open spaces have been filled, it will be announced that names that are pulled from that point on will be placed on a waiting list with the first name drawn, the first on the waiting list.
- This process will continue until all forms have been drawn and all names are listed on the chart.
- The Monday following the drawing, the parents of all students to be enrolled and those on the waiting list will be called by the NACP's office staff.
- Parents of students on the waiting list will be informed as to the student's place on this list.
• Parents of students selected for enrollment will be informed that the enrollment process must be completed prior to the start of school, and no later than 9:00 a.m., the Monday prior to the first week of school. If forms are not completed within this time frame, their child will lose the spot and the next name will be taken from the waiting list. (The exact date that forms must be completed will be calculated by the Director of Operations and communicated to the parent by the office staff.)
• When a student from the waiting list is offered enrollment, the parent/guardian will have three days to determine whether to accept or reject the offer of enrollment.
• Lottery procedures and timelines will be posted yearly in the main office beginning on March 1st.
• The office manager of the Charter School will maintain all forms and records for all students who participated in the lottery for one year as well as the chart documenting the order of names selected.
**LOTTERY TIMELINE**

The school will accept lottery forms for its open enrollment March 1st and ending on May 31st of each year and lottery dates every year to begin in June.

**NEW Academy Canoga Park** will invite LAUSD representatives and respected members of the community as official observers of the lottery to verify lottery procedures are fairly executed.

The application process is comprised of the following:

- Parents are encouraged attendance at a school orientation meeting* however are not required for application
- Completion of a student enrollment form
- Parent signature of School Compact* is not a requirement to apply.
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements, e.g. birth certificate

**NEW Academy Canoga Park** shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

**MCKINNEY-VENTO HOMELESS ASSISTANCE ACT**

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth have equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT 9: FINANCIAL AUDITS

Each fiscal year an independent audit will be conducted of the financial affairs of NEW Academy Canoga Park to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

Financial Audits

An annual independent financial audit of the books and records of will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of NEW Academy Canoga Park will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide.

NACP will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The NACP Executive Director, along with the audit committee, will review any audit exceptions or deficiencies and report to NEW Academy Canoga Park's Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (EAAP) in accordance with applicable law.

The independent financial audit of NEW Academy Canoga Park is public record to be provided to the public upon request.

Audit exceptions will be addressed to the satisfaction of the district.

NEW Academy will have a financial procedures policy/manual that outlines the fiscal policies and procedures of NEW Academy, NEW Academy of Science and Arts, and NEW Academy Canoga Park. The policies and procedures will provide proper segregation of duties and finances and conform to Generally Accepted Accounting Principles. The policies and procedures manual will be approved by the NEW Academy Board of Directors,

The NEW Academy Canoga Park will provide an annual audit to the district.
NEW Academy Canoga Park will engage an independent public accountant with education finance experience certified by the State of California, to audit the school's financial statement in accordance with Generally Accepted Auditing Standards and the audit guide issued by the Controller of the State of California. The NEW Academy Canoga Park Board of Directors will be responsible for contracting and overseeing the independent audit. The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the Certified Public Accountant will be submitted to the District within four months following the close of the fiscal year. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency and the LAUSD. NEW Academy Canoga Park agrees to solve outstanding issues from the audit prior to the completion of the auditor's final report.

Pursuant to AB 1137, NEW Academy Canoga Park will provide any necessary financial statements to LAUSD, the Los Angeles County Office of Education (LACOE), and California Department of Education. Additionally, the following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

- Provisional Budget – Spring prior to the operating fiscal year
- Final Budget – July of budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly the Monday after close of the last day of the school month
- Statistical Report – monthly the Friday after the last day of the school month
- P1 Report - first week of January
- P2 Report - first week of April
- Bell Schedule – annually by September
- Other reports as requested by the District

**District Oversight Costs**

The District may charge for the actual costs of supervisorial oversight of the NEW Academy Canoga Park not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if NEW Academy Canoga Park is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.
Balance Reserves

Additionally, NEW Academy Canoga Park will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment For Services

In the event that the NEW Academy Canoga Park 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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

NEW Academy Canoga Park agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit NEW Academy Canoga Park 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 NEW Academy Canoga Park’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
• The recording and reporting of attendance data,
• The Charter School’s enrollment process,
• Compliance with safety plans and procedures, and
• Compliance with applicable grant requirements.

NEW Academy Canoga Park 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 the Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours’ notice.

The NEW Academy Canoga Park will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES

NEW Academy Canoga Park shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

NEW Academy Canoga Park shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

NEW Academy Canoga Park shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.

NEW Academy Canoga Park will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. NEW Academy Canoga Park will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Support Unit, Division of Special Education.

NEW Academy Canoga Park shall document the alternatives to suspension and expulsion it utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the NEW Academy Canoga Park, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. NEW Academy Canoga Park shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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; and
if the Student is eligible for Special Education, the NEW Academy Canoga Park Charter School will provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the NEW Academy Canoga Park will provide evidence that it convened 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 the Charter School’s failure to implement 504 Plan?

**Outcome Data**

NEW Academy Canoga Park shall maintain all data involving 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 the NEW Academy Canoga Park shall be given a rehabilitation plan upon expulsion as developed by the 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 reapply to the Charter School for readmission.

**Readmission**

NEW Academy Canoga Park’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, NEW Academy Canoga Park’s governing board shall readmit the pupil; unless NEW Academy Canoga Park’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**

The Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Special Education Students**

In the case of a student who has an Individualized Education Program (IEP), or a student
who has a 504 Plan, NEW Academy Canoga Park will ensure that it follows the 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 the Charter School an IEP team, including a
District representative, will meet to conduct a manifestation determination and to discuss
alternative placement utilizing the District's Policies and Procedures Manual. Prior to
recommending expulsion for a student with a 504 Plan, the 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?

**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.

**Discipline Policy**

The student discipline policies at NEW Academy Canoga Park will encourage and consider input
from parents, teachers, and students regarding their opinions on how to create a safe and healthy
school environment. Based on the feedback, NEW Academy Canoga Park will develop a
comprehensive student discipline policy that will be included in the Student Handbook.

School staff will review the discipline policy with students and parents prior to admission to NEW
Academy Canoga Park. By enrolling in the school, the students and parents acknowledge their
understanding of and responsibility to the standards set forth in the discipline policy. The discipline
policy will include the students’ rights and responsibilities and the school's suspension and expulsion
policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will provide all
students with an opportunity for due process. All policies will be adapted as needed in regard to the
discipline of a student with special needs as determined by the provisions of the IDEA and Section
504 of the Rehabilitation Act.

Students who do not adhere to their responsibilities, and who violate the school rules may
expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, both verbal and written
- Notices to parents by telephone or letter
- Parent conference
- Detention
- Suspension
- Expulsion

The discipline policy will clearly describe progressive discipline measures, grounds for suspension
and expulsion, minimum/maximum number of consecutive days of suspension, notification process
to parents of suspension, reason for suspension, appeal process, length of suspension, provision
for student's education while suspended, etc. Policies and procedures regarding suspension and
expulsion will be periodically review, including periodic review and modifications by school staff, parents and students of the lists of offenses for which students are subject to suspension or expulsion.

Any student who engages in repeated violations of the school's behavioral expectations will be required to attend a meeting with school staff and the student's parents. The school will prepare a specific, written remediation agreement outlining expectations for future student conduct, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion. Student's general conduct shall demonstrate consideration for the rights and privileges of others and will demonstrate cooperation with all members of the school community. Students shall evidence respect for complying with those provisions of civil and criminal law that apply to the conduct of juveniles or minors. Students should assume the responsibility for diligent work in order to profit from the educational experiences provided. Students shall be helped in all ways possible to enable them to take advantage of their educational activities.

Standards of student behavior shall be enforced at the discretion of the administration within the general guidelines as set forth below. These guidelines reflect a spectrum of possible actions that shall be appropriate for a specific violation of law or district/school regulations. Within the minimum to maximum actions indicated in the guidelines, the administration shall determine the most effective action based upon knowledge of the facts of the incident and the concept of progressive discipline.

The listing of minimum and maximum actions does not imply or require that a "step-by-step" progression of increasing severity be employed by an administrator in dealing with a violation. Disciplinary action shall be dependent upon the situation and the previous behavior record of the student.

The schedule of actions possible with an infraction of regulations is:

1. Conference regarding violation and a warning
2. In-school probation or suspension from a specific class and/or activity
3. Detention (or volunteer service in lieu of detention)
4. Parent conference/contact
5. Parent/teacher conference
6. Suspension
7. Transfer to another school

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

- While on school grounds
- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school sponsored activity

Discretionary Reasons For Suspension And Expulsion

A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900(a)(1) through 48900 (q); 48900.2, 48900.3, 48900.4, and 48900.7; and 48915 (a) and (c):

- Caused, attempted to cause, or threatened to cause physical injury to another person. Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the Administrator or the designee of the Administrator
- Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a pupil of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the
performance of their duties

- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12)
- 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.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile educational environment (grades 4-12).
- Made terrorist threats against school officials school property or both
- As specified in Education Code Section 48915(c), it is mandatory that a student shall be immediately suspended and recommended for expulsion for the following reasons:
  - Possessing, selling, or otherwise furnishing a firearm. In accordance with the federal Gun-Free Schools Act of 1994, any student who is determined to have brought a firearm to school, expulsion for a period of not less than one year (except on a case-by-case basis).
  - Brandishing a knife at another person
  - Unlawfully selling a controlled substance
  - Committing or attempting to commit a sexual assault or committing a sexual battery
  - Possession of an explosive

To expel, except in the case of Education Code Section 48915(c) behaviors, one of the following must also be found to be true:

- Other means of corrective action are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the act, the student’s presence causes a continuing danger to the physical safety of the student and/or others:

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:
- Causing serious physical injury to another person except in self defense
- Possession of any dangerous object (such as a firearm, knife, or explosive)
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind (Section 48915(c)

**Process for Suspension and/or Expulsion**

The Executive Director or other designated administrator may suspend a student or recommend expulsion whenever a student has violated any of the above enumerated offenses or has committed a serious act.

1. **Suspension Procedures:**

   **A. Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or his/her designee with the student and his or her parents and, whenever practical, the teacher supervisor or school employee who referred the student to the Principal or his/her designee. The conference may be omitted if the Principal or his/her designee or designee determines that an emergency situation exists. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s rights to return to school for the purpose of a conference.

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

   This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

   No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

11. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in
writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

111. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, 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.

Upon a recommendation of Expulsion by the Principal or his/her designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or his/her designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Suspension Appeal

If the Principal suspended the student, the parent and student may contest a suspension through a meeting with the Principal, and then the Board of Directors. If the Principal initially suspended the student the parent can appeal to the (The Executive Director) and then the Board of Directors.

The Board of Directors (The Executive Director). will review the circumstances of all suspension cases contested by the parent, except for cases that are proceeding through the expulsion process, by following the steps below which will also be used to mediate any parent conflicts:

1. Parent(s) or guardian meets with the Principal and/or his/her designee.
2. If not resolved, parent(s) or guardian may submit appeal in writing to the Board of Directors (The Executive Director).
3. The Board of Directors (The Executive Director) will render a final decision on the matter as stated below.

2. Expulsion Procedures:

The following information is provided to assist the student and his or her parent/guardian to understand NEW Academy Canoga Park’s procedures when the expulsion of a student is
being considered. Copies of this item, along with California Education Code Sections 48900 et seq. (grounds for suspension and/or expulsion), may be obtained upon request at the school site.

A. THE SCHOOL

1. Student is charged with violating one or more subsections of Education Code (E.C.) section 48900; 48900.2., 48900.3, 48900.4, or 48900.7; and/or 48915.

2. Prior to suspending the student, the principal/designee has an informal conference with the student to discuss the allegation and to obtain the student’s written statement.

3. School personnel will provide written notice of suspension to the parent/guardian.

4. Principal/designee conducts a conference at school with parent/guardian and student to discuss the allegation(s) and the possibility of an expulsion recommendation. At this conference, parent and student are provided the opportunity to respond to the change(s) and to present a defense.

5. If Principal decides to recommend expulsion, school personnel will notify the parent/guardian by mail within 2 days of parent and administrator conference. Expulsion hearing meeting will be conducted within 7 days.

B. EXPULSION HEARING PROCESS

1. The student should be present at the hearing.

2. Parent/guardian has the right to be represented by a counsel or accompanied by an advocate or other representative.

3. The school must present evidence to substantiate the charge; the parent/guardian and the student have the right to also present evidence. Integrated Services team comprised of administration, RSP teacher, counselor, teachers, intervention teachers, and any other professional team member that works closely with the student, will develop students’ success log. If the student was at-risk and was monitored by the Integrated Services Team, the team will have documentation of the student’s interventions. The Integrated Services team will collect documentation of the resources, services, and successes student has had throughout the year. Information will be presented at meeting.

4. At the Integrated Services Meeting, reasonable and pertinent evidence shall be considered.

5. The IS Team may decide to not recommend expulsion (NRE). Should this occur, the expulsion process will stop and, depending on the reason for the NRE, the student will be permitted to return to the referring school or to another school/program, at the discretion of the school.
6. If the IS Team decides to recommend expulsion to the Board, the parent/guardian will be notified by mail.

7. Subsequently, the Student Success Team will mail notification to the parent/guardian of the scheduled date that the Board will take action on the case.

8. The parent/guardian and/or student may request to address the Board.

C. THE BOARD

1. The Board may accept, alter, or reject the Student Success Team’s recommendation (unless the State mandates that, due to the misconduct, the Board must expel the student per Education Code 48915 Expulsion; Particular Circumstances

A. Mandatory Expulsions - Zero Tolerance Offenses Section 48915(c)
The following offenses require immediate suspension followed by a mandatory recommendation for expulsion, followed by mandatory expulsion:

a. Possession of a firearm (firearm should be defined by school or district policy)
b. Brandishing a knife at a person
c. Selling a controlled substance
d. Committing or attempting to commit sexual assault or battery as defined in subdivision (n) of Section 48900

B. Mandatory Recommendations for Expulsion Section 48915(a)
The following offenses require a recommendation for expulsion unless the principal finds that expulsion is inappropriate under the circumstances. Expulsion by the Board is not mandatory.

a. Causing serious injury to another, except in self-defense
b. Possession of a knife, explosive, or other dangerous object
c. Unlawful possession of a controlled substance. (Except for the first offense for the possession of not more than one ounce of marijuana other than concentrated cannabis)
d. Robbery or extortion
e. Assault or battery as defined in Penal Code sections 240 and 242 upon any school employee
f. Any offenses listed in (a), (b), (c), (d), or (e) of Section 48900 (See LVUSD Notice of Suspension)

C. Permissive Recommendations for Expulsion Section 48915(e)
The principal may recommend expulsion, and the Board may order the pupil expelled if it is determined that a pupil violated any of the sections listed below:

Section 48900 (f), (g), (h), (l), (j), (k), (l), (m), (o), or (p)
Section 48900.2 Sexual Harassment
Section 48900.3 Hate Violence
Section 48900.4 Contributing to a Hostile Educational Environment
NOTE: With the exception of the mandatory offenses in Section 48915(c), an additional finding is required for all other expulsions as follows:
1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct, OR
2. The presence of the pupil causes a continuing danger to the safety of the pupil or others.

2. 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. Any three (3) Directors shall have the power to call special meetings of the Board at any time and for any purpose or purposes they may deem appropriate, or by the written request of the President, any Vice President, or the Secretary. At least three school board members must be present at a school board expulsion hearing and a decision to expel the student must be made by a majority vote with a minimum of three votes in favor of expulsion.

3. The parent/guardian and/or student may address the Board.

4. The Board shall recommend a plan of rehabilitation for the student.

5. If the student is expelled without the suspended enforcement, the school will provide assistance, as needed, to ensure an alternative educational placement.

6. If the student is not expelled, the school will assign the student to a school or program within the school.

7. An expelled student may be reinstated at the end of his or her term of expulsion if they have complied with the rehabilitative contract and is deemed to not present potential danger to personnel or pupils of the school.

The student or parent/guardian may appeal the expulsion to the Los Angeles County Board of Education within 30 calendar days following the Board's decision to expel. For information on appeals to the Los Angeles County Board of Education, please call (562) 922-6516.

An Administrative Panel and the Board of Directors have the authority to expel a student. A student may be expelled either by the Administrative Panel following a hearing before it or by the Charter School Board upon conducting an expulsion appeal. The Administrative Panel, does not include any of the administrators involved in the initial student discipline, to be assigned by the Board as needed. The Administrative Panel consist of at least three to five members who are certificated from another charter school and are neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Administrative Panel may make an expulsion decision for any student found to have committed an expellable offense.

A. Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled.

Unless postponed for good cause, the hearing shall be held within thirty (30) school days after
the Principal or his/her designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board of Directors for a final decision as outlined below.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least five (5) calendar days prior to the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

B. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

NEW Academy Canoga Park may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by NEW Academy Canoga Park or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The person conducting the expulsion hearing may also arrange the seating within the
hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

D. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.
E. Presentation of Evidence

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

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

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

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

Expulsion Appeal

Parents/guardians may appeal the Administrative Panel’s decision of expulsion within 10 days, in accordance with Education Code Section 48919, in writing to the Principal. The Principal will forward the appeal to the Board of Directors. An appeal hearing will be held within 15 working days of the parent’s written request. In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. The Board of Directors will make a decision regarding the expulsion within 5 days of the conclusion of the appeals hearing.
ELEMENT 11: RETIREMENT SYSTEMS AND EMPLOYEE MATTERS

Benefits
Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and social security (for non STRS members) will be provided by NEW Academy Canoga Park. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage during the term of their employment with NEW Academy Canoga Park. Employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

Retirement
All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and NEW Academy Canoga Park will contribute the employer's portion required by STRS. All withholdings from employees and the charter school will be forwarded to the SIRS Fund as required. NEW Academy Canoga Park will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of SIRS. Social Security payments will be contributed for all qualifying non-STRS members. The NEW Academy Canoga Park's Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All full-time classified employees who are eligible will be covered by a 403b retirement plan. All full-time eligible employees will be covered by the Federal Social Security program. The Principal will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

Work Schedules
Work calendars, hours per week, and vacation time will be determined by individual employment contracts or work agreements. Administrators and office staff will work a calendar year of 12 months. Teachers will work a calendar year of 11 months including staff development days and supplemental instruction. A typical work week will be Monday through Friday, 8 hours daily, with the possibility of extra time for special events, school meetings, parent conferences, etc.

Time Off
NEW Academy Canoga Park will comply with all the regulations pursuant to California Labor Code 233. NEW Academy Canoga Park retains the right alter any of the stated time off policies in the future.

Vacation
Only full-time employees working in excess of 36 hours may accrue and take paid vacation time. Part time employees working 30 hours or more will receive pro-rated paid vacation. Part-time employees working
less than 30 hours and teachers are not eligible for paid vacation. Full-time employees accrue 15 days of paid vacation per year. Vacation is accrued on a monthly basis (i.e., a full-time employee accrues one and one quarter vacation day per month).

Sick Days

Only full-time employees and teachers working in excess of 36 hours accrue paid sick leave. Full-time employees and teachers accrue a total of 6 days of paid sick leave per year. Sick leave is accrued on a monthly basis (an employee accrues one-half of a sick day per month). Eligible employees may not carry over unused sick leave from one calendar year to the next. Sick leave will not accrue during any unpaid leave of absence.

Bereavement

Eligible full-time employees and teachers may take up to five (5) days paid leave per rolling 12-month period for the death of a parent, parent-in-law (including parent of a domestic partner), spouse, domestic partner, child (including stepchild or child of domestic partner), or sibling. Paid bereavement leave is available only to a full-time employee or teacher who has been working at NEW Academy Canoga Park for twelve (12) consecutive months. Upon request, and at the school’s sole discretion, those employees not eligible for paid bereavement leave may take up to five (5) days unpaid leave per rolling 12-month period as bereavement leave.

TERMINATION

All employees will be hired on the basis of annual contracts and their terms expire at the end of their annual contract. In the event of termination of employment prior to the end of an employment contract, the employee shall be entitled only to the prorated salary and benefits earned through the last date of employment. NEW Academy Canoga Park recognizes two reasons to remove an employee from the payroll:

- Voluntary Termination (Resignation). Voluntary termination occurs when an employee chooses to leave NEW Academy Canoga Park. To leave in good standing and be eligible for rehire consideration, employees must give at least two weeks prior notice.
- Involuntary Termination (Discharge). Involuntary termination occurs when NEW Academy Canoga Park chooses to discharge the employee. The Administrator may terminate or suspend the employment of any employee if s/he determines that the employee has failed to fulfill the duties and responsibilities and/or demonstrate the qualities outlined in the job description, or if other good cause exists. In the event the school finds it necessary or desirable to terminate an employee’s employment before the end of the school year, the school will attempt to give the employee written notice at least 10 calendar days before termination, unless the Administrator determines that the employee poses a threat to the health, safety, or welfare of the school or students.

Any employee may submit a grievance regarding dismissal, discipline, and termination pursuant to the grievance process outlined below.
DUE PROCESS AND PROCESS FOR RESOLVING COMPLAINTS/GRIEVANCES

Grievance Procedure

Should a grievance arise, the following procedure shall be the employee's sole and exclusive remedy with respect to that grievance. The Board of Directors for NEW Academy Canoga Park is responsible for establishing and for the school's compliance with said procedures. Grievance procedures as established by the NEW Academy Board of Directors are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality. Failure by a grievant to follow the timelines or requirements in this Article shall render the grievance inarbitrable.

Informal resolution

Any grievance shall first be addressed with the immediate supervisor, within five (5) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure.

Step 1

If the grievance is not resolved informally, an employee having a grievance shall present the grievance in writing to his or her administrator the Principal within fifteen (15) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party's rights under this procedure. The grievance shall clearly state all of the following: (1) the specific provisions of the alleged violation, (2) the specific facts of the alleged violation, including dates, names of witnesses, (3) the adverse action resulting to the employee, and the circumstances giving rise to the grievance, and (4) the remedy requested by the grievance. The Administrator shall meet with the employee and other persons as determined by the Administrator and shall provide a written response within ten (10) calendar days of the meeting.

Step 2

If the employee is not satisfied with the response at Step 1, he/she shall, within five (5) days of service of the response at Step 1, notify the Principal that a grievance has been denied or unresolved by the site Administrator, using the Notification of Grievance Form available in the main office of all campuses. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. Failure to file in a timely manner shall be construed as a waiver of the party's rights, under the procedure. The Principal will convene a meeting within ten (10) calendar days of receipt. Any resolution shall be reduced to writing. If not resolved the Principal shall provide a written response within ten (10) calendar days of the meeting.

Step 3

If the employee is not satisfied with the response at Step 2, he/she shall, within five (5) days of service
of the response at Step 2, notify the Principal that a grievance has been denied or unresolved and that the grievant wishes to submit the matter to the advisory recommendation of a mediator from the California Mediation and Conciliation Service. The Step 3 grievance shall specifically state in the portions of the previous level disputed by the grievant, and shall set forth a remedy requested. The Principal shall, within ten (10) days, contact the California Mediation and Conciliation Service and request the assistance of a mediator to meet with the parties and render an advisory recommendation. While such recommendation shall not be binding on the governing board, it shall be considered by the governing board at Step 4 of this procedure.

Step 4

If the employee is not satisfied with the response at Step 3, he/she shall notify the full NEW Academy Canoga Park's Board of Directors that a grievance is pending, using the Notification of Grievance Form available in the main office of all campuses with five (5) calendar days of service of the Principal's written response at Step 2. Each party to the grievance (employee and Administrator) shall select two members of the NEW Academy Canoga Park Board of Directors to constitute a Grievance Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or recuses himself or herself as an interested party due to a conflict of interest, the nominating party may make another choice.

The five-member grievance board shall meet within thirty (30) calendar days of receipt of the Step 3 Notification of Grievance Form. Each party will have 1 hour each to present all arguments and documentation, including witnesses, to the Grievance Board. Failure to appear before the Grievance Board shall be a waiver of all rights under the grievance procedure.

Alternatively, the Grievance Board may direct this matter to be heard and settled by an external arbitrator selected by the Grievance Board. If the Grievance Board chooses to hear and settle the matter without arbitration, the Grievance Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator's decision is final, provided, however that an outside arbitrator shall not have jurisdiction to make any monetary award in excess of $2,500.00, nor shall he/she have the authority to reinstate a terminated employee.

A written decision made by the Grievance Board or Arbitrator shall be rendered within ten (10) working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten (10) working days of the last hearing, or as soon thereafter as is practical.
ELEMENT 12: ATTENDANCE ALTERNATIVES

The public school attendance alternatives for pupils residing within the school district that chooses not to attend charter schools. Ed. Code § 47605 (b)(5)(L)

No student may be required to attend the Charter School. Pupils who choose not to attend NEW Academy Canoga Park may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT 13: EMPLOYEE RIGHTS

Job applicants for positions at NEW Academy Canoga Park will be considered through an open process, and if hired, will enter into a contractual agreement with the Charter school. Any district union employee who is offered employment and chooses to work at NEW Academy Canoga Park will not be covered by his or her respective collective bargaining unit agreement, although NEW Academy Canoga Park may extend the same protections and benefits in individual employee contracts.

Leave and return rights for union-represented employees who accept employment with NEW Academy Canoga Park will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.

NEW Academy Canoga Park will consider entering into a collective bargaining agreement with its employees if the employees and Board of Directors jointly elect to do so. Otherwise, all employees will be individually contracted rating in at a level competitive to the District’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

The staff and governing board members of NEW Academy Canoga Park agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and NEW Academy Canoga Park, except any controversy or claim that is in any way related to revocation of this Charter, (Dispute), or which either party seeks injunctive relief, pursuant to the terms of this Element 14.

Any Dispute between the District and NEW Academy Canoga Park shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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 shall be addressed as follows:

   To Charter School: NEW Academy Canoga Park
c/o Executive Director

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

2) A written response (Written Response) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (Issue Conference). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

NEW Academy Canoga Park is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, NEW Academy Canoga Park will comply with all provisions of the Educational Employment Relations Act (EERA), and will act independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. NEW Academy Canoga Park will consider entering a collective bargaining agreement with its employees.
ELEMENT 16: SCHOOL CLOSURE PROCEDURES

Revocation

The District may revoke the charter if NEW Academy Canoga Park 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 School Act of 1992. The District may revoke the charter of NEW Academy Canoga Park if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

Prior to revocation and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the NEW Academy Canoga Park in writing of the specific violation, and give the NEW Academy Canoga Park 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.

Closure Action

The decision to close NEW Academy Canoga Park either by the NEW Academy Canoga Park’s governing Board or by the LAUSD Board of Education will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on Charter School Closure Requirements and Recommendations (Revised 08/2009) as posted on the California Department of Education website. References to Charter School applies to the charter school’s nonprofit corporation and/or governing board.


**DOCUMENTATION OF CLOSURE ACTION**

The revocation or non-renewal of **NEW Academy Canoga Park** must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of **NEW Academy Canoga Park** will be issued by **NEW Academy Canoga Park** within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the **NEW Academy Canoga Park** by registered mail within 72 hours of the decision to Closure Action. **NEW Academy Canoga Park** shall provide a copy of this correspondence to the CSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the **NEW Academy Canoga Park** by registered mail within 72 hours of the decision to Closure Action. **NEW Academy Canoga Park** shall provide a copy of this correspondence to the CSD.

5. The retirement systems in which the school’s employees participate. The **NEW Academy Canoga Park** will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. **NEW Academy Canoga Park** shall provide a copy of this correspondence to the CSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the **NEW Academy Canoga Park** by registered mail within 72 hours of the decision to Closure Action. **NEW Academy Canoga Park** shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

NEW Academy Canoga Park shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

NEW Academy Canoga Park shall observe the following in the transfer and maintenance of school and student records:

1. The NEW Academy Canoga Park will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for the Charter school for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The 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. The NEW Academy Canoga Park will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the NEW Academy Canoga Park for the delivery and/or pickup of the student records.
5. **NEW Academy Canoga Park** must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. **NEW Academy Canoga Park** will provide to the CSD a copy of student attendance records, teacher grade books, school payroll records, and Title I records. Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the **NEW Academy Canoga Park** and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

**NEW Academy Canoga Park** 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.

The financial closeout audit of the Charter School will be paid for by the **NEW Academy Canoga Park**. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by **NEW Academy Canoga Park** will be the responsibility of the **NEW Academy Canoga Park** and not LAUSD.

**NEW Academy Canoga Park** understands and acknowledges that **NEW Academy Canoga Park** will cover the outstanding debts or liabilities of **NEW Academy Canoga Park**. Any unused monies at the time of the audit will be returned to the appropriate funding source. **NEW Academy Canoga Park** 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 **NEW Academy Canoga Park** participates, and other categorical funds will be returned to the source of funds.

**NEW Academy Canoga Park** shall ensure the completion and filing of any annual reports required. This includes:

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 the 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 determine the disposition of all liabilities of the charter school. NEW Academy Canoga Park closure procedures must also ensure disposal 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. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of NEW Academy Canoga Park may be transferred to the authorizing entity. If NEW Academy Canoga Park is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the NEW Academy Canoga Park Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The NEW Academy Canoga Park Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations
The **NEW Academy Canoga Park** shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the 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 **NEW Academy Canoga Park**'s right to operate as a Charter School or cause **NEW Academy Canoga Park** to cease operation. **NEW Academy Canoga Park** and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should **NEW Academy Canoga Park** breach any obligation under this Element 16. The District, therefore, shall have 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.

**Facilities**

**ASBESTOS MANAGEMENT:**

*Asbestos Management:* The **NEW Academy Canoga Park** will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

Proposed **NEW Academy Canoga Park** Location:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Location</th>
<th># of Classrooms</th>
</tr>
</thead>
</table>

NEW Academy Canoga Park Charter School Renewal
**Resident Schools**

Names of District school sites near location:

<table>
<thead>
<tr>
<th>Resident Schools</th>
<th>862</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>CANOGA PARK EL</td>
<td>862</td>
<td>100%</td>
</tr>
<tr>
<td>FULLBRIGHT EL</td>
<td>475</td>
<td>100%</td>
</tr>
<tr>
<td>HART ST EL</td>
<td>815</td>
<td>100%</td>
</tr>
<tr>
<td>LIMERICK EL</td>
<td>928</td>
<td>100%</td>
</tr>
<tr>
<td>SUNNY BRAE EL</td>
<td>693</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Resident Schools Median</strong></td>
<td>815</td>
<td>100%</td>
</tr>
</tbody>
</table>

Proposed Charter School to be located within the boundaries of LAUSD- YES

**District-Owned Facilities**

**NEW Academy Canoga Park** is currently in use of LAUSD’s facilities and, as of the date of the submittal of this charter petition, continues to occupy those facilities. As a condition of the approval of the prior charter petition, **NEW Academy Canoga Park** executed an agreement provided by LAUSD for the use and occupancy of the facilities. **NEW Academy Canoga Park** agrees that it shall execute any such renewal of the agreement for the continued use, occupancy and maintenance of such facilities as provided by LAUSD at any time after the approval of this charter petition.

**NEW Academy Canoga Park** agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD’s policies for the operation and maintenance of LAUSD facilities including furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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. **NEW Academy Canoga Park** does not currently share the use of LAUSD facilities with other LAUSD user groups. **NEW Academy Canoga Park**
agrees that it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** NEW Academy Canoga Park will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to NEW Academy Canoga Park.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (F&E) that it provides to NEW Academy Canoga Park for use. NEW Academy Canoga Park, 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 LAUSD facilities by any person or entity other than NEW Academy Canoga Park shall be administered by LAUSD.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  
  I. **Pro Rata Share.** LAUSD shall collect and NEW Academy Canoga Park shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations, as agreed to by LAUSD and NEW Academy Canoga Park; and

  II. **Taxes; Assessments.** Generally, NEW Academy Canoga Park shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or as consistent with NEW Academy Canoga Park’s legal or equitable interest.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow NEW Academy Canoga Park to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by NEW Academy Canoga Park.

- **Co-Location.** NEW Academy Canoga Park is not co-locating or sharing the LAUSD facilities with another user. LAUSD shall provide the operations and maintenance services for the
LAUSD facilities and **NEW Academy Canoga Park** shall pay as agreed between LAUSD and **NEW Academy Canoga Park**.

(i) **Sole Occupant.** **NEW Academy Canoga Park** is a sole occupant of LAUSD facilities, LAUSD shall allow **NEW Academy Canoga Park**, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and **NEW Academy Canoga Park** shall pay LAUSD for the cost and expense of providing those services.

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

**Facility Status: ** **NEW Academy Canoga Park**, petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site: ** **NEW Academy Canoga Park** petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. **NEW Academy Canoga Park** may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If **NEW Academy Canoga Park** moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

**Health & Safety.** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)