NEW DESIGNS SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS ACADEMY
(NEW DESIGNS STEM ACADEMY)
K-5

CHARTER PETITION

New Designs STEM Academy
2303 Figueroa Way,
Los Angeles, CA 90007
Phone: 213 765-0130
Fax: 213 765-0214

Submitted To:
LOS ANGELES UNIFIED SCHOOL DISTRICT
Charter Schools Division
333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017

March 21, 2014
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PREFERENCE FOR THIS PETITION

New Designs Science, Technology, Engineering and Mathematics Academy (hereinafter referred to as “New Designs”, “New Designs STEM Academy”, “Academy”, or “Charter School”) is submitting this petition to the Los Angeles City Board of Education of the Los Angeles Unified School District (hereinafter referred to as “the District” or “LAUSD”) as its sponsoring district and is requesting charter approval for a period of five years from July 1, 2014 to June 30, 2019. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. "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 Designs Science, Technology, Engineering and Mathematics Academy offers a comprehensive learning experience that is designed to serve the needs of students in its catchment area.

DISTRICT PRIORITIES IN GRANTING CHARTERS

New Designs STEM Academy meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters based on the following:
1. New Designs STEM Academy will be a school that serves an area of need in the District where schools are heavily impacted by overcrowding, lack of seat space, and transportation out of the community.
2. New Designs STEM Academy will be located in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
INTRODUCTION

New Designs Educational Group (formerly New Designs Charter School Inc.) was founded in 2003 with the goal of developing college preparatory schools for urban communities. Currently, we serve approximately 1200 students from lower socio-economic backgrounds with an average of 95% participating in the National School Lunch Program. As an organization New Designs Educational Group prides itself in operating schools that respond to the needs of the communities it serves. With a strong management team and a dynamic Governing Board, the organization has mobilized resources necessary to create a rich learning environment.

The two schools operated by the New Designs Educational Group outperform schools in their local communities. With an API of 783 (a +32 point increase from the previous year), New Designs Charter School-University Park has implemented proven strategies that undoubtedly have led to achievement far surpassing schools in the area as shown in the following graph.

Similarly, New Designs Charter School–Watts outperforms schools in the Watts community that it serves as seen in the graph below.
The leadership is excited to develop New Design STEM Academy, a K-5 school in the community served by New Designs University Park. Throughout the last ten years, our University Park school has produced stellar results. By creating a K-5 STEM Academy we are responding to the persistent call from our parents for an elementary school that will replicate the proven strategies that have made New Designs University Park a resounding success. This endeavor will create a K-5 opportunity that will complement the excellent Middle and High School programs presented through New Designs Charter-University Park.

New Designs Charter School-University Park places emphasis on the areas of Science, Technology, Engineering and Mathematics (STEM). For example, all high school students must take four years of lab science, four years of math, and an engineering class as part of their graduation requirements. In science our students are showing great strides in the percent of students proficient and above compared to neighborhood schools, LAUSD and statewide as depicted below.
In one science subject in particular, Chemistry, our students not only outperformed students in the neighborhood schools, but those from affluent neighborhoods as well as the graph below shows.

New Designs Charter School-University Park has also excelled in narrowing the achievement gap between its significant student population subgroups and White students statewide. The graph below shows this performance compared to neighboring schools.
The New Designs Education Group, through its schools, has established a track record of graduating students who meet or exceed the UC/CSU “a-g” admission requirements. These students have gone on to attend four and two year colleges of their choice. Our students have the best chance of graduating with these UC/CSU admission requirements than they would if they attended their resident school or any other neighborhood school. The graph below shows our track record at University Park compared to LAUSD and Los Angeles County.
ASSURANCES AND AFFIRMATIONS

New Designs Science, Technology, Engineering, and Mathematics Academy (hereinafter “New Designs STEM Academy”, “Charter School” or “New Designs”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
ELEMENT ONE: THE EDUCATIONAL PROGRAM

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

GENERAL INFORMATION

- The contact person for New Designs is Yaw Adutwum, Ph.D.
- The contact address for New Designs is 2303 Figueroa Way, Los Angeles, CA 90007.
- The contact phone number for New Designs is (213) 765-9084.
- The proposed address or target community of New Designs is 2303 Figueroa Way, Los Angeles, CA, 90007, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 4 and Educational Service Center ISIC.
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is K through 5
- The number of students in the first year will be 180
- The grade level(s) of the students in the first year will be K through 5
- The scheduled opening date of Charter School is August 12, 2014.
- The admission requirements include:
  - Subject to legal minimum and maximum age of admission, New Designs STEM Academy shall admit all students (traveling or otherwise) who wish to attend up to its capacity (See Element 8 for further details).
  - Parents and guardians of each student enrolled at New Designs STEM Academy will be informed on the admissions forms that students have no right to admission in a particular school of an local education agency as a consequence of enrollment at New Designs STEM Academy, except to the extent that such a right is extended by the local education agency.
  - No student may be required to attend New Designs STEM Academy. Students who choose not to attend New Designs STEM Academy may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

- The enrollment capacity is 420. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for the Charter School will be: 8:00am to 3:30pm.
- If space is available, traveling students will have the option to attend.

New Designs STEM Academy recognizes that in order to prepare students with the skills and knowledge needed to be successful in leading tomorrow’s innovations; we must reorganize our instructional programs to emphasize Science, Technology, Engineering and Mathematics at an early age. Through New Designs STEM Academy we are making the commitment to our
students’ future by investing in the development of a Science, Technology, Engineering, and Math (STEM) program. At New Designs STEM Academy, students are expected to be engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while formatively and summatively assessing for student mastery of all concepts and state content standards. Research clearly suggests that learning best occurs when students are actively engaged in their own learning. This requires students to be involved in conversations about learning objectives, instruction, and assessment. Furthermore, this student-centered approach supports a more culturally relevant curriculum that connects with student's interests and prior experiences.

Vision
New Designs STEM Academy will provide a continuous pathway of education through opportunities that will create STEM literate individuals ready to meet the needs of tomorrow’s workforce.

Mission Statement
The mission of New Designs STEM Academy is to prepare students, through rigorous and relevant content, to be productive and successful citizens by developing higher-level critical thinking skills needed to solve problems in the real world.

The central purpose of New Designs STEM Academy is to increase students' interest in science, technology, engineering, and mathematics to better prepare them for higher education and jobs in our increasingly technical economy. To ensure that we provide a well-rounded educational program for the fullest development of our students, the school will also strengthen instruction in the arts. The arts teach valuable life skills that help students synthesize their learning. The arts teach creativity and discipline, two traits that can combine with wider STEM knowledge to produce new scholars who will lead the development of new creative ideas.

STEM Definition
STEM Education is “An interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply Science, Technology, Engineering and Mathematics in context that make connections between school, community, work, and the global enterprise, enabling the development of STEM literacy and with it the ability to compete in the new economy.” (Tsupsos, N., R. Kohler, and J. Hallinen, 2009. STEM education: A project to identify the missing components, Intermediate Unit 1 and Carnegie Mellon, Pennsylvania.)

STEM is not simply Science or Technology or Mathematics or Engineering, but a truly integrated approach to these studies. We believe that our STEM curriculum and instruction will increase motivation with inquiry-based learning, engage students and encourage them to solve authentic problems, and require students to collaborate and build real-world solutions.
Goals of the Academy

The main goals of our Academy are to:

- Inspire students in Science, Technology, Engineering, and Math by involving them in solving authentic problems, working with others, building real solutions (artifacts), and applying their skills to solve relevant community issues.
- Close the achievement and technical skill gaps between economically disadvantaged students, students of color, and their peers.
- Increase the number and diversity of students who aspire and succeed at the highest levels of academic and technical achievement in STEM related career pathways.

What It Means to Be an “Educated Person” in the 21st Century

We believe that educated persons in the 21st century must be strong readers and writers who think critically, work cooperatively and question constantly. At New Designs STEM Academy we believe that an educated person in the 21st century is skilled in:

- Analytical reasoning
- Construction of logical arguments
- Evidence-based decision making;
- Rendering of aesthetic and ethical judgments
- Using knowledge acquired in the classroom in solving challenging problems in their community

How Learning Best Occurs

Through project-based instructional approaches with engineering experiences integrated across the curriculum and technology use infused in all core and elective courses, New Designs STEM Academy will offer a reform approach that is grounded in research for 21st century learning. We will implement a researched-based curriculum in which students participate in challenging, hands-on, project-based learning opportunities that are initiated and fostered by the guided inquiry approach. Classroom, grounds and community will be utilized as a teaching and learning laboratory that enables students to build real solutions (artifacts) and apply their skills to solve relevant community issues.

New Designs promotes the idea that learning occurs in an environment where there are shared high expectations for academic performance and proper behavior, and a strong community of individuals dedicated to the support of STEM based education. Robert Marzano, who coordinated a research team to study instructional techniques in the classroom, published the findings in his book titled Classroom Instruction that Works (2001). Through a meta-analysis of hundreds of studies conducted over the years, conclusions were drawn that supported nine instructional practices which were particularly effective in raising student achievement. The practices identified as effective are the following:

- Identifying similarities and differences
- Summarizing and note taking
- Reinforcing effort and providing recognition
- Providing appropriate homework and practice
- Modeling and allowing for nonlinguistic representations
- Promoting cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Presenting cues, questions, and advance organizers

Teachers will be provided professional development in the use of the practices identified above in order to enhance learning in the classroom. In addition we believe that learning best occurs:

- When students are active participants in the educational program through hands-on lessons, an integrated curriculum, and project-based learning.
- When students are intrinsically motivated by the process of learning, as facilitated by a constructive educational environment, and flexible curriculum adaptive to the needs of individual students.
- When students are engaged in collaborative and cooperative learning, and encounter with their peers under the guidance of knowledgeable adults.
- When students have the opportunity to transition from concrete to abstract thought;

**Administrators and Teacher Accountability**

The principal and his administrative team as well as all teachers are collectively held accountable to New Designs Educational Group and to the school community for implementing the core values, beliefs and best practices, insuring that each and every student gets what they need to achieve their individual and school performance goals. Administrators and teachers are individually and collectively held accountable for meeting multiple targets for academic achievement.

**Educational Philosophy**

For America to remain economically competitive, our next generation of leaders must develop the critical-reasoning and problem-solving skills that will help make them the most productive in the world. New Designs STEM Academy will prepare students to be the most innovative and productive leaders in Science, Technology, Engineering and Mathematics and to make meaningful contributions to our community and the world at large. We believe in providing students a solid foundation and proven path to college and career success especially in STEM related fields. By offering an innovative curriculum we wish to instill and nurture ingenuity, creativity and innovation within all of our students.

Our interdisciplinary STEM curriculum provides an approach to learning where rigorous academic concepts are coupled with real-world problem-based and performance-based lessons. The benefit gained from this interdisciplinary approach exemplifies the axiom "the whole is more than the sum of the parts".
There will be support for students who are behind, extra challenge for those who are ready for more advanced work.

**Community to be Served**

University Park is flanked by Pico-Union on the north, Downtown Los Angeles on the northeast, Historic South Central on the east, the Exposition Park Neighborhood on the south, and Adams-Norman on the west. The neighborhood's street boundaries are the Santa Monica Freeway on the north, Washington Boulevard on the northeast, the Harbor Freeway on the east, Exposition Boulevard on the south and Vermont Avenue on the west (Retrieved from “Wikipedia”). New Designs STEM Academy will be located in a community that has three universities and a number of significant cultural and scientific institutions. The following elementary and middle schools serve the community:

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students [YEAR]</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% [Major Ethnicity #1]</th>
<th>% [Major Ethnicity #2]</th>
<th>% [Major Ethnicity #3]</th>
<th>[YEAR] Growth API</th>
<th>[YEAR] API Statewide Rank</th>
<th>[YEAR] API Similar Schools Rank</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
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<tbody>
<tr>
<td>Norwood Street Elementary</td>
<td>702</td>
<td>58</td>
<td>11</td>
<td>41</td>
<td>65</td>
<td>1</td>
<td>0</td>
<td>729</td>
<td>2</td>
<td>3</td>
<td>No</td>
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<tr>
<td>Menlo Avenue Elementary</td>
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<td>80</td>
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<td>754</td>
<td>4</td>
<td>9</td>
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<td>Foshay Learning Center</td>
<td>1794</td>
<td>56</td>
<td>8</td>
<td>16</td>
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<td>0</td>
<td>719</td>
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<tr>
<td>Dr. Theo T. Alexander Jr., Science Center</td>
<td>638</td>
<td>30</td>
<td>6</td>
<td>19</td>
<td>44</td>
<td>14</td>
<td>1</td>
<td>766</td>
<td>3</td>
<td>2</td>
<td>No</td>
<td>No</td>
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</table>

**Enrollment Projections**

The school will provide instruction to students in grades K-5. During the first year it will enroll 180 students in grades K-2 and follow the enrollment projection shown in the chart below until it enrolls 420 students.

<table>
<thead>
<tr>
<th>School Year</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Annual Enrollment</th>
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<tr>
<td>2014-15</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
<td>180</td>
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<tr>
<td>2015-16</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
<td></td>
<td>240</td>
</tr>
<tr>
<td>2016-17</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td></td>
<td>300</td>
</tr>
<tr>
<td>2017-18</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>360</td>
</tr>
<tr>
<td>2018-19</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>60</td>
<td>420</td>
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</table>
Instructional Time and Academic Calendar

A number of research studies have demonstrated the relationship between the time on task and student achievement (Stigler, Lee and Stevenson 1987:1283). The academic year will be based on a 180-day semester schedule with 55860 minutes of instruction exceeding the minimum required by the state of California. Our daily instructional schedule and yearly calendar would have the following features:

- Faculty and staff will meet from 2:00 pm to 5:00 pm every other Tuesday, for curriculum planning purposes.
- Our instructional time shall be maximized through a reduction in interruptions such as a call to the office, public address announcements, and extra-curricular activities.
- Students, faculty and staff will participate in advisory meetings and student assemblies.

Regular Schedule

8:20-8:40 Breakfast
8:50 - 9:00 Circle Time Opening Day
9:00 - 10:30 Language Arts / Literacy / Readers and Writers Workshop
10:30 - 10:50 Snack/Recess
10:55 - 11:55 Math
12:00 - 12:35 Lunch/Recess
12:40 - 2:15 Engineering / Science / Social Studies
2:20 - 3:10 PE (2 - 3 days) / Arts Rotation
3:15 - 3:30 Circle Time End of Day
(320 minutes)

Tuesday Schedule

8:20-8:40 Breakfast
8:50 - 9:20 All School Community Meeting
9:25 - 10:30 Language Arts / Literacy / Readers and Writers Workshop
10:30 - 10:50 Snack/Recess
10:55 - 11:55 Math
12:00 - 12:35 Lunch/Recess
12:40 - 2:00 Engineering / Science / Social Studies
2:05 - 3:00 PE (2 - 3 days) / Arts Rotation
3:05 - 3:30 Circle Time End of Day
(320 minutes)

Shortened Day Schedule

8:20-8:40 Breakfast
8:50 - 9:00 Circle Time Opening Day
9:00 - 10:30 Language Arts / Literacy / Readers and Writers Workshop
10:30- 10:50 Snack/Recess
10:55 - 11:55 Math
12:00 - 12:35 Lunch & Recess
12:40 - 1:50 Engineering / Social Studies / Science
1:50 - 2:00 Circle Time End of Day
(240 minutes)

Please find below an instructional minutes chart for New Designs STEM Academy:

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instr. Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instr. Minutes Per Minimum Day | Number of [Other] Days | Number of Instr. Minutes Per [Other] Day | Total Number of Instr. Days | Minutes Req'd Per State Law | Total Number of Instr. Minutes | Number of Instr. Minutes Above/Below State Req't.
<table>
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<td>TK/K</td>
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<td>159</td>
<td>320</td>
<td>1</td>
<td>180</td>
<td>20</td>
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<td>180</td>
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<td>1</td>
<td>180</td>
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**Instructional Calendar**

The instructional Calendar for 2014-15 is shown below:

**Back to School Events:**
- New Parent Orientation: July 28, 2014
- New Student Orientation: July 28- July 30, 2014

**First Semester:** Tuesday, August 12, 2014 – Friday, December 19, 2014 (86 Days)

**Winter Break:** Monday, December 22, 2014 – Friday, January 9, 2015

**Holidays:**
- Admissions Day: Friday, August 29, 2014
- Labor Day: Monday, September 1, 2014
- Veterans Day Observed: Tuesday, November 11, 2014
- Thanksgiving Holiday: Wednesday-Friday, November 26-28, 2014

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Professional Development Days:
- Wednesday, July 30–Friday, August 1, 2014 – Administrators and Staff Training
- Monday, Aug. 4–Monday, August 11, 2014 – Faculty Professional Development

Pupil Free Days
- Monday, August 11, 2014
- Friday, September 26, 2014
- Friday, October 31, 2014


Spring Break: Monday, March 30, 2014 – Friday, April 3, 2014

Holidays:
- Dr. Martin L. King Jr.’s Birthday Observed: Monday, January 19, 2015
- Presidents’ Day: Monday, February 16, 2015
- Memorial Day Observed: Monday, May 25, 2015

Pupil Free Days:
- Monday, January 12, 2015
- Friday, February 13, 2015 Monday, April 6, 2015

Transitional Kindergarten

On September 30, 2010, the California Legislature enacted Senate Bill 1381, which changed the date by which a child must turn five years old to enter kindergarten. The law also created the opportunity for students who do not meet the new start-date requirements to enroll in a transitional kindergarten—defined as a program that uses a modified, age and developmentally appropriate kindergarten curriculum and allows students to attend a structured, high-quality school-readiness program. Currently, a child must turn five on or before December 2 to be admitted to kindergarten. In the 2012–13 school year, the date changed to November 1, and in 2013–14 the date changed to October 1. In 2015–16 and every year thereafter, the child must turn five on or before September 1 to be admitted to kindergarten. The transitional kindergarten program at New Designs STEM Academy will be a bridge between preschool and kindergarten that will give children whose birthdays fall late in the year an opportunity to learn important academic and social skills in a hands-on way that supports their development. This is important because California’s kindergarten standards and curriculum have changed over the years, and many of the skills children were once taught in first grade are now expected in kindergarten.

Transitional kindergarten is a new and voluntary option that will allow families to give their children the gift of time to develop at their own pace and continue building the social, emotional and academic skills that will help them succeed in elementary school. Students meeting the criteria for Transitional Kindergarten will be placed in a Kindergarten combination class. Parents will participate in an orientation meeting to be informed of the model being implemented at New Designs STEM Academy and its purpose.
Kindergarten teachers at New Designs will help children in transitional kindergarten develop social skills through activities that build confidence and communication. They will expose children to reading and math in an exciting, interactive way by using educational games that teach children about words and sentences and help them understand mathematical concepts like counting and patterns. Teachers will create modifications in their lessons to ensure they are at the level the students can be successful, while at the same time building a strong foundation for their success. The social, emotional and academic skills children will learn in transitional kindergarten will help them to succeed in kindergarten, become leaders in the classroom and confidently navigate the school day routine.

Charter Implementation Plan

As soon as the charter is approved students will be recruited in the target area, Recruitment activities will include open house, presentation in preschools and community centers. A public random drawing shall be used when admission requests exceed the available space, as expressly described in Education Code § 47605(d) (2). All students who do not gain admission to the school shall be placed on a waiting list. If vacancy occurs during the academic year the parent of the student at the top of the list will be notified immediately and offered the first chance to enroll. Before being eligible to commence school, all students and their parents or guardians shall meet with a school employee to review the student handbook so that they are informed about the school policies. After reviewing the handbook, the student and parents shall sign a parent and student compact with each accepting to meet the school’s expectations. Besides student recruitment other implementation strategies include the following:

<table>
<thead>
<tr>
<th>Task</th>
<th>Time Frame</th>
<th>Special Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop school-wide goals based on base-line data</td>
<td>August 2014</td>
<td>Utilize student learning results to formulate</td>
</tr>
<tr>
<td>Administrators begin search for facility</td>
<td>January –March 2014</td>
<td>All Charter staff revise the missions and values</td>
</tr>
<tr>
<td>Administrators communicate the Charter vision</td>
<td>August 2004</td>
<td></td>
</tr>
<tr>
<td>Teachers and staff set goals</td>
<td>September 2014</td>
<td>Should align to the school-wide goals</td>
</tr>
<tr>
<td>Administrators develop and roll out the accountability plan</td>
<td>September 2014</td>
<td>Teachers will be responsible for submitting the data from their monthly evaluation</td>
</tr>
<tr>
<td>Each class develops its own mission statement and set of core values</td>
<td>September 2014</td>
<td>Should align to the school mission, visions and values</td>
</tr>
<tr>
<td>Each employee writes their own personal mission statement</td>
<td>September 2014</td>
<td>Aligned to school mission</td>
</tr>
<tr>
<td>Teachers will meet and review goals and</td>
<td>Ongoing</td>
<td>Make necessary</td>
</tr>
<tr>
<td>Task</td>
<td>Time Frame</td>
<td>Special Notes</td>
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<tr>
<td>----------------------------------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>achievement data weekly</td>
<td></td>
<td>adjustments to monthly goals based on data</td>
</tr>
<tr>
<td>Leadership team will review and analyze the benchmark data three</td>
<td>October 2014, February</td>
<td>Students identified as at risk will receive additional support as recommended</td>
</tr>
<tr>
<td>times during the year</td>
<td>2015, April 2015</td>
<td>by the teachers of the cohorts</td>
</tr>
<tr>
<td>Parent workshops about STEM will be offered by the school.</td>
<td>September and Ongoing</td>
<td>Invite parents to learn about data portfolios and how to help their children</td>
</tr>
<tr>
<td>Classroom teachers send home first student created newsletter</td>
<td>September and monthly</td>
<td>Improve communication with parents</td>
</tr>
<tr>
<td>Student led parent conferences</td>
<td>October 2014</td>
<td>Using their data portfolios the students lead their parent conferences under</td>
</tr>
<tr>
<td>Create awareness among stakeholders for Smarter Balanced Assessment.</td>
<td>April 2015</td>
<td>the teachers direction</td>
</tr>
<tr>
<td>Parent satisfaction survey</td>
<td>May 2015</td>
<td>Use data to set operational action plans for 2015-10 school year</td>
</tr>
<tr>
<td>Employee satisfaction survey</td>
<td>May 2015</td>
<td>Use data to set operational action plans for 2015-16 school year</td>
</tr>
</tbody>
</table>

**Parent Leadership Development**

As partners in education, parents will be active participants and valued partners in our STEM education programs. They will be expected to attend and participate in Parent Advisory Council (PAC) meetings or activities and serve as PAC leaders and/or members. In addition, all parents will have opportunities to participate in the school science fair, math night, family literacy nights, technology night, fundraising opportunities, art and engineering exhibits and various extended day options. Parents will be provided workshops and other opportunities to develop their understanding of STEM concepts and content. Frequent and meaningful connections with parents and engaging them in conversations about their child's education will also ensure that the academic program reflects the diversity of the community being served.

Through the Parent Advisory Council, parents will be intimately involved in the learning activities of their children. Administrators will facilitate the creation of a Parent Advisory Council (PAC). Through PAC the school will promote parent involvement by offering
workshops on parenting that would equip parents to assist their children to be successful in our school and beyond.

New Designs will encourage parents and other responsible adults to provide volunteer service to the school for about 30 hours annually. Attendance at school meetings and participation as chaperones for field trips will count towards this commitment. We will ensure the fullest participation of our Spanish-speaking parents by providing translation services at all meetings. In addition all communication materials including brochures, newsletters, and handbooks will be translated into Spanish. The parent volunteer commitment will not be a condition for student enrollment and nor will it be a requirement for student enrollment. Through parent training workshops, the school will convey the message on how parents can help their children develop good classroom and home study habits. Through parent conferences, and back to school nights, parents will be given an opportunity to know more about the school’s academic program as well as their children’s performance.

**Student Voice**

Students will participate in New Designs STEM Associated Student Body(ASB). Each grade level will have two representatives who will make recommendations to the Principal on behalf of the student body. These students will also make recommendations on behalf of the student body for curriculum-related activities, projects, field trips, and events that support their learning at the school.

**A Typical Day at New Designs STEM Academy**

As soon as I entered New Designs STEM Academy I saw students and teachers engaged in a school-wide morning assembly. After students had been reminded of the activities for the week, they were also informed by the principal to study their vocabulary of the day which was posted next to the doors to their classrooms as well as in their classrooms. Before they left the assembly area, students recited their vocabulary of the day drills, grade by grade. The school’s leadership informed me that participating in vocabulary of the day instills a culture that promotes the love for learning in students.

I entered some classrooms and saw a student-centered learning environment with students actively engaged in their lessons, and teachers engaged in the process of teaching students. The atmosphere is one where learning is prized, excellence demanded, and performance rewarded. I saw copies of student of the week certificates posted in various classrooms.

Teachers employ a variety of teaching methods across the curriculum. Teachers clearly expressed their learning goals in writing, visibly posted them in the classrooms, and verbally communicated them to students. In some classrooms, students were engaged through class discussions, and group activities facilitated by teachers, as well as doing individualized learning.
Teachers were seen effectively scaffolding lessons to engage students in higher order thinking. In classrooms where reading activities were occurring, teachers asked questions which enabled students to apply higher order thinking skills. In many classrooms, teachers were engaging students using real life concepts that are relevant to the students’ life experience and were building upon students’ prior knowledge. When I went to the playground I saw students taking measurement of a bench. As I spoke with more students, I came to the realization that at New Designs STEM Academy every part of the school, including playgrounds was utilized for acquisition of knowledge.

I was informed by the teachers I met in the Teachers’ Lounge that they routinely work together to determine what students should learn, and how to assess students’ learning. The principal informed me that the school provides an opportunity for students to participate in after-school and Saturday school intervention programs. In addition, students who struggle academically are identified in a timely manner and strongly encouraged to attend interventions.

I was excited by the level of thinking and the activities in which students were engaged at New Designs Academy.

**Instructional Strategy and Design**

The school is designed to enable students confront challenges, and investigate the world around them at an early age. Teachers will use problem-based instruction to deliver an innovative, hands-on curriculum. Instruction will center on learning Science, Technology, Engineering, and Mathematics, as they impact the real world. The Engineering curriculum will allow students to work, design, and construct projects that integrate Math, Science, Technology and communication skills.

The main thrust of the program is to change teacher directed instruction into one where learning is driven by the needs of students. The 5 Strands of Effective STEM Instruction that have been identified through a comprehensive review by the STEM Education Alliance at the College of William and Mary will be the foundation of the instructional program. This approach to education is designed to revolutionize the teaching of subjects such as Mathematics and Science, by incorporating technology and engineering into the regular curriculum. This approach is widely promoted at the secondary level to prepare students for majors in the fields of mathematics, science and engineering.

The instructional strategies to be employed include the following:

*Project Based Learning*

Project-based Learning uses an integrated curriculum approach. The goal is to help students formulate and answer meaningful questions using the principles of investigation and drawing on knowledge across subject areas. Students are provided with the tools and support necessary for research and application of new and prior knowledge. In a PBL environment, teachers become
coaches and facilitators, while students work on constructing their own knowledge. Students are provided with the tools and support based on developmental level of the students. Project-based learning provides opportunities for all students to develop their own projects as well as assessments. Teachers serve as guides through this process to assure rich and academically rigorous experiences for students.

Research shows that Project-based Learning (PBL) has positive outcomes for student learning in the areas of content knowledge, collaborative skills, engagement and motivation, critical thinking, and problem-solving skills. New Designs STEM Academy will utilize PBL as mentioned above to ensure a maximum impact on student learning. Research has shown that PBL has many positive outcomes on student content knowledge. Compared to traditional classes, students in PBL classes performed better on assessments of content knowledge (Boaler, 1997; Penuel & Means, 2000; Stepien, et al., 1993). Research has also indicated that PBL has a positive effect on students with average to low verbal ability and students with little previous content knowledge. In a specific research study, students were able to demonstrate specific content area skills after working on a geometry project linked to architecture and design, utilizing measurement skills as they developed their blueprints (Barron, et al., 1998). It is shown that students taught in PBL classes emerged with useful, real-world content knowledge that they could apply to a variety of tasks (Boaler, 1997). Project-based learning requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills to conclude a project successfully.

**Backward Mapping/Backward Design**

Backward Mapping/Backward Design is a process in which teachers start with the desired results (goals or standards) – and then derive the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform. There are three distinct stages of this process that New Designs STEM Academy will use. The three stages are as follows:

**Stage 1: Unpacking and Prioritizing State Content Standards**

Teachers and administrators will apply specific tools necessary to —unpack and prioritize content standards and Common Core Standards. This is a necessary pre-requisite step to effectively design assessments that are aligned to standards. Specifically, teachers will:

i) Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, and differentiating instruction to meet the needs of all learners).

ii) Apply a concrete process for analyzing standards which helps teachers internalize the standards, as well as determine the following information:

- Level of Cognitive Demands (based on Bloom’s Taxonomy) required by students to reach mastery of the standard (this will be tied to creating assessments)
• STAR exam and the pre-release questions from the Smarter Balance Assessment that relate to each strand of the current Common State Standards (this will be tied to creating assessments)
• Identification of standards that will serve as — anchors upon which units can be based. Other standards are tied to these — anchor standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Teachers in each of the content areas, including Physical Education, Visual and Performing Arts, Engineering, and Technology will use both the California State Content Standards and the Common Core Standards as part of this process.

Stage 2: Aligning Assessments (formative and summative) to content standards
New Designs STEM Academy’s teachers will design effective assessments that are aligned to Common Core Standards and other relevant standards, in order to provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:
• Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative) that include Common Core Standards.
• Analyze content standards to determine the — achievement target embedded within each standard (achievement targets are the link between standards and assessment)
• Match an appropriate assessment method to each standard
• Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners
Teachers will design innovative instructional strategies by:
I. Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners
II. Writing effective standards-based lesson plans
III. Exploring how all learners (including ELLs and special needs students) vary in their readiness, interests and learning profiles).
IV. Using a repertoire of research-based instructional strategies proven to increase student achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)
V. Ensuring that all coursework will involve a rich repertoire of instructional strategies, curriculum, and materials. Many of the sample instructional strategies listed below incorporate one or more of the nine research-based strategies proven to have a positive effect on student learning as described in Classroom Instruction that Works (Marzano, Pickering, Pollock, 2001). Examples of instructional strategies will include:
• Small projects and other ways of experiencing real-world problems
• Collaborative investigations and demonstrations
• Mini-lessons that address specific skills within the context of larger projects
• Giving guidance and adequate time to self-reflect and self-assess
• Democratic classrooms and school structure
• Authentic assessments
• Direct instruction
• Research based projects
• Cooperative group work and projects

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate if students are mastering content. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

**Core Textbooks**

New Designs propose to adopt the following textbooks for the core subject areas:

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<thead>
<tr>
<th>Subject</th>
<th>Curriculum</th>
<th>Grade Level</th>
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<tbody>
<tr>
<td>English Language Arts</td>
<td>SRA-McGraw Hill-Imagine It</td>
<td>K-5</td>
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<tr>
<td>Mathematics</td>
<td>California Saxon</td>
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<td>Science</td>
<td>Harcourt(California edition)</td>
<td>K-5</td>
</tr>
<tr>
<td>Social Studies</td>
<td>McGraw Hill</td>
<td>K-5</td>
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</tbody>
</table>

**Curriculum**

Our curriculum will give children the opportunity to become natural learners. We believe that growth is developmental and the New Designs will be prepared to assist students at different developmental levels socially and emotionally. Technology use and training will be infused into all core and elective courses.

Taken separately, the four STEM subjects are defined by the National Research Council as:

1. Science is the study of the natural world, including the laws of nature associated with physics, chemistry, and biology and the treatment or application of facts, principles, concepts, or conventions associated with these disciplines.

2. Technology comprises of the entire system of people and organizations, knowledge, processes, and devices that go into creating and operating technological artifacts, as well as the artifacts themselves.
3. Engineering is a body of knowledge about the design and creation of products and a process for solving problems. Engineering utilizes concepts in science and mathematics and technological tools.

4. Mathematics is the study of patterns and relationships among quantities, numbers, and shapes. Mathematics includes theoretical mathematics and applied mathematics.

**Engineering Curriculum**

Early engineering experiences will be integrated across the curriculum. In addition to the Project Lead the Way (PLTW) curriculum, New Designs will utilize Engineering is Elementary (EiE). EiE is one of the first engineering curricula in the United States designed for elementary school-aged children. The curriculum incorporates engineering and science inquiry with regional case studies. Developed by educators with the Museum of Science's National Center for Technological Literacy Integrated Science Labs ® (National Center for Technological Literacy, NCTL http://nctl.org), the focus is to enhance society's knowledge of engineering and technology. The EiE curriculum underscores the following:

- Scientists investigate the natural world and generate scientific knowledge using the scientific method.
- Technologies are the products and processes created by engineers who apply mathematics and science knowledge. Almost everything made by humans to meet a need is a technology, e.g., a telephone, a drainage system, a bridge.
- Engineers typically find solutions for societal problems. Engineers create the designs and instruments used daily, based on what scientists have found.
- Engineering entails design and problem solving under constraints, such as project goals, budget, deadlines, and the limits of knowledge itself. Both scientists and engineers deal with society's needs and values, the environment and the economy.

**Standards**

New Designs curriculum will align with Common Core State Standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (Modified March 2013 Publication Version) in all core subject areas in grades 6-12. In addition, our courses will incorporate other relevant standards including those listed below.

- Spanish Translation of California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects
- California Common Core State Standards for Mathematics (Modified January 2013 Publication Version)
- Spanish Translation of California Common Core State Standards for Mathematics
- History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Twelve
Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve • Dance • Music • Theatre • Visual Arts
• NGSS for California Public Schools, K-12 Learning Progressions for Elementary (K-5), Middle (6-8) and High School (9-12) Science.
• Science Content Standards for California Public Schools Kindergarten Through Grade Twelve (Adopted Oct 1998)

Scope and Sequence of Skills to Be Taught Across Grade Levels and Subjects
The school’s curriculum ensures that students will receive instruction in, and will be expected to master, all grade level standards including English Language Arts, Mathematics, ELD, Social Studies, Science, Visual and Performing Arts and Physical Education.

LANGUAGE ARTS
New Designs STEM Academy will provide a rigorous K-5 curriculum that meets or exceeds the State Common Core standards for Reading Literature, Reading Informational Text, Speaking and Listening Skills, Language and Writing Standards.

Reading: Key Ideas and Details:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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10. Read and comprehend complex literary and informational texts independently and proficiently.

**Writing**

*Text types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Production and distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**Listening and Speaking**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Language

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Please find below an overview of the California Common Core State Standards in Mathematics for Kindergarten through fifth grade.

<table>
<thead>
<tr>
<th>Kindergarten Common Core Math Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>By the end of Kindergarten, students will understand two critical areas:</strong> (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.</td>
</tr>
</tbody>
</table>

| Counting and Cardinality | • Know number names and the count sequence.  
|                          | • Count to tell the number of objects.  
|                          | • Compare numbers |
| Operations and Algebraic Thinking | • Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from |
| Number and Operation in Base Ten | • Work with numbers 11-19 to gain foundations for place value |
| Measurement and Data | • Describe and compare measurable attributes  
|                          | • Classify objects and count the number of objects in categories |
| Geometry | • Identify and describe shapes |
- Analyze, compare, create, and compare shapes

### Mathematical Practices

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with Mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning

### Grade 1 Mathematics Standards

**By the end of Grade 1, students will understand four critical areas:**

1. Developing understanding of addition, subtraction, and strategies for addition and subtraction within 20;
2. Developing understanding of whole number relationships and place value, including grouping in tens and ones;
3. Developing understanding of linear measurement and measuring lengths as iterating length units; and
4. Reasoning about attributes of, and composing and decomposing geometric shapes.

**Operations and Algebraic Thinking**

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

**Number and Operations in Base Ten**

- Extend the counting sequence.
- Use place value understanding and properties of operations to add and subtract.

**Measurement and Data**

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

**Geometry**

- Reason with shapes and their attributes.

**Mathematical Practices:**

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Grade 2 Mathematics Standards

**By the end of grade 2, students will understand four critical areas:**

1. Extending understanding of base-ten notation;
2. Building fluency with addition and subtraction;
3. Using standard units of measure; and
4. Describing and analyzing shapes.
Operations and Algebraic Thinking
- Represent and solve problems involving addition and subtraction.
- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data
- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry
- Reason with shapes and their attributes.

Mathematical Practices
1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Grade 3 Mathematics Standards
By the end of grade 3, students will understand four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

Operations and Algebraic Thinking
- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations—Fractions
- Develop understanding of fractions as numbers.

Measurement and Data
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of
area and relate area to multiplication and to addition.

- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

<table>
<thead>
<tr>
<th>Geometry</th>
<th>Reason with shapes and their attributes.</th>
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<table>
<thead>
<tr>
<th>Mathematical Practices</th>
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</thead>
<tbody>
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<td>2. Reason abstractly and quantitatively.</td>
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<td>3. Construct viable arguments and critique the reasoning of others.</td>
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<td>4. Model with mathematics.</td>
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<td>5. Use appropriate tools strategically.</td>
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<td>7. Look for and make use of structure.</td>
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<td>8. Look for and express regularity in repeated reasoning.</td>
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<tr>
<th>Grade 4 Mathematics Standards</th>
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<tbody>
<tr>
<td><strong>By the end of grade 4, students will understand three critical areas:</strong> (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Operations and Algebraic Thinking</th>
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<tbody>
<tr>
<td>- Use the four operations with whole numbers to solve problems.</td>
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<tr>
<td>- Gain familiarity with factors and multiples.</td>
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<tr>
<td>- Generate and analyze patterns.</td>
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<table>
<thead>
<tr>
<th>Number and Operations in Base Ten</th>
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<tbody>
<tr>
<td>- Generalize place value understanding for multi-digit whole numbers.</td>
</tr>
<tr>
<td>- Use place value understanding and properties of operations to perform multi-digit arithmetic.</td>
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</table>

<table>
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<tr>
<th>Number and Operations—Fractions</th>
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</thead>
<tbody>
<tr>
<td>- Extend understanding of fraction equivalence and ordering.</td>
</tr>
<tr>
<td>- Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</td>
</tr>
<tr>
<td>- Understand decimal notation for fractions, and compare decimal fractions.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Measurement and Data</th>
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<tbody>
<tr>
<td>- Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</td>
</tr>
<tr>
<td>- Represent and interpret data.</td>
</tr>
<tr>
<td>- Geometric measurement: understand concepts of angle and measure angles.</td>
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<tr>
<th>Geometry</th>
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</thead>
<tbody>
<tr>
<td>- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</td>
</tr>
</tbody>
</table>
### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### Grade 5 Mathematics Standards

**By the end of grade 5, students will understand three critical areas:**

1. Developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

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<thead>
<tr>
<th>Operations and Algebraic Thinking</th>
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</thead>
<tbody>
<tr>
<td>Write and interpret numerical expressions.</td>
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</tr>
<tr>
<td>Analyze patterns and relationships.</td>
<td>Analyze patterns and relationships.</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Number and Operations in Base Ten</th>
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<tbody>
<tr>
<td>Understand the place value system.</td>
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</tr>
<tr>
<td>Perform operations with multi-digit whole numbers and with decimals to hundredths place.</td>
<td>Perform operations with multi-digit whole numbers and with decimals to hundredths place.</td>
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<tr>
<th>Number and Operations—Fractions</th>
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<tr>
<td>Use equivalent fractions as a strategy to add and subtract fractions.</td>
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</tr>
<tr>
<td>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</td>
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<tr>
<th>Measurement and Data</th>
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<tbody>
<tr>
<td>Convert like measurement units within a given measurement system.</td>
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</tr>
<tr>
<td>Represent and interpret data.</td>
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</tr>
<tr>
<td>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</td>
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<tr>
<th>Geometry</th>
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<tbody>
<tr>
<td>Graph points on the coordinate plane to solve real-world and mathematical problems.</td>
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</tr>
<tr>
<td>Classify two-dimensional figures into categories based on their properties.</td>
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</table>

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
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7. Look for and make use of structure.
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**English Language Development (ELD)**

Curriculum for English Language Development will be provided by the Macmillan publication. Macmillan provides a comprehensive curriculum that is connected to the language arts series, Treasures. The ELD curriculum includes a comprehensive Teacher’s Edition with daily lessons for small and whole group instruction. Resources available for small group instruction include the Progress Monitoring Assessment, Language Transfers Handbook, and My New Words Picture Word Book. Curriculum for whole group instruction includes Visual Vocabulary and Interactive Question-Response lessons to bridge gaps in language acquisition. In addition, the curriculum includes ELD Student Practice Books, Decodable Readers, and Sheltered Leveled Readers. Using multiple SDAIE strategies within each lesson will use the Mutt-i-grees curriculum to support ELD instruction. Using teacher / peer modeling, realia, visual support, small group learning opportunities, and a total physical response approach will enhance basic interpersonal communication skills. Standards-based direct instruction lessons are delineated in the ELD curriculum, empowering teachers to use a variety of formative and summative assessment data to monitor student growth to guide teaching and learning.

**History/Social Science**

Students in kindergarten are introduced to basic spatial, temporal, and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Students in grade four learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre Columbian societies, its continuous diversity, economic energy, and rapid growth. Students in grade five study the development of the nation up to 1850, with an emphasis on the people who were already here, when and from where others arrived, and why they came.

**Science**

Teachers will address the California Science standards in physical science, Earth Science, Life Science and the scientific process. In addition, New Designs STEM Academy will utilize the Next Generation Science as a critical guide for our Science and Engineering curriculum.

**Kindergarten**

- Properties of materials can be observed, measured, and predicted.
• Different types of plants and animals inhabit the earth.
• Concepts that cover Earth compositional elements of land, air, and water
• Asking meaningful questions and conducting careful investigations in weather, water, plants, and animals to make scientific progress.

First Grade
• Materials come in different forms (states), including solids, liquids, and gases.
• Plants and animals meet their needs in different ways.
• Weather can be observed, measured, and described.
• Scientific progress is made by asking meaningful questions and conducting careful investigations

Second Grade
• The motion of objects can be observed and measured.
• Plants and animals have predictable life cycles.
• Earth is made of materials that have distinct properties and provide resources for human activities.
• Scientific progress is made by asking meaningful questions and conducting careful investigations

Third Grade
• Energy and matter have multiple forms and can be changed from one form to another.
• Light has a source and travels in a direction.
• Adaptations in physical structure or behavior may improve an organism’s chance for survival.
• Asking meaningful questions and conducting careful investigations to drive scientific progress

Fourth Grade
• Electricity and magnetism are related effects that have many useful applications in everyday life.
• All organisms need energy and matter to live and grow.
• Living organisms depend on one another and on their environment for survival.
• The properties of rocks and minerals reflect the processes that formed them.
• Waves, wind, water, and ice shape and reshape Earth’s land surface.
• Scientific progress is made by asking meaningful questions and conducting careful investigations

Fifth Grade
• Elements and their combinations account for all the varied types of matter in the world.
• Plants and animals have structures for respiration, digestion, waste disposal, and transport of materials.
- Water on Earth moves between the oceans and land through the processes of evaporation and condensation.
- Energy from the Sun heats Earth unevenly, causing air movements that result in changing weather patterns.
- The solar system consists of planets and other bodies that orbit the Sun in predictable paths.

**Next Generation Science Standards**

<table>
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<tr>
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<tbody>
<tr>
<td><strong>Asking Questions and Defining Problems</strong></td>
<td>Asking questions and defining problems in K-2 builds on prior experiences and progresses to simple descriptive questions that can be tested.</td>
<td>Asking questions and defining problems in 3-5 builds on K-2 experiences and progresses to specifying qualitative relationships.</td>
</tr>
<tr>
<td>A practice of science is to ask and refine questions that lead to descriptions and explanations of how the natural and designed world(s) works and which can be empirically tested.</td>
<td>- Ask questions based on observations to find more information about the natural and/or designed world(s).</td>
<td>- Ask questions about what would happen if a variable is changed.</td>
</tr>
<tr>
<td>Engineering questions clarify problems to determine criteria for successful solutions and identify constraints to solve problems about the designed world.</td>
<td>- Ask and/or identify questions that can be answered by an investigation.</td>
<td>- Identify scientific (testable) and non-scientific (non-testable) questions.</td>
</tr>
<tr>
<td>Both scientists and engineers also ask questions to clarify ideas.</td>
<td>- Define a simple problem that can be solved through the development of a new or improved object or tool.</td>
<td>- Use prior knowledge to describe problems that can be solved.</td>
</tr>
<tr>
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<td></td>
<td>- Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and</td>
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</table>
### Developing and Using Models

A practice of both science and engineering is to use and construct models as helpful tools for representing ideas and explanations. These tools include diagrams, drawings, physical replicas, mathematical representations, analogies, and computer simulations.

Modeling tools are used to develop questions, predictions and explanations; analyze and identify flaws in system; and communicate ideas. Models are used to build and revise scientific explanations and proposed engineered systems. Measurements and observations are used to revise models and designs.

Modeling in K-2 buildings on prior experiences and progresses to include using and developing models (i.e., diagram, drawing, physical replica, diorama, dramatization, or storyboard) that represents concrete events or designs solutions.

- **Distinguish between a model and the actual object, process, and/or events the model represents.**
- **Compare models to identify common features and differences.**
- **Develop and/or use a model to represent amounts, relationships, relative scales (bigger, smaller) and/or patterns in the natural and designed world(s).**
- **Define a simple problem that can be solved through the development of a new or improved object or tool.**
- **Use prior knowledge to describe problems that can be solved.**
- **Define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.**

Modeling in 3-5 builds on K-2 experiences and progresses to building and revising simple models and using models to represent events and design solutions.

- **Identify limitations of models.**
- **Collaboratively develop and/or revise a model based on evidence that shows the relationship among variables for frequent and regular occurring events.**
- **Develop a model using an analogy, example, or abstract representations to describe a scientific principle or design solution.**
- **Develop and/or use models to describe and/or predict phenomena.**
<table>
<thead>
<tr>
<th>Planning and Carrying Out Investigations</th>
<th>Planning and carrying out investigations to answer questions or test solutions to problems in K-2 builds on prior experiences and progresses to simple investigations, based on fair tests, which provides data to support explanations or design solutions.</th>
<th>Planning and carrying out investigations to answer questions or test solutions to problems in 3-5 builds on K-2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</th>
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<tbody>
<tr>
<td>Scientists and engineers plan and carry out investigations in the field or laboratory, working collaboratively as well as individually. Their investigations are systematic and require clarifying what counts as data and identifying variables or parameters. Engineering investigations identify the effectiveness, efficiency, and durability of designs under different conditions.</td>
<td>With guidance, plan and conduct an investigation in collaboration with peers (for K). Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer questions.</td>
<td>Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered.</td>
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<tr>
<td>- Develop a simple model based on evidence to represent a proposed object or tool.</td>
<td>- Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.</td>
<td>- Use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.</td>
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<td>- Develop a diagram or simple physical prototype to convey a proposed object, tool, or process.</td>
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<tr>
<td>- Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons.</td>
<td>- Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution.</td>
<td>- Make predictions about</td>
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<tr>
<td>Analyzing and Interpreting Data</td>
<td>Analyzing data in K-2 builds on prior experiences and progresses to collecting, recording, and sharing observations.</td>
<td>Analyzing data in 3-5 builds on K-2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible digital tools should be used.</td>
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<tr>
<td>--------------------------------</td>
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<td>---------------------------------------------------------------------</td>
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<tr>
<td>Scientific investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists use a range of tools – including tabulation, graphical interpretation, visualization, and statistical analysis – to identify the significant features and patterns in the data. Scientists identify sources of error in the investigations and calculate the degree of certainty in the results. Modern technology makes the collection of large data sets much earlier, providing secondary sources for analysis.</td>
<td>Record information (observations, thoughts, and ideas).</td>
<td>Represent data in tables and/or various graphical displays (bar graphs, pictographs, and/or pie charts to reveal patterns that indicate relationships.</td>
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<tr>
<td>Engineering investigations include analysis of data collected in the tests of designs. This allows comparisons of different solutions and determines how well each meets specific design criteria – that is, which design best solves the problem within given constraints. Like scientists,</td>
<td>Use and share pictures, drawings, and/or writings of observations.</td>
<td>Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, and/or computation.</td>
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<tr>
<td>• Make observations (firsthand or from media) and/or measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal.</td>
<td>Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.</td>
<td>• Analyze data from tests of an object or tool to determine if it works as intended.</td>
</tr>
<tr>
<td>• Make predictions based on prior experiences.</td>
<td>• Compare predictions (based on prior experiences) to what occurred (observable events).</td>
<td>• Analyze data to refine a problem statement or the design of a proposed object, tool, or process.</td>
</tr>
<tr>
<td>• Test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.</td>
<td>• Analyze data from tests of an object or tool to determine if it works as intended.</td>
<td>• Use data to evaluate and</td>
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engineers require a range of tools to identify patterns within data and interpret the results. Advances in science make analysis of proposed solutions more efficient and effective.

| **Using Mathematics and computational Thinking** |
|---------------------------------|---------------------------------|---------------------------------|
| In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing simulations; solving equations exactly or approximately; and recognizing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to produce the behavior of systems and test the validity of such predictions. |
| Mathematical and computational thinking in K-2 builds on prior experience and progresses to recognizing that mathematics can be used to describe the natural and designed world(s). |
| Mathematical and computational thinking in 3-5 builds on K-2 experiences and progresses to extending quantitative measurements to a variety of physical properties and using computation and mathematics to analyze data and compare alternative design solutions. |
| - Decide when to use qualitative vs. quantitative data. |
| - Use counting and numbers to identify and describe patterns in the natural and designed world(s). |
| - Decide if qualitative or quantitative data are best to determine whether a proposed object or tool meets criteria for success. |
| - Describe measure and/or compare quantitative attributes of different objects and display the data using simple graphs. |
| - Organize simple data sets to reveal patterns that suggest relationships. |
| - Use quantitative data to compare two alternative solutions to a problem. |
| - Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. |
| - Create and/or use graphs and/or charts generated from simple algorithms to compare alternative solutions to an engineering problem. |

| **Constructing Explanations and Designing Solutions** |
|--------------------------------|--------------------------------|--------------------------------|
| The end-products of science are explanations and the end-products of engineering are solutions. |
| Constructing explanations and designing solutions in K-2 builds on prior experiences and progresses to the use of evidence and ideas in constructing evidence-based accounts of |
| Constructing explanations and designing solutions in 3-5 builds on K-2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and |

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39 | Page  New Designs STEM Academy Petition
The goal of science is the construction of theories that provide explanatory accounts of the world. A theory becomes accepted when it has multiple lines of empirical evidence and greater explanatory power of phenomena than previous theories.

The goal of engineering design is to find a systematic solution to problems that is based on scientific knowledge and models of the material world. Each proposed solution results from a process of balancing competing criteria of desired functions, technical feasibility, cost, safety, aesthetics, and compliance with legal requirements. The optimal choice depends on how well the proposed solutions meet criteria and constraints.

### Engaging in Argument from Evidence

*Argumentation is the process by which evidence-based conclusions and solutions are reached.*

In science and engineering, reasoning in argument based on evidence is essential to identifying the best explanation for a natural phenomenon or the best solution to a design problem.

Scientists and engineers use

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<tr>
<th>natural phenomena and designing solutions.</th>
<th>predict phenomena and in designing multiple solutions to design problems.</th>
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<tr>
<td>• Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena.</td>
<td>• Construct an explanation of observed relationships (e.g., the distribution of plants in the backyard).</td>
</tr>
<tr>
<td>• Use tools and/or materials to design and/or build a device that solves a specific problem or a solution to a specific problem</td>
<td>• Use evidence (e.g., measurements, observations, patterns) to construct or support an explanation or design a solution to a problem.</td>
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<tr>
<td>• Generate and/or compare multiple solutions to a problem.</td>
<td>• Identify the evidence that supports particular points in an explanation.</td>
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<td></td>
<td>• Apply scientific ideas to solve design problems.</td>
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<td>• Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.</td>
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<td>• Identify arguments that are supported by evidence.</td>
<td>• Compare and refine arguments based on an evaluation of the evidence presented.</td>
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<tr>
<td>• Distinguish between explanations that account for all gathered evidence and those that do not.</td>
<td>• Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.</td>
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argumentation to listen to, compare, and evaluate competing ideas and methods based on merits.

Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.

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- Distinguish between opinions and evidence in one’s own explanations.
- Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument.
- Construct an argument with evidence to support a claim.
- Make a claim about the effectiveness of an object, tool, or solution that is supported by relevant evidence.
- Respectfully provide and receive critiques from peers about a proposed procedures, explanation or model by citing relevant evidence and posing specific questions.
- Construct and/or support an agreement with evidence, data, and/or a model.
- Use data to evaluate claims about cause and effect.
- Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.
### Obtaining, Evaluating, and Communicating Information

Scientists and engineers must be able to communicate clearly and persuasively the ideas and methods they generate. Critiquing and communicating ideas individually and in groups is a critical professional activity.

Communicating information and ideas can be done in multiple ways; using tables, diagrams, graphs, models, and equations as well as orally, in writing, and through extended discussions. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.

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<td>- Compare and/or combine across complex tests and/or other reliable media to support the engagement in other scientific and/or engineering practices.</td>
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**Technology**

Kindergarteners will learn basic computer skills including:

*Unit 1 - Word Processing - Personal Relationships*

The Kindergarten students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document with ABC order or simple sentence such as "I can see". The students will begin learning location of the alphabet and numbers on the keyboard within their word processing projects.

*Unit 2 - Spreadsheets and Databases -*

The Kindergarten students will be working on sorting and categorizing skills in simple databases that discuss how to make groups of items. They will be learning the basics of databases including columns, rows and cells.

*Unit 3 - Multimedia - Family Relationships*
The Kindergarten students will be creating a presentation that will discuss the concept of family relationships. The students will be identifying people they love and people that love them. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

**Unit 4 - Desktop Publishing - My Relationships**
The Kindergarten students will be creating a book that brings together all the topics learned this year. They will be using their skills to insert and format text information as well as graphics. This unit will review many of the objectives covered throughout the year.

**Skills**
- Recognize and label major components of a computer
- Use the keyboard to write their names, locate letter that represent sounds, and numbers that identify specific quantities
- How to manipulate a mouse and curser
- Create digital art with paint program, such as Kidpix
- Develop problem solving and critical thinking skills using primary reading and math software
- How to use a keyboard to write letter that represent sounds
- How to use basic software that develops reading and math skills

First graders will continue to build on their kindergarten experiences in computer skills including:

**Unit 1 - Word Processing - Personal Responsibility**
The 1st grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The 1st Grade students will be creating a word processing document about seasons and/or animals. The ideas that are covered in this unit are describing the season or an animal of their choice. They will begin learning location of the alphabet and numbers on the keyboard within their word processing projects.

**Unit 2 - Spreadsheets and Databases - Financial Responsibility**
The 1st grade students will be working on sorting and categorizing skills in simple databases that discuss financial responsibility. They will be learning the basics of databases including columns, rows and cells. They will sort and categorize the types of animals land, water, or air. They will categorize these into graphs.

**Unit 3 - Multimedia - Social Responsibility**
First grade students will be creating a presentation that will introduce the concept of social responsibilities. During this unit the theme covers family, environmental and community responsibilities. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.
**Unit 4 - Desktop Publishing - My Responsibilities**
First grade students will be creating a book that brings together all the topics learned this year. They will be using their skills to insert and format text information as well as graphics. This unit will review many of the objectives covered throughout the year.

**Skills**
- Identify and locate all letters and numbers on the keyboard
- Proficiency manipulate a mouse and cursor
- Type one sentence and their names using the shift key for capital letters
- Improve the time it takes to find letters on a keyboard
- How to use basic software that develops reading and math skills. Demonstrate beginnings skills in the manipulation of digital imagery, generates art, digital photography
- Create simple bar graphs and charts on computer programs

Second graders will learn basic computer skills including:

**Unit 1 - Word Processing - Personal Goals**
The 2nd grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document about Personal Goals. They will be defining, setting and measuring personal goals. Keyboarding skills will be covered in this unit. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

**Unit 2 - Spreadsheets and Databases - Measuring Goals**
Second grade students will be creating spreadsheets and databases about measuring personal goals. They will be setting goals, tracking goals and charting their progress. They will be learning the basics of databases and simple formulas.

**Unit 3 - Multimedia - Mission Statement**
Second grade students will be creating a presentation developing a personal mission statement. They will be evaluating how to represent their mission statement. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

**Unit 4 - Desktop Publishing - My Goals**
The students in 2nd grade will be creating multiple projects on goals. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

**Skills**
• Begin to use appropriate keyboard finger positions when typing
• Identify and locate all letters, numbers, punctuate and use the shift key for capital letters
• Use a word document to write simple stories
• Use computer program to create simple graphs that represent data they have collect in science and math problems
• Gather information and pictures for a project in a controlled environment created by the teacher
• Understand how to shut off, save files and organize folders on a desktop
• Use learning software to develop mathematical skills

Third graders will continue to build their technological skills basic including:

Unit 1- Word Processing - Personal Responsibility
The 3rd grade students will be learning proper terminology for common parts of the computer and program tools. The 3rd grade students will be creating word processing about a book report. They will describe the characters, setting, and plot of the story. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases -
The 3rd grade students will be creating a spreadsheet that will categorize the various forms of literature. They will create graphs from class surveys and categorize various genres. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Social Responsibility
The 3rd grade students will be creating a presentation that will introduce the concept of artistic expression. Student will create a collage of a visual artist. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Responsibilities
The 3rd grade students will develop their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills
• Gaining fluency in using the keyboard for typing by using appropriate keyboard positions
• Use a word document to write simple stories and letters
• Search the Internet for pictures and download them into documents
• Collect, analyze and represent data in a variety for graph (pictographs, bar graphs, and pie charts)
• Save files and organize folders on a desktop
• Conduct research for information and pictures by subject/category
• Develop problem solving and critical thinking skills to enhance basic skills and organize ideas using software and multimedia presentation software.

Fourth graders will continue to build their technological skills basic including:

Unit 1- Word Processing - Evaluating Choices
Fourth grade students will be learning proper terminology for common parts of the computer and program tools. The students will be creating word processing documents about the process of making an informed choice. The steps in the process that are covered in this unit are: You Always Have a Choice, Think Through Your Options, Make a Decision and Accept Responsibility for Your Decision. The students will be using a keyboarding program to learn proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Time Choices
Fourth grade students will be creating a spreadsheet that will introduce the concept of prioritizing their time. The skills they will be covering will be creating a calendar, analyzing their time commitments, and scheduling. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Personal Choices
Fourth grade students will be creating a presentation which will have them looking at their own personal choices. The choices they will be reviewing will be decisions on food, appearance, and entertainment. They will be able to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - Communication Choices
Fourth grade will be creating a newsletter on communication choices. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills
• Gaining fluency in using the keyboard for typing and type 8-10 words per minute Use a word document to write essays and reports
• Research information by subject/category and keywords/phrases using teacher approved website, digital/online encyclopedias and dictionaries and files
• Collecting and analyzing data
• Use programs for presentations
• Save files and organize folders on a desktop Use learning software to develop mathematical

Fifth graders will continue to build their technological skills basic including:

Unit 1- Word Processing - Personal Goals
Fifth grade students will be learning proper terminology for common parts of the computer and program tools. They will be creating projects identifying commonly used programs and program tools. The students will be creating a word processing document about Personal Goals. They will be defining, setting and measuring personal goals. Keyboarding skills will be covered in this unit. The students will be using a keyboarding program to teach them proper finger placement and keystrokes.

Unit 2 - Spreadsheets and Databases - Measuring Goals
Fifth grade students will be creating spreadsheets and databases about measuring personal goals. They will be setting goals, tracking goals and charting their progress. They will be learning the basics of databases and simple formulas.

Unit 3 - Multimedia - Mission Statement
Fifth grade students will be creating a presentation developing a personal mission statement. They will be evaluating how to represent their mission statement. They will learn to add animation and transitions to their presentations. The students will also be reviewing the keyboarding skills learned in the first unit.

Unit 4 - Desktop Publishing - My Goals
The students in 5th grade will be creating multiple projects on goals. They will be developing their desktop publishing skills within each project. They will review and capture examples of their work from the entire year to be included in a presentation portfolio. The students will be able to be creative in designing their projects and final portfolio. They will be producing a CD at the end of this unit that will include the file versions of all of their projects from this year.

Skills
- Gaining fluency in using the keyboard for typing
- Use a word document to write essays and reports
- Search the Internet for pictures to be used in school projects
- Collecting and analyzing data
- Use programs for presentations
- Use digital photography and video in presentations with simple editing
- Save files and organize folders on a desktop
- Use learning software to develop mathematical skills

Physical Education
The New Designs learning community acknowledges both the immediate and the lifelong benefits of physical education for children. The Physical Education Framework for California Public Schools states that children who are well educated in health and physical activity become healthy adults. Our physical education program encourages effort, cooperation, and sportsmanship. Students in K-5th grade participate in psychomotor activities. Additionally, the dance and drama program provides for an additional minutes of physical activity. Teachers provide additional minutes of physical activity throughout the week at various times. Physical
Education lessons, aligned to the California frameworks, will be taught by classroom teachers and during our psychomotor program. This sequential physical education program provides all students with weekly lessons in game skills, sportsmanship, and fitness to develop positive social norms of equity and fairness. Healthy living is encouraged through a variety of other events like Jump Rope for Heart and the President’s Fifth Grade Physical Fitness Program.

Health

We believe that a positive, health-oriented school environment is intimately linked to successful learning. According to the Health Framework for California Public Schools, children may make lifestyle choices that adversely affect their current and future health. We will take the kind of active role set forth in the Framework by developing and promoting the physical, mental, emotional, and social health of our students.

The Arts: Dance/Theater/Visual Arts/Music

Kindergarten

Dance

Kindergarteners will explore and learn through movement. During physical education lessons and the arts program rotation they will use their ability to control movements, express ideas and respond to different types of music in order to achieve the dance standards.

Dance 1.2 Perform basic locomotor skills (e.g. walk, run, gallop, jump, hop, and balance)
Dance 1.3 Understand and respond to a wide range of opposites (high/low, forward/backward, wiggle/freeze)
Dance 2.1 Create movement that reflect a variety of personal experiences (recall feeling happy, sad, angry, excited)
Dance 4.1 Explain the basic features that distinguish one kind of dance from another (speed, force/energy use, costume, setting, music)

Theatre

During centers and community time, kindergarteners have the opportunity to engage in imaginative play. They learn to retell and reenact familiar stories, myths, and fables. Kindergarteners will begin to understand how actors use the five sense to make a scene believable.

Theatre 1.1 Use the vocabulary of theatre to describe theatrical experiences
Theatre 2.2 Perform group pantomimes and improvisations to retell familiar stories
Theatre 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.

Visual Arts

Students will make a map of things that are important to them. Each child starts with a photo of himself/herself and cuts out pictures of things they like. The pictures are pasted upon a large piece of paper with the photo. The teacher models using words that describe the size, color,
shape of the pictures. This activity encourages students to begin to use accurate vocabulary to describe their art.

Students will imagine they are a bug in a garden and draw with pastels on black paper. Students are expected to draw normally small objects, blades of grass, leaves, and droplets of water larger than life. They are encouraged to stretch their perception of size in art. The pastels are brighter than crayons with the black paper making the colors vibrant and eye-catching. Georgia O’Keefe’s art is shown as an introduction to another perspective and use of a different media to enhance colors. Students create a shape collage. They will cut rectangles, squares, and triangles then glue these shapes together to make houses or apartments. Details are added to windows, pavement, and rooftops, with pastels. Students are expected to notice geometric shapes and patterns in their environment. They will observe dark and light areas. There is attention to straight lines, broken lines, curves, and dots to add texture and interest to the shape collage.

Part of the Kindergarten Math curriculum is the observance of shapes in the environment. Students are expected to follow directions and demonstrate skills in cutting and pasting paper and shape to create buildings.

Visual 1.3 Identify the elements of art in the environment and in works of art, emphasizing line, color, and shape/form.

Music
Kindergarteners will sing and play to music. Kindergarteners will learn to count beats and move to music.

Music 1.2 Identify and describe basic elements in music
Music 2.2 Sing age-appropriate songs from memory
Music 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics and melodic direction

First Grade

Dance
First graders will use locomotor and axial movements to carry themselves across the room during psychomotor, yoga, and dance lessons. They will learn to exert a varying degree of force and energy depending on the emotions they are attempting to convey. First graders will create simple patterns in dance and learn folk and traditional dances.

Dance 1.2 Perform short movement problems emphasizing the elements of space
Dance 2.3 Create a short movement sequence with a beginning, middle, and end
Dance 2.8 Work with others in a group to solve a specific dance problem
Dance 4.2 Describe the experience of dancing two different dances

Theatre
First graders will participate in a variety of theatre arts experiences. They will work on retelling stories, Readers Theatre, and pantomime. They will use their facial expressions, gestures, and
movements to develop characters. First graders will learn about how the body language they use can interfere or help with solving problems.

Theatre 1.1 Use the vocabulary of theatre such as play, plot, etc. to describe theatrical experiences
Theatre 2.1 Demonstrate skills in pantomime, tableau and improvisation
Theatre 3.1 Identify the cultural and geographic origins of stories

**Visual Arts**

Students will create self-portraits using oval or round shapes, angles and colors that most resemble their features. They are expected to notice the space on the paper, their faces and the background. First graders will learn the basic elements of line, shape, and shading which are added to the self-portrait. Students will use watercolors to create paintings with overlapping colors and shapes. A picture book with color overlays illustrates how artist Paul Klee used this technique. The children will discuss how colors can be blended. They will cut out shapes to create a collage.

Students will create a crayon resist of leaves in warm colors and watercolor over wash in cool colors. They will notice how some colors remind them of warmth, closeness, and sunshine. Other colors bring memories of coolness, things far away, and shade.

Visual 2.1 Use textures in two and three-dimensional works of art
Visual 3.2 Identify and describe various subject matter in art
Visual 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony
Visual 2.3 Demonstrate beginnings skills in the manipulation of digital imagery, generates art, digital photography
Visual 2.6 Use perspective in an original work of art to create a real or imaginary scene
Visual 3.3 Identify and compare works of art from various regions of the United States
Visual 4.4 Students will assess their own works of art, using specific criteria, and describe what changes they would make for improvement

First graders will learn the history of the violin and listen to classical music to identify instruments. First graders will learn to care for instruments, and prepare for musical training. They will listen to repertoire, create new ones, and identify the mood and rhythm of classical pieces.

Music 2.1 Sing with accuracy in a developmentally appropriate range
Music 2.4 Improvise simple rhythmic accompaniments using body percussion or classroom instruments.
Music 4.1 Create movements to music that reflect focused listening

**Second Grade**

**Dance**
Second graders will participate in standards-based dance lessons through the Arts program. They will learn to combine movements into short sequences by using varied tempos and rhythms. Second graders will learn about dance choreography such as, Wade in the Water or Revelations and their significance in African American History. They will learn to choreograph their own AB and ABA sequences very slowly and then fast.

Dance 1.3 Perform short movement problems emphasizing the elements of time
Dance 3.1 Name and perform social and traditional dances from various cultures
Dance 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer
Dance 5.2 Demonstrate language arts concepts through dance

Theatre
Second graders will learn about how families entertained themselves long ago. They will learn tap dance routines and perform folk dances from the past.

Theatre 1.1 Use the vocabulary of theatre to describe theatrical experiences
Theatre 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration
Theatre 4.1 Critique an actor’s performance as to the use of voice, gesture, facial expression, and movement to create character

Visual Arts
Students will create a symmetrical portrait. They will be shown many examples of symmetry in art and objects in their environment. They will be given a face in a magazine that they copy, cut out, and draw the missing half.

Students will create a picture with repeating patterns and metallic accents. After a study of Klimt’s —Tree of Life, the students will draw with pastels on black paper. They will make repeating patterns of shapes, lines, and colors within the tree. They will be given small squares of gold paper to accent their trees. The concepts of shapes, repeating patterns, elements of color and accents in art are reinforced.

Students will recall and apply concepts of foreground and background, proportion, perspective, color, and texture.

Visual 1.3 Identify the elements of art objects in nature, the environment, and works of art
Visual 2.1 Demonstrate beginning skill in the use of basic tools and art making processes
Visual 3.2 Recognize and use the vocabulary of art to describe art objects from various cultures
Visual 4.3 use the vocabulary of art to discuss their own work and process

Music
All second through fifth grade students will participate in ongoing instruction in reading sheet music, playing the keyboard, and computer games. Music 1.2 Read, write, and perform simple patterns of pitch.
Music 2.4 Improvise simple rhythmic and melodic accompaniments, using voice and a variety of Classroom instruments
Music 4.2 Create developmentally appropriate movements to express pitch, tempo, form, and dynamics in music

Third Grade

Dance
Third graders will learn folk dances through the art program curriculum.

Dance 1.1 Combine and perform basic locomotor skills, moving on a specific pathway. Combine and perform locomotor and axial movements
Dance 1.3 Perform short movement problems, emphasizing the element of force/energy
Dance 2.6 Compare and contrast the role of the performer with that if a member of an audience
Dance 2.8 Create, memorize, and perform original movement sequences with a partner or a small group
Dance 3.3 Explain the function of dance in ceremonial and social community events in Native American cultures

Theatre
Theatre 1.1 Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas and blocking to describe theatrical experiences
Theatre 2.1 Participate in cooperative script writing/improvisations that incorporate the five Ws
Theatre 3.1 Dramatize the different cultural versions of similar stories from around the world
Theatre 4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experiences

Visual Arts
Third graders will use a variety of arts media such as technology, clay, water colors, chalk, and oil paint to compare and contrast works of art. They will create Totem poles of their families and learn about how Native Americans communicated through works of art. Third graders will learn about artist such as Picasso, and how he used color and lines to convey his mood and political views.

Visual 1.3 Identify and describe how foreground and middle ground are used to create the illusion of space
Visual 1.4 Compare and contrast two works of art made by the use of different art tools and media
Visual 2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes
Visual 3.2 Identify artist from the local community, county or state and discuss local or regional art traditions

Music
Music 1.3 Identify melody, rhythm, harmony and timbre in selected pieces of music when presented aurally
Music 4.3 Describe how specific musical elements communicate particular ideas or moods in music

Fourth Grade

Dance
Fourth graders will learn about Jose Limon’s choreography and its influence on American Culture. They will describe the technical aspects of the movements. They will increase their perceptual and aesthetic valuing skills when they describe how the music types and dance techniques have a relationship to various countries, cultures, and geographic locations.

Dance 1.1 Demonstrate mental concentration and physical control in performing dance skills
Dance 2.2 Improvise extended movement phrases
Dance 3.2 Name the musical accompaniment and explain how it relates to the dances they have studies
Dance 5.4 Analyze the choreographic process

Theatre
Fourth graders will increase their acting skills by exploring how voice affects meaning and how costumes and makeup communicate information about character. They will also describe how an audience is affected differently by live theatre, movies, television and radio. They will learn that storytelling and theatrical traditions from many cultures are a part of California history and that the entertainment industry has an important role in the state.

Theatre 2.3 Design or create costumes, props, make-up, or masks
Theatre 3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California
Theatre 4.2 Compare and contrast the impact on the audience of theatre, film, television, and other media

Visual Arts
Fourth graders will use their mathematical reasoning skills to create proportionately correct portraits of early California settlers. They will explore the concept of point of view and describe their own cultural perspective.

Visual 2.5 Use accurate proportions to create expressive portrait or a figure drawing or painting
Visual 2.6 Use the interaction between positive and negative space expressively in a work of art
Visual 3.2 Identify and discuss the content of works of art in the past and present focusing on the different cultures that have contributed to California’s history and heritage

Music
Fourth graders will participate in Chorus. All fourth graders will continue to develop their keyboarding skills. They will not only sing and play melodies, but will also compose melodic
patterns, a precursor to writing music. They will use their expanding repertoire of music knowledge to classify and describe a variety of instruments by the sound they produce. They will learn about music from around the world and its influence on various cultures.

Music 1.1 Read, write, and perform melodic notation for simple songs in major keys, using solfege
Music 2.1 Sing a varied repertoire of music forms from diverse cultures, including rounds, descants, and songs with ostinatos, alone and with others
Music 2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments
Visual 4.2 Identify and describe how a person’s own cultural context influences individual responses to works of art

Fifth Grade

Dance
In their study of United States history students will perform traditional, social and theatrical dances from the eighteenth and nineteenth centuries. They will analyze and critique styles dance patterns.

Dance 1.4 Incorporate the principles of variety, contrast, and unity with dance studies
Dance 2.2 Invent multiple possibilities to solve a given movement problem and analyze problem solving strategies and solutions
Dance 3.2 Identify and perform folk/traditional, social and theatrical dances done by Americans in the eighteenth and nineteenth centuries
Dance 4.2 Apply specific criteria to analyze and assess the quality of dance performance by well-known dancers or dance companies
Dance 5.1 Describe how historical events relate to dance forms

Theatre
Fifth graders will describe theatrical experiences with their growing vocabulary, using terms such as protagonist and antagonist. They will identify more complex structural elements of plot in a script and discover universal themes in literatures they are reading.

Theatre 1.1 Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist to describe a theatrical experience
Theatre 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life
Theatre 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives
Theatre 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers and technical artist in theatre, film, and video

Visual Arts
Fifth graders will begin to explore principles of design as they create works of art in drawing, sculpture and digital media. They will refine their artistic skills, such as perspective and use a define set of criteria to describe how they change or improve their work.

Visual 1.1 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony
Visual 2.3 Demonstrate beginnings skills in the manipulation of digital imagery, generates art, digital photography
Visual 2.6 Use perspective in an original work of art to create a real or imaginary scene
Visual 3.3 Identify and compare works of art from various regions of the United States
Visual 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement

Music
Fifth graders will continue to have the opportunity to participate in Chorus. All fifth graders will continue to develop their keyboarding skills expanding their ability to read and write melodies on the treble clef. They will use their expanding repertoire of music knowledge to develop and apply appropriate criteria to support their opinions about specific musical selections.

Music 1.1 Read, write, and perform simple melodic notation in treble clef in major & minor keys
Music 1.4 Analyze the use of music in elements in aural examples from various genres and cultures
Music 2.3 Compose, improvise, and perform basic rhythmic, melodic, and choral patterns independently on classroom instruments
Music 4.2 Develop and apply appropriate criteria to support personal preferences for specific musical works

Working with Diverse Populations
New Designs STEM Academy expects to serve the following categories of students with special needs:

Gifted and Talented Education (GATE) Students
New Designs will addresses the needs of gifted and talented students whose learning characteristics, thinking aptitudes, and abilities differ significantly from those of their same-aged peers. They will receive a content rich and rigorous educational experience that prepares them for middle school. Gifted students will receive differentiated instruction in which they can acquire skills and understanding at advanced levels matching their potentials. Differentiated instruction includes complexity (making connections or seeing relationships), acceleration (advanced content through curriculum compacting), novelty (introducing new areas of study), and depth (exploring a subject in greater depth).

Assessment and identification of gifted and talented students will based on intellectual, creative, leadership ability and achievement, talent in the visual and performing arts, or other criteria that
the school finds appropriate. Through professional development teachers will be trained to utilize
differentiation strategies embedded in their curriculum. This includes content organized by
themes, scholarliness, depth and complexity and independent study based on allocation of time.
Activities may also be self-selected based on area of study relevant to the core curriculum.
Essential instructional elements are inclusive of integrated curriculum, universal themes, tiered
assignments, open-ended questioning, student choice, and different models of teaching (direct,
inquiry, deductive and inductive).

GATE Plan
Strategies for implementing effective GATE program will include: Flexible grouping of students
• Establishing an Honors programs
• Differentiating instruction in the classroom in all areas of the core curriculum
• Increasing parent involvement
• Providing professional development activities for coordinators, teachers, administrators
  and support staff to support academic and talent excellence in students

Process for Identifying Students as Gifted and Talented
The identification process begins with a referral by the student's teacher or parent. The Counselor
will gather documentation including any standardized test scores, cumulative records and report
cards from teachers and parents. The Counselor will make a preliminary recommendation for
consideration on the eligibility of the student. The recommendation is used as a basis for
Intellectual Ability testing, or for High Achievement or Specific Ability designation. When a
decision has been made, the parent will be notified in writing of the student's eligibility.
Categories under which a student may be identified as gifted include intellectual ability in which
the student's general intellectual development is markedly advanced in relation to their
chronological peers. This category includes those students designated Highly Gifted who have
scored 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students
consistently function for two consecutive years at highly advanced levels in Total Reading and
Total Math on standardized tests such as the Smarter Balanced Assessment. Another criterion
considered is a GPA of 3.5 or above. A student may also be identified under the category of
Specific Academic Ability. These students consistently function for three consecutive years at
highly advanced levels in either Reading or Math on standardized tests such as the Smarter
Balanced Assessment. Students may also be referred in either science or social science.

Selection of GATE Students Based on High Achievement
To participate in the GATE program students must demonstrate ability in all four critical-
thinking and problem-solving skills in their primary language. These skills may include the
ability to:

• Explain meanings or relationships among facts, information, or concepts that demonstrate
  depth and complexity
• Formulate new ideas or solutions and elaborate on the information
• Use alternative methods in approaching new or unfamiliar mathematical problems
• Use extensive vocabulary easily and accurately to express creative ideas

In addition they must meet one of the following criteria:

a) Percentile scores of 78 or above in both total reading and total mathematics on standardized test
b) Norm-reference tests
   or --Scaled scores on CST as follows:
   • A scaled score of 392 or above in English-Language Arts, grades 2-11 and
   • A scaled score of 401 or above in mathematics, grades 2-7 or
   • A scaled score of 415 or above for grades 8 and above in one of the following
     math content courses: Algebra I or II; Geometry; Integrated Math I, II or III;
     High School Summative Math.(The school will utilize comparable Smarter
     Balanced Scaled scores for this category when it becomes available)
c) Identification as gifted in any of the categories by a licensed school psychologist.

GATE Outcomes
New Designs expects the following outcomes in our GATE program:

Student Outcomes
• Continuous progress based on ability and performance
• Accelerated student performance
• Development of independence and self-direction
• Acceleration in a discipline or across disciplines
• Increased use of technology for research and multi-media presentations
• Increased participation in state and national tests and competitions
• Success in making original contributions to a field of study
• Early college admission
• Grade advancement
• Concurrent enrollment in two grades and/or college

Administrator/Teacher Outcomes
• Increased knowledge of cognitive and social emotional needs of gifted students
• Increased knowledge and use of program options and strategies for teaching
gifted students
• Improved professional development leading to teacher certification
• Alternative assessment procedures (recognizing individual differences)
• Increased use of resources for working with gifted students
• Alternative evaluation processes

Parent Education Outcomes
Parents have access to monthly parent education workshops and meetings where the following
topics are to be covered:
• Knowledge and informational updates of the GATE program
• Increased knowledge of the characteristics, strategies, resources and programs
  parents can use to foster and promote the cognitive, social-emotional and
developmental needs of gifted students

- Awareness of organizations, associations, programs which serve as a resource for parents of gifted students
- Access to specific curriculum examples and projected strategies including summer preparation strategies
- Knowledge of the assessment and identification process at New Designs.

Counseling and Guidance Outcomes
The guidance/counseling process is a product of the collaborative efforts of teachers, administrators, support personnel, specialists, and parents. Everyone who lives or works with the gifted child often serves one or more functions in the guidance/counseling program for maximal effectiveness. These functions may include: mentor, facilitator, listener, advocate, consultant, instructor, role model, and program coordinator. The guidance/counseling services are differentiated for the gifted student to include:

- Orientation of individual gifts and talents to special programs/services
- Information services about giftedness, summer and extra-curricular enrichment, scholastic services/scholarships
- Placement in program options and educational alternatives

Academically Low Achieving Students
New Designs STEM will enhance learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as academically low achieving. The initial component of New Designs' plan for low-achieving students will be early identification of student deficiencies in any academic subject, especially Mathematics, Science, and English Language. Through cross data analysis from a variety of sources low-achieving students will be identified for targeted intervention. The school will establish a Response to Intervention (RTI) program aimed at ensuring that such students are provided support during the regular school day and after school.

Professional development for teachers will includes specific training in recognizing academically low-achieving students, understanding how they can be helped to raise their achievement levels, and applying appropriate methodologies including differentiation in the classroom. Upon identification of any student as low-achieving, parents will be informed of the student’s academic standing within one week of identification, by the counselor. Within two weeks of identification, the counselor will schedule a conference between the student, parent, and teacher(s) to develop an action plan. The action plan will have specific responsibilities for the student, parent, and teacher(s).

In those areas where the student is struggling most, one-to-one instruction will be offered by the classroom teacher and/or teacher’s assistant, and the student may participate in a computer-assisted learning program like "Study Island". Paraprofessionals and/or trained tutors (recruited from the business community, the college/university community, and volunteer organizations) will provide remedial tutoring through individualized and/or small group assistance.
Plan for Socio-economically Disadvantaged Students

Over 85 percent of our student population is expected to come from low socio-economic backgrounds. The school will implement strategies that enhance the development of parent skills and knowledge to support their children within the traditional school setting. The School will offer workshops during the school day and in the evenings to help parents gain the necessary confidence to support their children’s education. Additional workshops and training opportunities will include homework help, computer skills, gang prevention, and parenting. In addition the school will target low socio-economic students for field trips to colleges, museums and libraries.

Students at Risk of Retention

New Designs STEM Academy will have high expectations for all students. There will be no social promotions at the school. Students at risk of failing to meet state adopted standards or who are at risk of retention will receive extra assistance involving some combination of differentiated instruction, required supplemental education classes, before or after school tutoring, and summer remediation. Emphasis will be placed on methods that allow low achieving and at-risk students to gain new knowledge, learn new strategies for acquiring information, solve problems, and enhance their perspective on the value and excitement of STEM.

Faculty, staff and administrators will work together to ensure that no individual student will fall behind. By instituting comprehensive support system for all students, including tutoring before and after school, procedures will be established that help guarantee that students do not fall through the cracks. Parents will be notified in writing first before retention decision is made.

Promotion and retention of students will be based on several assessment measures. In case a student must be retained, the Principal and the teacher will prepare a written determination to specify the reasons for retention. Such written determination will include recommendations for interventions that are necessary to assist the student in attaining acceptable levels of academic achievement. The written determination will provided to and discussed with the parent(s) at a special meeting arranged for that purpose.

Students identified for retention will participate in a support program (i.e. before and after-school tutoring). The student’s academic performance will be reassessed at the end of the support program, and the decision to retain or promote the student will be re-evaluated at that time.

English Learners (EL)

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

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

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

New Designs shall provide to the CSD an annual report of its EL program assessment. Upon request, New Designs shall provide a copy of its current EL Master Plan to the CSD.

New Designs shall administer the CELDT annually in accordance with federal and state requirements.

New Designs shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

New Designs will meet all requirements of Federal and State law relative to equal access to the curriculum for English Learners. We will develop high quality instructional programs and services for English Learners that will allow them, within a reasonable amount of time, to achieve the same challenging grade level and graduation standards, in the same proportion, as native English speaking students.

The California English Language Development Test (CELDT) is administered to all new students with a home language other than English (as indicated on their Home Language Survey) and to all English Language Learners annually to determine student’s individual proficiency level in order to reclassify them as Fluent English Proficient (FEP). The CELDT is designed to initially identify students as English learners, to determine individual student level of English proficiency, and to assess student progress in acquiring English proficiency. Listening, speaking, reading, and writing skills are assessed. Students receive a score identifying their English proficiency level according to the following State Board of Education standards:

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced
Once an English Learner student is identified, a conference is scheduled with the parent to outline the role of the parent, teachers and the school in supporting the student to succeed. It is anticipated that each academic year, every EL student at New Designs STEM Academy who has been continuously enrolled from the first day of school will advance at least one level (i.e. from beginning to early intermediate or early advanced to advanced).

New Designs STEM Academy will offer the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed specifically for EL students. The curriculum content for the sheltered English classes is the same as in the regular classroom. All core content area teachers will be familiar with appropriate methods for teaching EL students at various levels of proficiency. New Designs STEM Academy will make every effort to bilingual or EL endorsement (state authorization to teach English learners such as SDAIE, BCLAD, CLAD, SB 1969), and who not only have training in second language pedagogy but also have experience teaching English Learners and sheltered English classes.

The LAUSD ELD Handbook will be used as a resource guide for curriculum planning. New teachers will be trained to use the English Language Development state standards. Where possible our teachers will participate in any available workshops organized by the LAUSD for ELD teachers.

Reclassification to FEP Status
New Designs will comply with legal requirements regarding standardized testing and other required assessments. In addition, New Designs will monitor on an on-going basis the academic success for reclassified students for at least three years from their reclassification date.

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT;
- Participation of the pupil’s classroom teacher and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery;
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement;
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

New Designs will follow the following steps in reclassifying English Language Learner students:
1) The first step is to review the annual CELDT results for English-language proficiency. In order to be reclassified, a student must meet the CELDT definition of proficiency, which is an overall score of early advanced or advanced, and scores are intermediate or above for each of the sub-skill areas: listening, speaking, reading, and writing. If the student meets this criterion, we will move on to the next step in the reclassification process otherwise the student will remain as an English learner.

2) The second step in the reclassification process is to review the comparison of performance in basic skills. This review will focus on the student’s results on the latest Smarter Balanced Assessment score in English Language Arts. If the student attains at least “basic” on the results of the latest Smarter Balanced Assessment we will move on to the next step in the decision process. If this criterion is not met, the student would remain an English Learner.

3) The third step in the process is a review of the teacher evaluation of student academic performance. This review looks at whether the student meets the academic performance indicators set by the school that include the student’s grades in English Language Arts. If the student attains a grade of at least “c” we will move on to the next step in the reclassification process. If not, the student would remain an English Learner.

4) The fourth step in the process is parental opinion and consultation. If the student has satisfied all criteria for reclassification, then we will notify parent(s) and guardians of their rights to participate in the reclassification process.

5) Finally, the student would be Reclassified to Fluent English Proficient (RFEP). As part of this process, parents and guardians should be notified, school records would be updated, and the student’s progress would be monitored for two years to be certain the student’s academic achievement and progress is continuing to improve. If the student fails to improve, we will intervene and not allow him or her to fall behind.

**VI. Students with Disabilities**

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

**Special Education Program**
All LAUSD-authorized 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.
Prior to LAUSD Board of Education approval, New Designs will execute a Memorandum of Understanding ("MOU") by and between LAUSD and New Designs regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools 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.

**Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools**
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

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

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

- **End of Year Suspension.**

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

- **STAR – Preliminary and Final. (Including Charter Schools)**

  The usual file including District ID.

- **Norm day – 2013**

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

- **CBEDS – 2013 (Including Charter Schools)**

  All Students enrolled December 1, 2013.

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

- **Dropout 2012-13 (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)**

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

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

**Celebration of Learning**

We believe that celebration should be part of the learning experience. As a member of the New
Designs family we will celebrate learning by recognizing the accomplishment of our students on a weekly basis. As it is done at other New Designs Schools weekly assemblies will be organized whereby selected community leaders, parents, politicians, educators and industry leaders will come to address students. We will also celebrate the hard work of our students who attain the honor roll status in a special ceremony during the second semester. Our end-of-year ceremony will give all stakeholders the opportunity to celebrate our successes as we reflect upon our past and focus on the future.

LOCAL CONTROL AND ACCOUNTABILITY PLAN
Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code §§ 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code § 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. Charter School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. Charter School shall comply with all requirements of Education Code § 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” § 47606.5(e).

Charter School Annual Goals and Actions to Achieve the State Priorities
Please find below a draft Local Control Action Plan for New Designs STEM Academy

State Priority #1
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action to Achieve</th>
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<tbody>
<tr>
<td>Goal 1 [School-wide]</td>
<td>• New Designs STEM Academy will develop a process to monitor and maintain personnel files for appropriate credentials and certificates.</td>
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<tr>
<td>For each year of the charter, all New Designs STEM Academy teachers will be appropriately assigned and fully credentialed as required by law and the charter.</td>
<td>• All candidates will undergo a rigorous hiring process, which includes paper screening, interviews, and reference checks</td>
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<td>• Administrators will review school schedules and check staff assignment</td>
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For each year of the charter, every student will have access to all instructional materials necessary to participate fully in the programs and services described in the charter.

- Every EL student will have full access to ELD program materials and any supplemental materials necessary to provide the student with access to core instruction.
- Every student with IEP will have full access to all instructional materials necessary to participate fully in the program set for in the IEP.

For every year of the charter, the school will ensure that school facilities are well-maintained and are in good repair.

To limit the number of facility related accidents:

- School officials will check CCTC website to verify credentials of teachers and ensure they are compliant to standing laws, regulations and policies appropriate for level, grade and subject areas they instruct.
- Faculty will have more than twenty days of targeted Professional Development, based on Personalized Educator Plans and the needs of students based on data.
- School leaders and faculty will research and obtain the most up-to-date standards aligned materials and participate in a yearly updating process.
- Annual inventory of instructional materials, and corresponding purchase of material as necessary.
- Annual budget review and planning to ensure funds are available for instructional materials.
- Annual review of ELD and special education programs to identify and obtain the most current instructional materials needed.
- Hire and train facility manager and custodians.
- Annual review or inventory of physical plant conditions and need for repair.
- Continuous update of maintenance and repair priority execution plan.
- Ongoing maintenance and repair log, with monthly review by school administrators.
- Train all staff about maintenance of school facility.
- Prepare safe school plan.
- Conduct monthly walk-through.

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<tr>
<th>Goal 1 [Black or African American]</th>
<th>The same as school-wide goal</th>
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<tr>
<th>Goal 1 [Hispanic or Latino]</th>
<th>The same as school-wide actions to achieve goal</th>
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<tr>
<td>Goal 1 [English Learners]</td>
<td>The same as school-wide actions to achieve goal</td>
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<tr>
<td>The same as school-wide goal</td>
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<tr>
<th>Goal 1 [Students with Disabilities]</th>
<th>Will maintain school facilities that encourage full participation for students with disabilities, such as wide ramps at entrances and accessible toilets and sanitation facilities.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide and maintain adequate facilities, supplies, and services</td>
<td>• Always ensure that students have access to necessary supplies and services to help with learning such as prosthetics, hearing aids and sign language interpreters.</td>
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<td>• Enhance awareness of disability among teachers and school administrators in order to fight discrimination.</td>
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<tr>
<th>Goal 1 [Socio-economically Disadvantage Students]</th>
<th>The same actions as school-wide</th>
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<tr>
<td>Goal is the same as the school-wide goal</td>
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**State Priority #2**

**Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency**

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<thead>
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<th>Goals</th>
<th>Action to Achieve</th>
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<tbody>
<tr>
<td>Goal [School-wide]</td>
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<tr>
<td>All New Designs STEM Academy’s curriculum will be aligned to Common Core State Standards</td>
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<tr>
<td>All students will receive instruction in the academic and performance standards adopted by the state board; and ELs and other struggling subgroups will receive additional support and scaffolding to access the content areas and gain English proficiency</td>
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<tr>
<td>Create Common Core State Standards Awareness among all stakeholders</td>
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<td>Provide Teacher Training about</td>
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<tr>
<td>Common Core Curriculum</td>
<td>regarding Common Core curriculum and implementation</td>
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</tr>
<tr>
<td>Provide for academic content knowledge gains for English Language Learners</td>
<td>• Implement formal training of teachers in common core curriculum implementation using internal and external resources</td>
</tr>
<tr>
<td></td>
<td>• Provide Professional Development focused on common core content implementation process review</td>
</tr>
<tr>
<td></td>
<td>• Determine ELs through various instruments (Home Language Survey, CELDT)</td>
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<td></td>
<td>• Create and implement learning plans that differentiate the learning process for ELs</td>
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<td></td>
<td>• Train teachers to use ELs specific intervention strategies like ELD and SDAIE.</td>
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<td></td>
<td>• Create/acquire assessment tools to measure academic content knowledge gains of ELs</td>
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<td></td>
<td>• Implement periodic benchmarks to measure ELL progress in content knowledge gains over the academic year</td>
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<td></td>
<td>• Use benchmark results to adjust and inform instruction or re-instruction</td>
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<table>
<thead>
<tr>
<th>Goal 1 [Black or African American]</th>
<th>The same as school-wide</th>
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<tr>
<td>The same as school-wide goal</td>
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<tr>
<th>Goal 1 [Hispanic or Latino]</th>
<th>The same as school-wide</th>
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<td>The same as school-wide goal</td>
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<tr>
<th>Goal 1 [English Learners]</th>
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<tr>
<td>The same as school-wide goal</td>
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<thead>
<tr>
<th>Goal 1 [Students with Disabilities]</th>
<th>Provide multiple means of representation by providing options for perception, language, mathematical expression and symbols. Provide options for action and expression</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide accommodations and flexibility in the ways information is</td>
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</table>

presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged.

Reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

Goal 1 [Socio-economically Disadvantage Students]

The same as school-wide goal

- Provide multiple means for action and expression by providing options for physical action, and also provide options for expression and communication
- Provide multiple means for engagement by providing options by recruiting interests and for sustaining effort and persistence

**State Priority #3**

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action to Achieve</th>
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<tbody>
<tr>
<td>Goal [School-wide]</td>
<td></td>
</tr>
<tr>
<td>Encourage parents to view themselves as a key component of the education system and student’s success.</td>
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<tr>
<td>To improve on parents’ satisfaction with the school’s program.</td>
<td>• Establish parent advisory committees to provide advice to the school on LCAP</td>
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<tr>
<td></td>
<td>• Institute English Learner Advisory Committee and empower them to provide advice to the school administration</td>
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<td></td>
<td>• Create a parent Monthly Newsletter and a weekly bulletin</td>
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<td></td>
<td>• Create a user friendly school website to provide update to parents regarding school activities and event</td>
</tr>
<tr>
<td></td>
<td>• Establish student led parent student conference where parents come to hear their children explain their successes and challenges during a particular grading period.</td>
</tr>
</tbody>
</table>
- Publish list of differentiated opportunities for parental involvement

| Goal 1 [Black or African American] | The same as school-wide goal
|-----------------------------------|--------------------------------------------------|
| Goal 1 [Hispanic or Latino]       | The same as school-wide goal
| Goal 1 [English Learners]         | The same as school-wide goal
| Goal 1 [Students with Disabilities]| The same as school-wide goal
| Goal 1 [Socio-economically Disadvantage Students] | The same as school-wide goal

**State Priority #4**

Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
E. EL reclassification rate
F.  Percentage of pupils who have passed an AP exam with a score of 3 or higher

G.  Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action to Achieve</th>
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<tbody>
<tr>
<td>Improve Results on Statewide assessments (Smarter Balanced Assessments, or any subsequent assessment as certified by SBE)</td>
<td>• Standards based and aligned curriculum.</td>
</tr>
<tr>
<td>Students show growth on benchmark assessments.</td>
<td>• Regular benchmark assessments (minimum 4x per year). Aligned to standards.</td>
</tr>
<tr>
<td>All students show growth on Formal/informal assessments.</td>
<td>• Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction) to meet graduation requirements (UC AG)</td>
</tr>
<tr>
<td>Meet the Academic Performance Index (API) goals of the state of California.</td>
<td>• Curriculum and personalized lesson plans designed to support ELs and struggling students.</td>
</tr>
<tr>
<td>To ensure that 100 percent of pupils graduating in high school successfully</td>
<td>• Extensive professional development, (5+days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</td>
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<td>• Data Driven Decision Making by administrators</td>
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<td></td>
<td>• Train teachers to utilize the process of data driven decision making to support all subgroups in meeting their API targets.</td>
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<tr>
<td></td>
<td>• Align graduation requirements with UC/CSU entrance requirements.</td>
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<td></td>
<td>• The New Designs' graduation requirements meets and/or exceeds the UC/CSU entrance requirements (A-G requirement)</td>
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<td></td>
<td>• Graduating students complete three years of Lab Science, four years of Math, Four years of English, three years of Social Studies, Drama/Art, and three years of foreign language</td>
</tr>
<tr>
<td><strong>To complete courses that satisfy UC/CSU entrance requirements, or career technical education</strong></td>
<td><strong>To develop and offer four years of CTE and make it part of the graduation requirement.</strong></td>
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<td></td>
<td><strong>Implement and teach strategies that have been proven to help students cope and do well in academic work. These are listed below:</strong></td>
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<tr>
<td></td>
<td><strong>Time-using strategies. Working quickly and efficiently, solving the problems and answering items you know, and saving more difficult items for last.</strong></td>
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<td></td>
<td><strong>Error avoidance strategies. Paying careful attention to directions, careful marking of answers, and checking answers.</strong></td>
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<td></td>
<td><strong>Guessing strategies. Making effective use of guessing when it is likely to benefit the test-taker.</strong></td>
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<td></td>
<td><strong>Deductive reasoning strategies. Applying a variety of strategies, including eliminating options known to be incorrect, or using content information from the STEM (question) or other test information.</strong></td>
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<td></td>
<td><strong>Intent considerations. Understanding the purpose of the test.</strong></td>
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<td></td>
<td><strong>Cue using strategies. Use of known idiosyncrasies of the test maker, such as avoidance of options using words such as “always,” “all,” or “never” (specific determiners), when it is known that such options are rarely correct. Using content clues to determine answers.</strong></td>
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<td></td>
<td><strong>Review test-taking strategies every year. The goal of test-preparation is to align test scores with abilities. It is not a replacement for teaching the skills and content assessed on a test.</strong></td>
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<td><strong>Improve Common Core standards based instruction. This will ensure that there is an alignment between curriculum, instruction and assessment.</strong></td>
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<thead>
<tr>
<th><strong>To accelerate EL reclassification rate</strong></th>
<th><strong>To expand and improve AP access and performance by ensuring that a high percentage of students pass AP exams</strong></th>
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<tbody>
<tr>
<td><strong>To maintain a high percentage of ELs who make progress toward English language proficiency as measured by the CELDT.</strong></td>
<td><strong>Parent and Students Education</strong></td>
</tr>
<tr>
<td><strong>Accelerate EL reclassification rate</strong></td>
<td><strong>Educate Parents and students about the importance of meeting the UC/CSU entrance requirements.</strong></td>
</tr>
<tr>
<td><strong>Educate Parents and students about the importance of meeting the UC/CSU entrance requirements.</strong></td>
<td><strong>Develop and seek approval for all courses taught from</strong></td>
</tr>
</tbody>
</table>
To expand the percentage of students who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness with scores of 3 or higher.

University of California.

1) Establish English language proficiency (ELP) standards aligned to state academic content standards yet suitable for EL students
2) Assess the English-language proficiency of each EL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards yearly;
3) Define annual measurable achievement objectives (AMAOs) to measure and report on progress towards attainment of English proficiency and academic achievement standards; and
4) Hold local education agencies (LEAs) accountable for meeting increasing AMAO targets over time

1. Use the primary language to develop literacy and teach grade-level concept skills.
   - Teach English, using a balance of language acquisition theory and explicit instruction to develop proficiency in both everyday and academic English.
   - Use sheltered English (SDAIE) to teach grade-level concepts and skills as students gain more competence in English, while continuing to develop listening, speaking, reading, and writing, as well as grade-level content in the primary language.

   - Offer a rigorous curriculum
   - Expand access to gifted programs
   - Analyze student results on precursors to college entrance exams—like PSAT and EXPLORE—to identify potential AP students and actively recruit them to enroll in AP courses
   - Provide extra academic and social support to students
   - Increase the number of AP course offerings
   - Offer additional teacher training and professional development
   - Instill confidence in students about their college-going potential
   - Educate parents about the benefits of AP

   - To assist students to learn about their readiness for college-level English and mathematics before their senior year of high school.
- Reassure students that they are eligible to attend community college and that taking the EAP test has no bearing on their eligibility to attend community college.
- Inform students of their readiness for college-level coursework in English or mathematics, or both.
- Recommend the next appropriate steps as they pertain to achieving success at a community college.

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<thead>
<tr>
<th>Goal 1 [Black or African American]</th>
<th>The same as school-wide goal</th>
<th>The same action as school-wide</th>
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<tbody>
<tr>
<td>Goal 1 [Hispanic or Latino]</td>
<td>The same as school-wide goal</td>
<td>The same action as school-wide</td>
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<tr>
<td>Goal 1 [English Learners]</td>
<td>The same as school-wide goal</td>
<td>The same action as school-wide</td>
</tr>
<tr>
<td>Goal 1 [Students with Disabilities]</td>
<td>The same as school-wide goal</td>
<td>The same action as school-wide and using universal learning designs as explained above</td>
</tr>
<tr>
<td>Goal 1 [Socio-economically Disadvantage Students]</td>
<td>The same as school-wide goal</td>
<td>The same action as school-wide</td>
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</table>
State Priority #5

Pupil engagement, as measured by all of the following, as applicable:
A. School attendance rates
B. Chronic absenteeism rates
C. Middle school dropout rates (EC §52052.1(a)(3))
D. High school dropout rates
E. High school graduation rates

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action to Achieve</th>
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<tbody>
<tr>
<td>Goal [School-wide] Improve School attendance rates by attaining an average daily rate of 97.5 percent</td>
<td>• Engaging students in the learning process and encouraging them to understand the attributes that enhance their employability in a fast changing world.</td>
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<td>• Provide engaged curriculum and instruction by offering a challenging, creative curriculum and a climate that allows students to play a role in decision-making that is developmentally appropriate.</td>
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<td>• Provide a safe school environment where students do not fear being bullied and intimidated.</td>
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<td>• Making students and parents aware of the school's attendance policies and the sanctions for not following them:</td>
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<td>• Sending letters home on the first day of school, informing parents about the seriousness of the school’s attendance policy.</td>
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<td>• School will reinforce this message by printing information about its attendance policy on school lunch flyers, make announcements at open house events, and discuss the policy at parent-teacher conferences.</td>
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<td></td>
<td>• School will also post attendance milestones on its community bulletin boards that list the percentage of students who attend each day or week.</td>
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<td></td>
<td>• Encourage community partners to reinforce a school’s attendance and truancy policy.</td>
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<td>• Encourage partners to join in the education of the legal</td>
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<tr>
<td>Improve High school graduation rate to 95 percent</td>
<td>consequences of truancy</td>
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<tr>
<td>• In cases where economic situations force students to take a job, independent study programs that provide a flexible schedule help reduce chronic absenteeism.</td>
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<tr>
<td>• Establish a Family Development Forum through which schools can win parents' loyalty by providing them with tools to help navigate the adolescent years.</td>
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<tr>
<td>• Involve students in planning, problem solving, identifying issues, and assessing curriculum in the classroom.</td>
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<tr>
<td>• Promote cooperation over competition. Post everyone's best work. Offer opportunities for the class to work together to help everyone achieve their level of excellence.</td>
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<tr>
<td>• Build a strong relationship with each student.</td>
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<td>• Convey attentiveness to students and excitement about learning through nonverbal gestures.</td>
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<tr>
<td>• Involve all students in chores and responsibilities around the classroom.</td>
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<tr>
<td>• Integrate concepts of discipline and respect for classmates throughout instruction.</td>
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<tr>
<th>Goal 1 [Black or African American]</th>
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<td>The same as school-wide goal</td>
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<th>Goal 1 [Hispanic or Latino]</th>
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<tr>
<th>Goal 1 [English Learners]</th>
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<tr>
<td>The same as school-wide goal</td>
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<tr>
<td>Goal 1 [Students with Disabilities]</td>
<td>The same as school-wide goal</td>
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<tr>
<td>Goal 1 [Socio-economically Disadvantage Students]</td>
<td>The same as school-wide goal</td>
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**State Priority 6**

New Designs’ suspension and expulsion rates are currently below the LAUSD recommendations of 5% and is committed to further reduce the suspension rate through the outlined action plan. In addition to our proven safety and security procedures, the school plans to strengthen the current system to accommodate our growing numbers and the possibilities of emerging threats.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Action to Achieve</th>
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</thead>
</table>
| Goal [School-wide] | • Conduct surveys of pupils, parents, and teachers  
| Reduce Pupil suspension rates to less than 3 percent | • Review data regularly to see if there is a discipline gap.  
| Maintain the school's suspension rate which currently stands at 0% | • Select and define expectations and routines  
| Improve School Connectedness | • Teach behavior and routines regularly and directly  
| | • Acknowledge appropriate behavior  
| | • Talk privately to students when problems occur  
| | • Use a calm tone of voice  
| | • Adopting graduated discipline by ensuring that consequences are matched with the seriousness of the offense. Serious incidents that truly threaten the safety of other students and staff receive more severe consequences, while less serious behavior are met with graduated responses.  
| | • Use office referrals suspension data to identify students with problematic behaviors who would benefit from a step-wise intervention plan involving school, home, and community resources.  
| | • Teaching students alternative to violence and
<table>
<thead>
<tr>
<th>Improve the sense of safety and security throughout the school campus</th>
<th>disruption through strategies such as conflict resolution, school wide bullying prevention, drug and alcohol abuse programs, gang prevention strategies, and improved staff training in classroom behavior management.</th>
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<tbody>
<tr>
<td>• Create processes that engage students, families, and communities and that facilitate academic achievement and staff empowerment.</td>
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<tr>
<td>• Provide education and opportunities to enable families to be actively involved in their children’s academic and school life.</td>
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<tr>
<td>• Provide students with the academic, emotional, and social skills they need to engage in school.</td>
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<td>• Promote the use of effective classroom management and teaching methods to foster a positive learning environment.</td>
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<tr>
<td>• Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of their students.</td>
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<tr>
<td>• Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.</td>
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<tr>
<td>• Creating welcoming environment by welcoming students into school with enthusiastic and positive attitude towards them: ensuring that the environment conveys a sense of adventure, curiosity, fun and excitement.</td>
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<tr>
<td>• Ensure safe environment for students; by responding to sickness and act of aggression immediately.</td>
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<tr>
<td>• Keeping strangers away from the school campus</td>
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<tr>
<td>• Identifying troubled children and providing support for them.</td>
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<tr>
<td>Goal 1 [Black or African American]</td>
<td>To reduce substantially</td>
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<td></td>
<td>The same as school-wide goal</td>
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<tr>
<th>Goal 1 [Hispanic or Latino]</th>
<th>• The same action as school-wide</th>
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<tr>
<th>Goal 1 [English Learners]</th>
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<th>Goal 1 [Students with Disabilities]</th>
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<tr>
<th>Goal 1 [Socio-economically Disadvantage Students]</th>
<th>• The same action as school wide</th>
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<td>The same as school-wide goal</td>
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**State Priority #7**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- **Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- **Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

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<tr>
<th>Goals</th>
<th>Action to Achieve</th>
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<tbody>
<tr>
<td>Goal [School-wide]</td>
<td>• All students will be provided with rigorous and challenging curriculum that will prepare them for college and employment.</td>
</tr>
<tr>
<td></td>
<td>• Design education programs that assist students</td>
</tr>
<tr>
<td>All students will have access to, and will be enrolled in a broad course of</td>
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</table>
study including programs and services developed and provided to unduplicated students.

All programs for students under this category will be maintained and strengthened.

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<th>Goal 1 [Black or African American]</th>
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<tr>
<td>Goal 1 [Hispanic or Latino]</td>
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<tr>
<td>Goal 1 [Socio-economically Disadvantage Students]</td>
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### State Priority # 8

**Pupil outcomes, if available, in the subject areas described above in #7, as applicable.**

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<thead>
<tr>
<th>Goals</th>
<th>Action to Achieve</th>
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<tbody>
<tr>
<td>Goal [School-wide]</td>
<td>• Formative assessments will be administered on a weekly basis using a digital web based assessment system.</td>
</tr>
<tr>
<td>In the core courses of English Language Arts, Math, Science,</td>
<td>• Students will utilize feedback to make self-evaluations</td>
</tr>
</tbody>
</table>
History and Social Studies students will meet or exceed Annual Measureable Objectives as determined by the CDE. In the core subjects, students will progress by 5 percentage points each year on Standardized Tests.

Students will score proficiently on internal formative assessments for all subjects and refine their learning goals.

- Teachers will utilize feedback to modify instructional pacing and goals for increasing complexity of content.

| Goal 1 [Black or African American] | The same actions as school-wide |
| Goal 1 [Hispanic or Latino] | The same actions as school-wide |
| The same as school-wide goal |
| Goal 1 [English Learners] | The same actions as school-wide |
| The same as school-wide goal |
| Goal 1 [Students with Disabilities] | The same actions as school-wide |
| The same as school-wide goal |
| Goal 1 [Socio-economically Disadvantage Students] | The same actions as school-wide |
| The same as school-wide goal |
ELEMENT TWO: MEASURABLE PUPIL OUTCOMES AND ELEMENT THREE: METHODS TO ASSESS PUPIL PROGRESS TOWARDS MEETING OUTCOMES

_Governing Law:_ The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. 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. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060 that apply for the grade levels served or the nature of the program operated, by the charter school. Education Code Section 47605(b)(5)(B).

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


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

**STANDARDIZED TESTING**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

As defined in the Charter Schools Act, “pupil outcomes” means the extent to which all pupils of New Designs have attained the knowledge, skills and values specified as goals of the school’s mission and vision.

New Designs will provide a rigorous curriculum that is aligned to content standards and curriculum frameworks for Reading and Language Arts, Mathematics, Science, History and Social Science as adopted by the State Board of Education pursuant to Education Code Section 60605 [Education Code 47605(c)(1)]. New Designs will follow all the provisions of the No Child Left Behind (NCLB) Act as they relate to content standards and curriculum.
Curriculum

New Designs curriculum will align with Common Core State Standards (California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (PDF; 2MB) (Modified March 2013 Publication Version) in all core subject areas in grades 6-12. In addition, our courses will incorporate other relevant standards including those listed below.

- California Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.
- California Common Core State Standards for Mathematics (PDF; 3MB) (Modified January 2013 Publication Version)
- History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Twelve
- Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve • Dance • Music • Theatre • Visual Arts
- NGSS for California Public Schools, K-12 Learning Progressions for Elementary (K-5), Middle (6-8) and High School (9-12) Science
- Science Content Standards for California Public Schools Kindergarten Through Grade Twelve (Adopted Oct 1998)

New Designs STEM Academy has high expectations for our learners and our staff. We will use both internal and external standards to establish high learning expectations and outcomes for individual students and the entire school community. Student outcomes measure the skills and the processes mastered and the concepts learned from the content of the school’s curriculum that is aligned to the California Common Core State Standards, Next Generation Science Standards, as well other approved state Content Standards.

The Advisory program structure will allow students to monitor their personal learning plans. Students will analyze their strengths and challenges as learners, participate in student-led parent conferences, and compile artifacts for a digital portfolio. Teachers will meet parents to discuss their child’s progress through grade/assignments review on a routine basis.

Students at New Designs will be provided a variety of curricular and student-support services that enable them to meet high academic standards. Our STEM curriculum as described in Element 1 will provide opportunities for students to engage in authentic learning activities that connects theory with practice.

Individual Student Outcomes

The overall goal of New Designs assessment procedures is to monitor the progress of individual students toward attaining the academic excellence, and life-long learning skills necessary to continue their education in middle school and beyond.
Students will demonstrate "academic mastery" in all of the core academic areas. For non-special needs and non-limited English proficient (LEP) students, "mastery" is defined as grade of C or better on end of semester subject area examinations. Academic mastery is also defined based on student attaining a proficient or advanced score on the Smarter Balanced Assessment. Portfolios and exhibitions will be assessed according to school wide rubrics, with input from teachers across all content areas. “Mastery” for special needs and LEP students is defined appropriately according to their Individualized Education Plans and English language proficiency levels. Students in Special Education will work towards meeting the goals established in their IEPs. ELs will become proficient in the California English Language Development standards. Students of New Designs will be trained to demonstrate the following skills upon completion:

1) Core Academic Skills
All students complete the appropriate age or grade-level mastery in the following areas:

i. History/Social Science: Students understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures. Social Science classes play a critical role in assisting literacy skills development at all grade levels.

ii. Mathematics: Utilizing common core based strategies for learning, our students will make sense of problems and persevere in solving them. Students start solving problems by explaining to themselves the meaning of a problem and looking for entry points to its solution.

iii. English Language Arts: As required by CCSS our instruction in English Language Arts includes reading, writing, speaking, listening and language. As recommended by the CCSS, literacy is an interdisciplinary reality with the English Language Arts teachers taking the lead. The grades K–5 CCSS standards are divided into two sections, one for ELA and the other for History/Social Studies, Science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students’ literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well. In English Language Arts, California Common Core State Standards are organized into the following four groups: (1) reading, (2) writing, (3) speaking and listening, and (4) language.

iv. Engineering: Students will understand the basic engineering concepts and utilize those skills in solving real life problems.

v. Technology: Technology literacy and application skills will be acquired through Technology classes as well as through other core and elective classes.

vi. Performing Arts: Students will obtain grade level appropriate skills in music, theater and dance

vii. Physical Education: Students in K-5th grade participate in psychomotor activities. Additionally, the dance and drama program provides for an additional minutes of physical
activity. Teachers provide additional minutes of physical activity throughout the week at various times. Physical Education lessons, aligned to the California frameworks, will be taught by classroom teachers and during our psychomotor program.

Underlying and utilized throughout each of the above subject areas are other core skills such as:

- Critical thinking skills (e.g., problem-solving, analyzing, and applying knowledge).
- The ability to effectively use technology.
- Knowledge of pertinent issues of health and the development of physical fitness.
- Global citizenship: understand global issues and developing sensitivity to other cultures.

2. Life-Long Learning Skills
Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives including:

- Study skills and habits (e.g., note-taking, library research skills, and studying strategies).
- Ability to plan, initiate and complete a project.
- Ability to reflect on and evaluate one's own and others' learning.

3. Social/Interpersonal Skills
Students will demonstrate:

- Strong citizenship skills
- Ability to engage in responsible, compassionate peer relationships.
- Ability to collaborate and work effectively with others in cooperative groups.
- A mastery of specific leadership skills designated by the school community. (e.g., presentation skills, diversity sensitivity, personal leadership qualities)

These specific grade and skill-level standards will incorporate those included in the California Common Core Content Standards and other standards as required by the California Department of Education. In addition to attaining specific content area and grade/skill-level standards, students will also demonstrate their overall progress toward middle school readiness through a series of "benchmark" performances at various points throughout their experience at the school.

In order to best serve our students and community, New Designs will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. New Designs will submit to the LAUSD any changes to the above student outcomes as an amendment of the charter. The District board agrees to hear and render an amendment decision pursuant to the timelines and processes as specified in the Education Code Section 47605(b).
School Wide Outcomes

New Designs students will be assessed in each of the core academic skill areas by a combination of ongoing "authentic” assessments, such as portfolios and public exhibitions, and standardized tests, including the Smarter Balanced Assessment and CELDT and any other state mandated tests. All students at New Designs students will show one grade or skill level's worth of progress each academic year, as evidenced by scores on the Smarter Balanced Assessment, CELDT and any other State mandated assessments. Accommodations for assessment of students with disabilities will be implemented according to the student’s IEP.

Means of Measuring Student Outcomes

As indicated earlier, methods for assessing student progress will include the California State mandated standardized tests (Smarter Balanced Assessment, CELDT etc.), textbook-based pre and post assessments, unit level standards based assessments, end of course assessments, formal and informal classroom assessments (tests, projects, worksheets, presentations, surveys, anecdotal records) as well as student data portfolios. All data will be disaggregated to show how sub-groups (e.g., EL, non-EL, mobility, gender, ethnicity, etc.) perform. The CEO, Principal, staff, and teachers will be held accountable to the Board for meeting the school outcome goals.

Frequency of Measuring Student Outcomes

New Designs will use the CCSS to align the curriculum, assess and monitor progress, and design systematic support, and intervention programs. Students will be assessed and evaluated during the first week of school to determine their skill and proficiency level. Intervention plans and accommodations will be made in the classroom, and teachers will confer and meet with parents, and develop an Individual Learning Plan (ILP) to enhance student success. Modifications to the curriculum will be made as needed to close achievement gaps. Individualized pullouts during the school day will provide one-on-one intervention and attention to focus on raising student achievement. Differentiated, small group guided instruction during the day will be employed. State and Federal mandated assessments such as CELDT and the Smarter Balanced Assessment will be given annually and the data reported in a timely fashion. Although this data is critical to the overall perception of the school’s academic excellence, it is one data point. The more critical data points will be those collected from weekly assessments, end of unit and end of course assessments. If the data indicates students are not making progress towards intended outcomes, “after school” and Saturday school options will be available.

Achievement Projection:

<table>
<thead>
<tr>
<th>CST ELA Scores (% Proficient or Advanced)</th>
<th>New Designs</th>
<th>Norwood Street Elementary</th>
<th>Menlo Avenue Elementary</th>
<th>Dr. Theo T. Alexander Jr., Science Center</th>
<th>Foshay LC</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide</td>
<td>51%</td>
<td>37%</td>
<td>37.6%</td>
<td>44%</td>
<td>43%</td>
</tr>
</tbody>
</table>

New Designs will rank 4 or better on either the statewide or 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. The neighborhood schools have the CST scores in English and

**Smarter Balanced Assessment Targets**

Based on performance on the California Standardized Test scores of neighboring schools as shown above we project the following: Smarter Balanced Assessment Proficiency score of 50% in both English Language Arts and Mathematics in 2015. We expect to meet all AMO targets based on their subgroup data.

By the end of the charter term, New Designs’ academic performance on the Smarter Balanced Assessment and CELDT will be equal to or better than the academic performance of LAUSD schools that New Designs students would otherwise have attended.

**Summary of Measurable Curricular Outcomes**

The table below shows a summary of the measurable student outcomes for New Designs.

<table>
<thead>
<tr>
<th>Curricular Focus</th>
<th>Measurable Outcomes</th>
<th>Goals</th>
</tr>
</thead>
</table>
| **English Language Arts** | Demonstrate literacy in reading, writing, speaking and listening by:  
  - Delivering focused, coherent presentations using academic and social vocabulary;  
  - Initiating the reading of grade level appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information); grade level statements  
  - Write with fluency in all genres, citing supporting evidence as appropriate per grade level, and demonstrating a command of standard American English that convey ideas clearly and relate to the background and interests of the audience.  
  - Evidencing the ability to evaluate the content of their oral presentations | * The percentage of Students achieving at the proficient and advanced level on the Smarter Balanced Assessment will increase by 5% every year. The school will meet or exceed the NCLB Act requirements |
- Learning to use words that have multiple definitions.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Description</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELD</td>
<td>Demonstrate verbal and written proficiency in English within 3 consecutive years of enrollment at New Designs. Re-designate from EL status to English proficient status within 3 consecutive years of enrollment at New Designs</td>
<td>Percentage of students reclassified will increase by 5% each year.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Utilizing common core based strategies for learning, our students will make sense of problems and persevere in solving them. Students start solving problems by explaining to themselves the meaning of a problem and looking for entry points to its solution.</td>
<td>The percentage of students achieving at the proficient and advanced level on the Smarter Balanced Assessment will increase by 5% every year. The school will meet or exceed NCLB requirements for AYP</td>
</tr>
<tr>
<td>Science</td>
<td>New Designs will implement Next Generation Science Standards and the California Content Standards which focuses on four critical areas namely:</td>
<td>The percentage of students achieving at the proficient and advanced level on the Smarter Balanced Assessment will increase by 5% every year. The school will meet or exceed NCLB requirements for AYP</td>
</tr>
</tbody>
</table>
|                  | - Structure and Properties of Matter  
|                  | - Chemical Reactions  
|                  | - Energy  
|                  | - Waves and Electromagnetic Radiation                                                                                                               |                                                                                               |
| History/Social Science | Demonstrate proficiency of the content standards in History, as well as intellectual reasoning, reflection, and research skills.                                                                 | The percentage of students achieving at the proficient and advanced level on the Smarter Balanced Assessment will increase by 5% every year. The school will meet or exceed NCLB requirements for AYP |
| Visual and Performing Arts | Connect the arts with all other content areas. Demonstrate proficiency in creative expression as appropriate based on grade level.                                                                 | All continuously enrolled students will participate fully in the Visual and Performing Arts. |
Additional Specific Measurable Student Outcomes

These outcomes and measures will be collected and tracked outside of academic achievement data. They may not be directly related to students, but have an indirect effect on student achievement.

Parent Involvement:
- All parents will be encouraged to give 30 hours of service to the school annually.
- All parents will be encouraged to attend parent conferences.

Fiscal:
- The administrators and Board of Directors will ensure there is no fiscal deficit.
- The Charter School will not be cited for any fiscal misappropriations.

Professional Development:

Faculty will obtain a participation rate of ninety-five percent in all professional development meetings. The possible 5% that do not attend will be held accountable through evaluation and will be required to participate in makeup training.

Student Expectations:
- Average daily attendance rate of 96%.
- Tardies will be less than 5%.
- Suspension/expulsion data will be under 5%.

| Physical Education | Become physically educated, physically fit, and able to enjoy a variety of physical activities. Demonstrate a commitment to lifelong health and physical well-being. Develop self-improvement, participation, and cooperation skills. | 90% of students continuously enrolled will participate successfully in the Fitness gram test |
| STEM | Students will demonstrate proficiency in Project Lead the Way and EiE Engineering Curriculum as well as the Common Core English Language Arts Content Literacy for Career and Technical Education. | 85 percent of students will pass STEM classes offered with a grade of not less than a “C”. |
Teacher Expectations:
- 95% of the teaching staff will have knowledge of California Common Core State Standards. The possible remaining 5% will receive the appropriate staff development to increase the percentage to 100%.
- 95% of the staff will maintain a professional attitude and behavior. Appropriate actions will be taken with any staff member that is not maintaining professional attitude and behavior, up to and including dismissal.
- 100% of the teaching staff will possess all required certification.
- 100% of the staff will continue to grow professionally.
- 100% possess a passion for the profession.
- 95% attendance rate.

Comparison with Neighborhood School
The achievement of the charter school will be measured in both growth and absolute measures and will be compared to the achievement of selected District schools that are similar in demographic and other characteristics.

Charter School Outcomes That Align With the State Priorities
Pursuant to Education Code Section 47605(b)(5)(B), following is a table describing New Designs STEM Academy’s outcomes that align with the state priorities and New Designs STEM Academy’s goals and actions to achieve the state priorities, as identified in Element One of the charter.

The LCAP and any revisions necessary to implement the LCAP, including outcomes and methods of measurement listed below, shall not be considered a material revision to the charter, and shall be maintained by New Designs STEM Academy at the school site.

<table>
<thead>
<tr>
<th>State Priority #1.</th>
<th>Goals</th>
<th>Pupil Outcomes</th>
<th>Action to Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</td>
<td>Expect proficiency rate of 50% and above in the Smarter Balanced</td>
<td>Expect 55% proficiency rate in the Smarter balanced Assessment</td>
<td>Expect 60% proficiency rate in the smarter balanced assessment</td>
</tr>
</tbody>
</table>
To ensure that students have access to adequate and standards-aligned instructional materials

- field tests and the remaining state CST tests, as well as the school benchmark tests.

To ensure that school facilities are well-maintained

- School leaders and faculty will research and obtain the most up-to-date standards aligned materials and participate in a yearly updating process

- Hire and train facility manager and custodians
- Train all staff about maintenance of school facility
- Prepare safe school plan
- Conduct monthly walk-throughs

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<tr>
<th>Goal 1 [Black or African American]</th>
<th>The same as school-wide</th>
<th>The same as school-wide</th>
<th>The same as school-wide expectation</th>
<th>The same as school-wide actions to achieve goals</th>
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<tr>
<td>The same as school-wide goal</td>
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<th>Goal 1 [Hispanic or Latino]</th>
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<th>Goal 1 [English Learners]</th>
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<td>The same as school-wide goal</td>
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| Goal 1 [Students with Disabilities] | Same as School wide | Same as School wide | Same as School wide | \- Will continue to maintain school facilities that encourage full participation for students with disabilities, such as wide ramps at entrances and accessible toilets and sanitation facilities. 
- Always ensure that students have access to necessary supplies and services to help with learning such as prosthetics, hearing aids and sign language interpreters. |
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<td>To provide and maintain adequate facilities, supplies, and services</td>
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94 | Page | New Designs STEM Academy Petition
| Goal 1 [Socio-economically Disadvantage Students] Goal is the same as the school-wide goal | The same as school-wide | The same as school-wide | The same as school-wide | Continue to enhance awareness of disability among teachers and school administrators in order to fight discrimination. |

| **State Priority #2**
Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency |
<p>| <strong>Goals</strong> | <strong>Pupil Outcomes</strong> | <strong>Action to Achieve</strong> |
| Goal [School-wide] Create Common Core State Standards Awareness among all stakeholders | Student will get a better understanding of what the common core curriculum is all about | Students will obtain 50% or more proficiency rate in English and math in the Smarter Balanced Assessment | Establish a Common Core Implementation Committee comprising of parents, teachers, staff and students |
| | Provide Teacher Training about Common Core Curriculum | Students will be exposed to common core standard curriculum in their classes | Create an action plan for common core implementation with clear timelines |
| | Provide for academic content knowledge gains for English Language Learners | EL students will improve on their subjects and | Provide training regarding common core teaching and learning strategies to all stakeholder |
| | | | Create a school wide PD Plan that devotes 40 percent of the PD time to Common Core implementation |
| | | | Train the English Language Advisory Committee regarding Common Core curriculum and implementation |
| | | | Implement formal training of teachers in common core curriculum implementation using internal and external resources. |
| | | | Provide Professional Development focused on common core content implementation process review |
| | | | Determine ELs through various instruments (Home Language Survey, CELDT). |
| | | | Create and implement learning plans |</p>
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Provide accommodations and flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged.

Reduce barriers in instruction, provide appropriate accommodations, supports, and challenges, and maintain high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

- Provide multiple means of representation by providing options for perception, language, mathematical expression and symbols. Provide options for action and expression.
- Provide multiple means for action and expression by providing options for physical action, and also provide options for expression and communication.
- Provide multiple means for engagement by providing options by recruiting interests and for sustaining effort and persistence.
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<tr>
<th>Goal 1 [Socio-economically Disadvantage Students]</th>
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**State Priority #3**
Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

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<tr>
<td>Goal [School-wide]</td>
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<tr>
<td>Encourage parents to view themselves as a key component of the education system and student’s success.</td>
<td>Expect student daily attendance rate to increase from 97% to 97.5%</td>
<td>Expect student daily attendance rate to increase from 97.5% to 98%</td>
<td>Expect student daily attendance rate to remain at 98%</td>
<td>- Establish parent advisory committees to provide advice to the school on LCAP - Institute English Learner Advisory Committee and empower them to provide advice to the school administration - Create a parent Monthly Newsletter and a weekly bulletin - Create a user friendly school website to provide update to parents regarding school activities and event - Establish student led parent student conference where parents come to hear their children explain their successes and challenges during a particular grading period. - Establish parent workshops that offer various workshops including computer training, how to support your students for success on standardized tests (Smarter balanced Assessment )</td>
</tr>
<tr>
<td>To improve on parents’ satisfaction with the school’s program.</td>
<td>Maintain a suspension rate comparable or lower than that of neighboring schools.</td>
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<td>The same as school-wide</td>
<td>The same actions as school-wide</td>
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**State Priority #4**

State Priority #4. Pupil achievement, as measured by all of the following, as applicable:

A. Statewide assessments (STAR, or any subsequent assessment as certified by SBE)
B. The Academic Performance Index (API)
C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education
D. Percentage of ELs who make progress toward English language proficiency as measured by the CELDT
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal [School-wide]</strong></td>
<td></td>
</tr>
<tr>
<td>Attain Smarter Balanced Assessments results comparable to or better than those of neighboring schools</td>
<td>Motivate faculty and students to do well in the remaining State tests and the Smarter Balanced field tests. Students show growth on benchmark assessments. All students show growth on Formal/informal</td>
</tr>
<tr>
<td></td>
<td>Attain mathematics proficiency rate comparable to or better than those of neighboring</td>
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<td>Motivate faculty and students to do well in the Smarter Balanced Assessment and achieve a 30 point gain in API above that of previous year.</td>
</tr>
<tr>
<td></td>
<td>Increase mathematics proficiency rate by 5% from that in previous year.</td>
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<tr>
<td></td>
<td>Motivate faculty and students to do well in the Smarter Balanced Assessment and achieve a 25 point gain in API above that of previous year.</td>
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<td>Increase mathematics proficiency rate by 5% from that in previous year.</td>
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<td></td>
<td>• Standards based and aligned curriculum.</td>
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<td>• Regular benchmark assessments (minimum 4x per year). Aligned to standards.</td>
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<td></td>
<td>• Extensive student support structures (summer school, remediation courses, office hours, tutoring, differentiated instruction)</td>
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<td></td>
<td>• Curriculum and personalized lesson plans designed to support ELs and struggling students.</td>
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<tr>
<td></td>
<td>• Extensive professional development, (5+days) specifically to analyze results of and create action plans for benchmark assessments and to support struggling students and subgroups.</td>
</tr>
<tr>
<td></td>
<td>• Data Driven Decision Making by administrators</td>
</tr>
<tr>
<td></td>
<td>• Train teachers to utilize the process of data driven decision making to support all subgroups in meeting their API</td>
</tr>
<tr>
<td>Assessments</td>
<td>Meet the Academic Performance Index (API) goals of the state of California.</td>
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</tr>
<tr>
<td>schools</td>
<td>Attain English Language Arts proficiency rates comparable to or better than those of neighboring schools.</td>
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<tr>
<td></td>
<td>Increase English Language Arts proficiency rate by 5% from that in previous year.</td>
</tr>
</tbody>
</table>

- Implement and teach strategies that have been proven to help students cope and do well in academic work. These are listed below:
  - Time-using strategies. Working quickly and efficiently, solving the problems and answering items you know, and saving more difficult items for last.
  - Error avoidance strategies. Paying careful attention to directions, careful marking of answers, and checking answers.
  - Guessing strategies. Making effective use of guessing when it is likely to benefit the test-taker.
  - Deductive reasoning strategies. Applying a variety of strategies, including eliminating options known to be incorrect, or using content information from the stem (question) or other test information.
  - Intent considerations. Understanding the purpose of the test.
  - Cue using strategies. Use of known idiosyncrasies of the test maker, such as avoidance of options using words such as “always,” “all,” or “never” (specific determiners), when it is known that such options are rarely correct. Using content clues to determine answers.
  - Review test-taking strategies every year. The goal of test-preparation is to align test scores with abilities. It is not a replacement for teaching the skills and content assessed on a test.
  - Improve Common Core standards based instruction. This will ensure that that there is an alignment between curriculum, instruction and assessment.

1) Establish English language proficiency (ELP) standards aligned to state academic content standards yet suitable for EL students 2) Assess the
English-language proficiency of each EL student using a valid and reliable assessment of English-language proficiency aligned to ELP standards yearly;

3) Define annual measurable achievement objectives (AMAOs) to measure and report on progress towards attainment of English proficiency and academic achievement standards; and

4) Hold local education agencies (LEAs) accountable for meeting increasing AMAO targets over time

1. Use the primary language to develop literacy and teach grade-level concept skills.
2. Teach English, using a balance of language acquisition theory and explicit instruction to develop proficiency in both every day and academic English.
3. Use sheltered English (SDAIE) to teach grade-level concepts and skills as students gain more competence in English, while continuing to develop listening, speaking, reading, and writing, as well as grade-level content in the primary language.

<table>
<thead>
<tr>
<th>Goal 1 [Black or African American]</th>
<th>The same as school-wide</th>
<th>The same as school-wide</th>
<th>The same as school-wide</th>
<th>The same action as school-wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 [Hispanic or Latino]</td>
<td>The same as school-wide</td>
<td>The same as school-wide</td>
<td>The same as school-wide</td>
<td>The same action as school-wide</td>
</tr>
<tr>
<td>Goal 1 [English Learners]</td>
<td>The same as school-wide</td>
<td>The same as school-wide</td>
<td>The same as school-wide</td>
<td>The same action as school-wide</td>
</tr>
<tr>
<td>Goal 1 [Students with Disabilities]</td>
<td>Attain English proficiency rates comparable to or higher than those of neighboring schools</td>
<td>Increase English proficiency rate by 5% for ELA and by 5% for math.</td>
<td>Increase proficiency rates for English and math by 5% from that of previous year</td>
<td>The same action as school-wide and using universal learning designs as explained above</td>
</tr>
</tbody>
</table>
Goal 1 Socio-economically Disadvantage Students

<table>
<thead>
<tr>
<th>The same as school-wide</th>
<th>The same as school-wide</th>
<th>The same as school-wide</th>
<th>The same action as school-wide</th>
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</thead>
</table>

**State Priority #5**

Pupil engagement, as measured by all of the following, as applicable:

- F. School attendance rates
- G. Chronic absenteeism rates
- H. Middle school dropout rates (EC §52052.1(a)(3))
- I. High school dropout rates
- J. High school graduation rates

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td><strong>Goal [School-wide]</strong></td>
<td></td>
<td></td>
<td></td>
<td>Create a climate that encourages students to become connected to their schools.</td>
</tr>
<tr>
<td>Students will demonstrate commitment to their education to be measured by decreased number of absences</td>
<td>Expect to attain a student daily attendance rate of 97%</td>
<td>Expect student daily attendance rate to increase from 97% to 97.5%.</td>
<td>Expect student daily attendance rate to increase from 97.5% to 98%.</td>
<td>1. Engaging students in the learning process and encouraging them to understand the attributes that enhance their employability in a fast changing world.</td>
</tr>
<tr>
<td>Establish school daily attendance rates of 97%</td>
<td></td>
<td></td>
<td></td>
<td>2. Provide engaged curriculum and instruction by offering a challenging, creative curriculum and a climate that allows students to play a role in decision-making that is developmentally appropriate.</td>
</tr>
<tr>
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<td></td>
<td>3. Provide a safe school environment where students do not fear being bullied and intimidated.</td>
</tr>
</tbody>
</table>

**Establish firm and consistent sanctions for truancy.**

- Making students and parents aware of the school's attendance policies and the sanctions for not following them:
- Sending letters home on the first day of school, informing parents about the seriousness of the school’s attendance policy.
- School will reinforce this message by printing information about its attendance policy on school lunch flyers, make announcements at open house events, and discuss the policy at parent-teacher conferences.
- School will also post attendance milestones on its community bulletin boards that list the percentage of students who attend each day or week.

Establish a community norm for school attendance.

- Encourage community partners to reinforce a school’s attendance and truancy policy.
- Encourage partners to join in the education of the legal consequences of truancy.

Develop alternative methods of earning academic credit, such as independent study.

In cases where economic situations force students to take a job, independent study programs that provide a flexible schedule help reduce chronic absenteeism.

Help parents communicate positively about school.

1. Establish a Family Development Forum through which schools can win parents’ loyalty by providing them with tools to help navigate the adolescent years.
2. Involve students in planning, problem solving, identifying issues, and assessing curriculum in the classroom.
3. Promote cooperation over competition. Post everyone's best work. Offer opportunities for the class to work together to help everyone achieve their level of excellence.
4. Build a strong relationship with each student.
5. Convey attentiveness to students and excitement about learning through nonverbal gestures.
6. Involve all students in chores and...
responsibilities around the classroom.

7. Integrate concepts of discipline and respect for classmates throughout instruction.

8. Involve students in developing the criteria by which their work will be assessed, and provide guidelines so that they clearly understand what is expected of them.

**Academic Engagement**
Students will be motivated to learn and do well in school.

*Make students have a sense of belonging to the school community:* being proud of their school, feeling respected, being able to talk to teachers, and feeling like school staff are interested in them.

*Discipline/fairness. School will ensure that rules of the school are enforced fairly.*

| Goal 1 [Black or African American] | Same as school-wide; | Same as school-wide; | Same as school-wide; | The same action as school-wide |
| Goal 1 [Hispanic or Latino] | The same as school-wide | The same as school-wide | The same as school-wide | The same action as school-wide |
| Goal 1 [English Learners] | The same as school-wide | The same as school-wide | The same as school-wide | The same action as school-wide |
| Goal 1 [Students with Disabilities] | The same as school-wide | The same as school-wide | The same as school-wide | The same action as school-wide |
| Goal 1 [Socio-economically Disadvantage Students] | The same as school-wide | The same as school-wide | The same as school-wide | The same action as school-wide |

**State Priority 6**
New Designs STEM Academy’s suspension and expulsion rates will be equal to or below the current LAUSD recommendations of 5% and the school is committed to further reducing the suspension rate through the outlined action plan.

**State Priority # 6**
School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates
B. Pupil expulsion rates
### C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
<th>Action to Achieve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implement strategies designed to lower rates of pupil suspensions for all students as measured by suspension reports.</td>
<td>Expect suspension rates of less than 3%</td>
<td>- Conduct surveys of pupils, parents, and teachers</td>
</tr>
<tr>
<td>Establishing Pupil suspension rates that are less than 3 percent</td>
<td>Expect suspension rates of less than 3%</td>
<td>- Review data regularly to see if there is a discipline gap.</td>
</tr>
<tr>
<td>Maintain a school expulsion rate at 1%</td>
<td>Maintain the school's expulsion rate at 1% or less</td>
<td>- Select and define expectations and routines</td>
</tr>
<tr>
<td>Improve School Connectedness</td>
<td>Maintain the school's expulsion rate at 1% or less</td>
<td>- Teach behavior and routines regularly and directly</td>
</tr>
<tr>
<td>Improve the sense of safety and security throughout the school campus</td>
<td>Previously non-achieving students enjoy learning with excellent achievement</td>
<td>- Acknowledge appropriate behavior</td>
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<td>- Encourage positive citizenship through Advisory and X-Block curriculum</td>
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<td>- Talk privately to students when problems occur</td>
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<td>- Use a calm tone of voice</td>
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</tbody>
</table>

#### Strategies to Reduces Expulsion Rates

Adopting graduated discipline by ensuring that consequences are matched with the seriousness of the offense. Serious incidents that truly threaten the safety of other students and staff receive more severe consequences, while less serious behavior are met with graduated responses.

Use office referrals suspension data to identify students with problematic behaviors who would benefit from a step-wise intervention plan involving school, home, and community resources.

Teaching students alternative to violence and disruption through strategies such as conflict resolution, school wide bullying prevention, drug and alcohol abuse programs, gang prevention strategies, and improved staff training in classroom behavior management.

**School Connectedness**

Create processes that engage students, families, and communities and that facilitate academic achievement and staff
empowerment.

Provide education and opportunities to enable families to be actively involved in their children’s academic and school life.

Provide students with the academic, emotional, and social skills they need to engage in school.

Promote the use of effective classroom management and teaching methods to foster a positive learning environment.

Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of their students.

Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.

**Improve Sense of Safety**

- Creating welcoming environment by welcoming students into school with enthusiastic and positive attitude towards them: ensuring that the environment conveys a sense of adventure, curiosity, fun and excitement.
- Ensure safe environment for students; by responding to sickness and act of aggression immediately.
- Keeping strangers away from the school campus
- Identifying troubled children and providing support for them.

<table>
<thead>
<tr>
<th>Goal 1 [Black or African American] To reduce substantially</th>
<th>Same as school-wide;</th>
<th>Same as school-wide;</th>
<th>Same as school-wide;</th>
<th>The same action as school-wide</th>
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<p>| Goal 1 [Hispanic or Latino] | The same as school-wide | The same as school-wide | The same as school-wide | The same action as school-wide |</p>
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<tr>
<th>Goal 1 [English Learners]</th>
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<tr>
<td>Goal 1 [Students with Disabilities]</td>
<td>The same as school-wide</td>
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<td>The same as school-wide</td>
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<tr>
<td>Goal 1 [Socio-economically Disadvantage Students]</td>
<td>The same as school-wide</td>
<td>The same as school-wide</td>
<td>The same as school-wide</td>
<td>The same action as school-wide</td>
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**State Priority #7**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

**Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)

**Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

|-------|----------------|-----------|-----------|-----------|-------------------|
| Goal [School-wide] | All students will have access to, and will be enrolled in a broad course of study including programs and services developed and provided to unduplicated students. | Students receive a well-rounded education and instruction that integrates multiple content areas (centered in the Common Core Curriculum and for science in the Next Generation Science Standards) | Students receive well-rounded education and increase in proficiency rates of all content area subjects (centered in the Common Core Curriculum and for science in the Next Generation Science Standards) | Students receive well-rounded education and increase in proficiency rates of all content area subjects (centered in the Common Core Curriculum and for science in the Next Generation Science Standards) | 1. All students will be provided with rigorous and challenging curriculum that will prepare them for college and employment.  
2. Design education programs that assist students improve their academic performance in reading and/or math.  
4. Establish benchmarks to track struggling students for remediation, Select appropriate standardized instrument to measure each student’s academic performance in reading or math. |
| All students will have access to Common Core Curriculum | All programs for | | | | |

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students under this category will be maintained and strengthened.

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</table>

State Priority # 8
Pupil outcomes, if available, in the subject areas described above in #7, as applicable.

<table>
<thead>
<tr>
<th>Goals</th>
<th>Pupil Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Goal [School-wide]</td>
<td>More than half of our students will become proficient in social science practice and content as</td>
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<td>-------------------------------------------------------------</td>
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<tr>
<td>In the core courses of English Language Arts, Math, Science, History and Social Studies students will meet or exceed Annual Measureable Objectives as determined by the CDE. Students will demonstrate core skills such as critical thinking, problem solving, creative expression through the arts and use of technology. In the core subjects, students will progress by 5 percentage points each year on Standardized Tests. Students will score proficiently on internal formative assessments for all subjects</td>
<td>More than half of the students will become proficient in mathematical skills and content. We envisage a growth rate from 50% to 55%</td>
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<tr>
<td></td>
<td>More than half of our will become proficient readers and writers of the English Language. We envisage a growth rate from 50% to 55%</td>
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</table>
well as all other electives. We envisage a growth rate from 55 to 60% content. We envisage a growth rate from 60% to 65%

| Goal 1 [Black or African American] | The same as school-wide | The same as school-wide | The same as school-wide | The same actions as school-wide |
| Goal 1 [Hispanic or Latino] | The same as school-wide | The same as school-wide | The same as school-wide | The same actions as school-wide |
| Goal 1 [English Learners] | The same as school-wide | The same as school-wide | The same as school-wide | The same actions as school-wide |
| Goal 1 [Students with Disabilities] | The same as school-wide | The same as school-wide | The same as school-wide | The same actions as school-wide |
| Goal 1 [Socio-economically Disadvantage Students] | The same as school-wide | The same as school-wide | The same as school-wide | The same actions as school-wide |

Methods To Assess Pupil Progress Towards Meeting Outcomes

New Designs complies with all state mandated testing requirements. Measurement of student progress is accomplished with the use of pre and post testing, longitudinal data, standardized tests, portfolios, and other performance-based assessments. New Designs will measure progress on an ongoing basis so that parents and educators know how well students are performing. At the individual student level progress towards attaining the graduation requirements, knowledge, and attitudes are evaluated on an ongoing basis in each class through each grade level by compiling a comprehensive, longitudinal learning record for each student as reflected in their ILPs. At the school level re

The school will use a variety of assessment methods including but not limited to conventional standardized test results, student portfolios of work accomplished, authentic written observations, evaluations by teachers, written self-evaluations by students, classroom tests and quizzes, presentations of group projects, and parent surveys. These assessments will be aligned and integrated with state grade-level curriculum frameworks, CCSS, state grade-level content standards, and New Designs student outcomes. Formative student assessment data will be closely analyzed to allow for the identification of students who require, for example, differentiated gifted instruction or remedial intervention in the form of in-class attention, after-school tutoring or remediation and enrichment assistance through Saturday School.
Accommodations for assessing students with disabilities are implemented according to the student’s IEP. Additionally, New Designs will administer the California English Language Development Test (CELDT) to assess the English Language fluency of all students whose primary language is not English [Education Code 60810].

**Diagnostic Assessment:** To diagnose learning difficulties during instruction, students are assessed frequently to determine whether they are progressing steadily toward achieving the standards in their specific subject. The results of the assessments are used in modifying curriculum and instruction. Individual Learning Plans (ILP) will form the basis for advisement and any subsequent recommendation for remediation through after school tutoring or participation in our Saturday School.

The California Standardized Tests (CST) data from previous years as well as data from Smarter Balanced Assessment or any other assessment established by CDE will be used to measure growth in student achievement from year-to-year. Teachers will use criterion-referenced tests as a standardized means to measure student progress in all core academic areas.

Together with the annual results from State mandated standardized testing as well as internal formative and summative assessment New Designs will implement data driven differentiated instruction approach focused on enhancing student performance.

**Formative Assessment:** Formative assessments include using student results to analyze what students have learned and to re-teach difficult concepts. This will provide continuous feedback to both teachers and students concerning learning successes and failures. During the last four years, teachers evaluate data from benchmark assessments to modify instruction and prescribe relevant group and individual work. Formative assessments that are utilized throughout the school include the following:

**Oral Presentation:** Peers and teacher score speeches, papers, essays, and visual and performing arts presentations. Open discussions following presentations engage students in the ability to give one another critical feedback to grow and improve. Rubrics with delineated expectations are also utilized giving students a full understanding of expectations and facilitating self-selection of intended outcome.

**Portfolio:** It is a tool that informs teachers and students regarding progress made and also guide next steps regarding instruction, and intervention. Additionally, students may be asked to take the portfolio home as a means of communicating progress to the parents in between formal reporting periods.

**Textbook Assessments:** The traditional end of unit and end of chapter assessments is used to assess current levels of learning. These may include tests, quizzes, open-ended writing responses, and hands-on and project-based assessments.

**Benchmark Assessment:** New Designs Educational Group requires schools to administer bi-monthly Benchmark assessments that measure student growth over time in all core subject areas.
Utilizing Data Director Benchmark Assessments enable the school track student growth in all core subjects throughout the year.

**Summative Assessment:** To assess achievement at the end of instruction, New Designs utilizes teacher assessments as well as standardized tests and performance-based assessments to measure student achievement.
Assessment of Pupil Outcome Goals

The assessment of the subject matter objectives/goals listed in Element II includes the following:

<table>
<thead>
<tr>
<th>Pupil Outcome Goal</th>
<th>Assessment</th>
<th>Frequency of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading and Writing</strong></td>
<td>Students will demonstrate proficiency in reading and writing.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Students will demonstrate proficiency in reading and writing.</td>
<td>Writing and reading grade level appropriate materials., peer creating a portfolio, exhibitions, oral examinations, and standardized tests.</td>
<td></td>
</tr>
<tr>
<td><strong>Core Mastery</strong></td>
<td>Students will demonstrate a mastery of specific outcome goals in the areas of Mathematics, Science, English Language Arts, History, Performing Arts, and Engineering</td>
<td>Monthly</td>
</tr>
<tr>
<td>Students will demonstrate a mastery of specific outcome goals in the areas of Mathematics, Science, English Language Arts, History, Performing Arts, and Engineering</td>
<td>Essays, exams, standardized tests, portfolios, exhibitions, lab practicals, and oral examinations.</td>
<td></td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>Students demonstrate ability to see and convey findings choosing appropriate communication mediums, as well as recognizing the depth and breadth needed to get their message across effectively.</td>
<td>Daily</td>
</tr>
<tr>
<td>Students demonstrate ability to see and convey findings choosing appropriate communication mediums, as well as recognizing the depth and breadth needed to get their message across effectively.</td>
<td>Ongoing assessment by all teachers as well as participation in debating activities, student leadership programs. Student writing and portfolios will exhibit demonstration of excellent communication skills as appropriate per grade level.</td>
<td></td>
</tr>
<tr>
<td><strong>Analytical and Reasoning Skills</strong></td>
<td>Students demonstrate their ability to analyze information and provide accurate details in an organized manner, make fair comparisons, find distinguishing characteristics and put things to the test in a rational way.</td>
<td>Monthly</td>
</tr>
<tr>
<td>Students demonstrate their ability to analyze information and provide accurate details in an organized manner, make fair comparisons, find distinguishing characteristics and put things to the test in a rational way.</td>
<td>Ongoing teacher assessment, portfolio, team projects.</td>
<td></td>
</tr>
<tr>
<td><strong>All students will demonstrate excellent technological skills.</strong></td>
<td>Students will demonstrate technology proficiency through the use of productivity enhancing technological tools</td>
<td>Semester</td>
</tr>
</tbody>
</table>
School Wide Accountability and Outcomes

New Designs will undertake an annual programmatic and performance evaluation. Such evaluation shall include summary data and analysis of progress towards academic excellence by all students. The school will use student assessment and program evaluation data to improve continuously the school climate, management, curricula and instruction. The primary measures of New Designs overall school performance shall be the Academic Performance Index (API), which is a key part of the Public Schools Accountability Act of 1999 [Education Code 52056(a)]. New Designs shall use the API as its principal external benchmark to track the success of the school’s educational efforts from year to year in comparison with other schools.

Besides striving for the highest possible “all schools” and “similar schools” API ranking, New Designs will compare itself to the local public schools with which it most directly “competes.” These comparisons will include analyses by numerically significant demographic subgroups (i.e., gender, ethnicity, and socioeconomic status). Such analyses will be used to assess how well our educational program is working in the core curricula areas. New Designs will compile a baseline data on standardized test scores of our incoming 6th grade students and use it as a benchmark for measuring individual student progress. This baseline information on our incoming students will allow for an assessment of how well the students are improving on prior academic development. In order to best serve our students in keeping with our vision, mission and goals, we will continue to review and refine our list of outcomes.

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 A to F are given for all courses. Teachers will determine the deadlines for submission of missing work as well as consequences when students fail to complete work. New Designs will use a standards-based report card, given quarterly. 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 provide timely feedback for parents and teachers regarding student progress. Grades are converted to a 4-point scale to determine grade point average (see below).

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>Regular</th>
<th>Honors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A--Excellent</td>
<td>4 Points</td>
<td>5 Points</td>
</tr>
<tr>
<td>B--Above Average</td>
<td>3 Points</td>
<td>4 Points</td>
</tr>
<tr>
<td>C--Satisfactory</td>
<td>2 Points</td>
<td>3 Points</td>
</tr>
<tr>
<td>F--Failing</td>
<td>0 Point</td>
<td>0 Point</td>
</tr>
</tbody>
</table>

New Designs does not offer a letter grade D since its goal is to prepare students for college.

Testing

If New Designs does not test (i.e., Smarter Balanced Assessment or any mandated assessment, CELDT, ) with the Los Angeles Unified School District, the school hereby grants authority to
the state of California to provide a copy of all test results directly to the School District as well as the charter school. New Designs will comply with all state mandated testing requirements.

**Measurement of Student Progress**

Measurement of student progress will be undertaken with the use of pre and post testing, longitudinal data, standardized tests, portfolios, and other performance-based assessments. Assessments will be conducted pursuant to Education Code Section 47605(c) (1). New Designs will measure progress on an ongoing basis so that parents and educators would know how well students are performing. Progress toward attaining the graduation skills, knowledge, and attitudes will be evaluated on an ongoing basis in each class through each grade level by compiling a comprehensive, longitudinal learning record for each student as reflected in their ILPs.

**Measurement of Non-Academic School wide Outcomes**

New Designs will carefully monitor both the process and outcome of its programs in three areas that influence academic achievement and growth: Student Conduct, Parent Involvement, and Professional Development.

**Data Driven Decision Making**

Data analysis will be both formative and summative. AYP and API data will be examined at the beginning of the school year. The results will reflect how well we are doing in terms of delivering the State and Federal benchmarks. This gives clarity on the achievement gap that exists between our students and other students in comparison and resident schools. Our academic goal is to improve the performance and raise the achievement of all students, narrowing the achievement gap between the highest and lowest performing students, eliminate the racial and socio-economic status predictability and the disproportionality of which student populations occupy the highest and lowest achievement categories. If a group of students is too small to be reported by the CDE (i.e. 10 white and 15 African-American), we carry out our own analysis.

The data analysis process answers the “why” questions through five lenses and four questions. The five factors that affect test scores are (1) curriculum alignment to the California Standards, (2) test taking skills and a student centered environment for assessments, (3) teaching skills and pedagogical practices, (4) the school’s response to the demographics of the students; and (5) the culture and climate of the school. We consider each of these domains relative to what the data says using four questions:

a. What did we do right that we should continue to do?
b. What went well but needs some improvement?
c. What did we do that we should not have done?
d. What we did not do that we should have done?
Data gathered will be used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, to add or discontinue instructional strategies.

**Analysis of Student Work**

Under the leadership of the principal, teachers will regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement. Teachers, in collaboration with the Principal will develop and implement an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

**Data Gathering**

As data is gathered, the faculty and the school and the Charter Management Organization will begin the task of analysis to measure progress towards the school’s selected objective. Ongoing data gathering and analysis will guide and inform decisions for determining successful progress or the need of progress adjustments.

<table>
<thead>
<tr>
<th>Data to Be Gathered By</th>
<th>Purpose</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observing the lessons teachers are delivering and the nature of student participation in classroom activities</td>
<td>To measure effectiveness of instruction. Data is used to inform professional development needs</td>
<td>Weekly</td>
</tr>
<tr>
<td>Classroom Curriculum and Instruction Walk-throughs</td>
<td>To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices.</td>
<td>Weekly</td>
</tr>
<tr>
<td>Interviewing students about their course of study.</td>
<td>Connect with individual students on their progress towards meeting graduation and college-requirements to develop student awareness of their progress and to assist them with maintaining their individual portfolio.</td>
<td>Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.</td>
</tr>
<tr>
<td>Conducting student case studies</td>
<td>To learn how individual students and their families are affected by our instructional program and to learn how they feel about their needs being met.</td>
<td>Selected students reflecting low and high achievement.</td>
</tr>
<tr>
<td>Shadowing/Accompanying students during their school day.</td>
<td>To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.</td>
<td>Ongoing at least every 5 weeks.</td>
</tr>
<tr>
<td>Using Rubrics and Benchmarks to calibrate teacher assessments of student work projects</td>
<td>to insure high consistency of high expectations in determining criteria for proficient student work</td>
<td>Ongoing at least part of weekly professional development</td>
</tr>
<tr>
<td>Using Electronic Pupil Portfolios as part of data collection</td>
<td>To measure student progress towards meeting graduation and college-entrance requirements</td>
<td>Annual, June</td>
</tr>
<tr>
<td>Analyzing the results of parent and student surveys</td>
<td>To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.</td>
<td>Annual, Spring</td>
</tr>
</tbody>
</table>

**Student Placement**
All students as they enter the school are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student’s Individualized Learning Plan and the student’s English Language status. Objective, written tests and teacher recommendation and student participation in student-led self-review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students will have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes offered

**Student Surveys**

In order to continuously refine the teaching and learning with student input, a learning survey will be administered for all classes taken every semester.

**Longitudinal Analysis of Progress**

Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews will be collected, analyzed, reported, published, and distributed to the school community and interested members of the community at large, as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs of New Designs.
ELEMENT FOUR: GOVERNANCE STRUCTURE

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

**GENERAL PROVISIONS**

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

New Designs shall comply with the Brown Act and the Public Records Act.

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

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

New Designs shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes.

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit.5, §§ 4600 et seq.


**LEGAL AND POLICY COMPLIANCE**

New Designs shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**

New Designs, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. New Designs, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

New Designs shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by New Designs. Charter School shall also notify the CSD in writing of any internal investigations within one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**

When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a
records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

New Designs is founded and operated by New Designs Educational Group (formerly, New Designs Charter School Inc.,) a California Non Profit Public Benefit Corporation pursuant to California law and maintains 501(c)(3) tax-exempt status. The school shall be governed pursuant to this charter petition, articles of incorporation and bylaws adopted by the incorporators.

The Board of Directors

Our governance structure offers a clear distinction between the governance work of the Board of Directors and the administrative/management work of the Chief Executive Officer, Principal and other administrators. The Board of Directors are responsible for governing the school. Board members have a personal fiduciary duty to look out for the long-term well-being of the school. The Board is responsible for addressing major matters including: setting the school’s general policies and overall curriculum policies; approving and monitoring the annual budget and financial procedures; fund-raising; hiring and evaluating the Chief Executive Officer; approving personnel policies and monitoring their implementation by the Chief Executive Officer; and assuring that the School fulfills its charter contract.

The Board of Directors are made up of six directors. The Board is in the process of considering additional candidates for Board or Advisory Board membership. The Board generally meets on a monthly basis. It operates through various committees, including the Finance and Development Committees. The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Whenever possible, the Board delegates implementation responsibility with clear instructions and/or suggestions to its committees, the Chief Executive Officer or the Principal.

The Board of Directors include accomplished individuals and professionals from diverse backgrounds, who provide a broad range of expertise, policy making and oversight responsibilities (see background and biographical information for each director at the end of this section). In addition, a representative of LAUSD may serve on the Board of Directors pursuant to Education Code Section 47604(b). In addition to the above the New Designs Board shall be responsible for:

- Developing and monitoring an operational business plan that focuses on student achievement.
- Approving and monitoring the school’s annual budget, the receipt of funds, and grants in accordance with charter school laws. In effect, acting as the fiscal agent of the school.
- Contracting an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Executing all other responsibilities provided for in the California Corporations Code, the articles of Incorporation, bylaws, and this charter, necessary to ensure the proper
Selection of New Board Members

The selection process for new Board members will include review of candidate’s resume, contact with their references, and a personal interview. Board members will vote on any new Board member nominations. Board member candidates must receive majority vote of all Board members in attendance at the board meeting, in accordance with our bylaws. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Board Meetings

In accordance with the Brown Act, New Designs shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting, including items to be discussed in closed session, at least 72 hours before the meeting. The agenda shall be posted in the Main Office and on the school’s website. The agenda shall specify the time and location of the meeting and shall be posted in a location that is freely accessible to members of the public. Board meeting minutes are recorded by the secretary, and are made available to the public through the Office of the Executive Assistant to the Chief Executive Officer.

No action or discussion shall be undertaken on any item not appearing on the posted agenda but a Board member may direct staff to place a matter of business on a future agenda. In addition the Secretary of the Board shall perform or cause to be performed the following functions:

- Record and distribute board-meeting minutes.
- Publicly advertise meetings, in accordance with state regulations.
- Oversee, announce, and record all motions and voting results.
- Post an agenda in accessible location specifying time and location of board meeting.

The School Leadership Council (SLC)

The SLC shall be comprised of students, teachers, parents and administrators including the Principal. Their respective stakeholder group selects the representatives. The Principal of the School will serve as the Chair of the SLC. Each member of the council will be charged with the responsibility of advising the Principal regarding budgeting, curriculum development, physical site and maintenance as well as school community relations. The council shall in addition to the above perform any other functions as may be assigned to it by Board of Directors from time to time. The council shall be responsible for the selection of school textbooks and other reading materials. The regular meetings of the council shall be held once every month.

Advisory Board
The role of the Advisory board is solely advisory in nature. They are selected from among the business and industry organizations to assist our fundraising efforts, as well as help the school keep abreast with changes in the technology and engineering industries. The Advisory Board shall meet at least twice a year and members may attend school programs and functions. They shall serve for a period of two years and may be re-appointed subject to their previous positive contributions to the school. The Advisory Board consists of 7 members. Their meetings are held in compliance with the Brown Act.

**Organizational Charts**

The organization structure of the New Designs Educational Group is as follows:

![Organizational Chart](image-url)

The organization structure of the New Designs is depicted below:
Employment Processing Requirements

All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Fingerprinting/Live scan for a criminal record check.
- A full disclosure statement regarding prior criminal record.
- Documents establishing legal status and authorization to work.

All work agreements and employee job duties as well as work basis will be negotiated in individual contracts. General job descriptions will be developed for the administrative staff, teachers, other certificated staff, office personnel, and classified staff. Prior to the first day of work, New Designs will process all background checks through the Department of Justice.
Administrative Structure

The Principal is the school site administrator, supported by an Assistant Principal and a Dean. The Chief Executive Officer (CEO) is responsible for the overall coordination and administration of all schools developed by the New Designs Education Group. The Corporation currently operates two charter schools authorized by the Los Angeles Unified School District. Among other things, the Chief Executive Officer will ensure that New Designs maintains a balanced budget and draft an annual budget proposal for Board review. In addition, the CEO oversees the development and implementation of all school programs and supervises the school Principals. Please see Element Five for complete job descriptions for our administration.

Current Board Members

A brief biography of the Board Members of New Designs Educational Group and the key executive officers who run the day-to-day operations of the charter management organization are presented below:

Andrea Cockrum, Board President

Ms. Andrea Cockrum recently retired as the President and CEO of the Fulfillment Fund, a non-profit educational organization providing opportunities to thousands of students in South Central Compton. She joined the organization in 1989 as its first Executive Director after ten years at UCLA as Executive Director of both SPRINT (Special Preventative Research and New Technology) and the Early Intervention Program for Developmentally Handicapped Children. Ms. Cockrum’s dedication to her community is exemplified by her career change from the profit sector to the nonprofit sector. The business skills and experiences she acquired in the business world have been helpful in building the Fund into the award-winning organization it has become. The Fulfillment Fund has over the years partnered with the LAUSD in providing college counseling, mentoring and scholarships to minority students.

Ms. Cockrum was recognized in 1999 by the Los Angeles Dodgers as a Dodger Hometown Hero, was one of the recipients of the 200 Women of Achievement Awards presented by the Century City Chamber of Commerce, received special recognition by the League of Women Voters in 2001 and received a Treasures of Los Angeles award from the Central City Association of Los Angeles in 2001.

Dr. Derek Asiedu-Akrofi, Board Secretary

Dr. Derek Asiedu-Akrofi is the Managing Partner in the Los Angeles based law firm of Akrofi & Akrofi, P.C. He is the head of the International Law practice group. The firm specializes in International Business, Project Financing and Immigration and Humanitarian Law.

He holds a master of Laws and Doctorate degrees in International Law and International Banking and Monetary Law from Columbia University School of Law, New York. He also holds an
additional Master of Laws in International Law from the University of British Columbia, Vancouver, Canada. He is a Professor of Law and Course Director at the International Law Institute, Washington D.C.; Geoffrey Wilson Fellow at University of Warwick School of Law and the Warwick Business School in the United Kingdom.

Derek Akrofi has served in various capacities, including, Legal Counsel, International Monetary Fund, Washington D.C., Executive Vice President Legal Affairs, Protocol Inc., New York, Member of the U.N. Committee of Experts on Debt Equity Swaps, constituted by the UN Centre of Transnational Corporations; The Fletcher School of Law and Diplomacy, Tufts University; and Boston University School of Law and Loyola Law School in Los Angeles. Derek Akrofi also has extensive experience in International Law, Anti-money Laundering, Financial Fraud, International Business and Consulting experience advising various companies and governments in Sub-Saharan Africa, the Caribbean, the Former Soviet Republics and Asia. He has also served as Legal Adviser on various international consulting projects including those sponsored by the World Bank, Asian Development Bank, USAID, (United States Agency for International Development), Austrian Development Cooperation, UNITAR (United Nations Institute for Training and Research), Kuwait Investment Authority and the Middle East Securities Training Center.

Mr. Diego Abba

Diego Abba is the Chief Operating & Financial Officer of Sleepy Giant, a fast growing technology and service provider, owned by the Texas Pacific Group and EMC (CAA). Diego has spent the last six years as a senior executive in the content and digital space, both in the US - developing the newly created position of VP Finance, Americas with Activision/Blizzard - and in Europe, serving as CFO of Zero9, a mobile content company, majority owned by InvestIndustrial.

Prior to these roles, Diego had advised extensively clients in media, technology and private equity for 9 years, both in the US and in Europe, at Bain & Company. Diego also lived and worked in Asia, where he started up Procter & Gamble Vietnam, as the head of the finance organization, after having contributed to the design and implementation of the global in-house bank, as Forex Manager Europe for P&G European Treasury, in Belgium.

Diego has previously served on the Board of MILES S.p.A., an Italian luxury company, leading the turn-around and the growth strategy. Diego holds an MBA from Cornell University and an MA in Business from Ca’ Foscari University in Venice, Italy (top grade) with a full academic year at UCLA; he is fluent in French and Italian, with a working knowledge of Spanish. Diego is married and shares with his wife the passion for contemporary art, traveling and fine dining both at home and around the world.

Kojo Essien, Board Member

Kojo Essien brings an international and business perspective to the Board. He has held executive roles with companies in the US and in Europe. His diverse background also includes
brief roles as a substitute teacher in both the West Covina and Compton Unified School Districts. Mr. Essien is a Broker and President of American Federal Funding, Inc. and CasaHome Realty Corp. He is also the president of Casa Por Menos (Home for Less), still working tirelessly in the provision of affordable housing to the Hispanic community in Southern California.

Key Management Team

Yaw O. Adutwum, PhD.

Prior to founding New Designs Dr. Yaw Adutwum served for ten years as Mathematics and Business Education instructor at the Los Angeles Unified School District (LAUSD) prior to founding New Designs. During the last ten years, he has served as the Chief Executive Officer of New Designs. As the Chief Executive Officer, he provides leadership over the educational and operational divisions of New Designs Charter Schools.

There are currently two New Designs schools comprising of New Designs -University Park, and New Designs Charter School-Watts. Both are 6-12 college preparatory schools with Career Pathways. All high school students attending New Designs must meet or exceed the UC/CSU “a-g” requirements prior to graduation.

In addition to his job responsibilities, he serves on various committees and boards, and has served as a Western Association of Schools and Colleges Committee Chairperson. Yaw has a PhD in Education Policy, Planning and Administration from University of Southern California (USC) with a major in International Education.

Paul Okaiteye - Director of Business Services

Paul Okaiteye is currently the Director of Business Services at New Designs. He has managed the finances of the schools for the past 10 years and has seen the budget grow from $1 million to $13.5 million. About two years ago he led acquisition of two school properties through bond financing for $20 million. He oversees all construction projects at New Designs. He has developed business and financial systems that ensure the smooth running of the schools. Paul has worked as a credit analyst and a portfolio manager for a number of financial institutions and a Design Engineer for a major utility company. Additionally, he worked with Washington Mutual as a Loan Officer prior to joining New Designs.

Paul holds a Master’s degree in Business Administration (MBA), with a concentration in Finance, from Pepperdine University. He is also a graduate of the University of Southern California School Business Management program. Paul has a Bachelor of Science in Electrical/Electronic Engineering and holds an Intermediate Level qualification from the Chartered Institute of Management Accountants (London) with managerial accounting emphasis.
Patrick Morris - Director of Strategy & Innovation

Patrick’s experience includes strategic global alliances and revenue transformation for some of the world’s most influential technology, entertainment, and professional services companies. Prior to joining New Designs, Patrick served as an investor, management consultant, start-up founder, and senior corporate executive in the corporate sector for more than 16 years, where he drove more than $250M in product and service line innovation, eCommerce strategy, and market expansion for clients, partners, and employers that include Best Buy, Dish Network, Apple, Microsoft, Netflix, Sony, and Whirlpool.

Patrick holds an MBA from The Anderson School of Management at UCLA, and a bachelor of arts in business administration from St. Mary’s College of California, and he is a member of the Los Angeles Venture Association (LAVA), the Association for Strategic Planning (ASP), the National Association of Management Consultants, the National Black MBA Association (NBMBAA), and the National Society of Hispanic MBAs (NSH MBA).

Anel Nevarez

Anel Nevarez began her educational career as an Elementary school teacher in 2001 at Magnolia Avenue Elementary School, and concurrently began her Master’s degree program at USC. She taught grades K, 2, and 5th during her time as a teacher while working on her degree in Counseling Psychology. She completed her degree in 2005 with a Master’s in Counseling Psychology, a Pupil Personnel Services Credential in School Counseling and School Psychology. In 2006 she began working as a School Counselor at The Accelerated School/Wallis Annenberg High School, where she worked from 2006 until 2012. In 2010 Anel received her preliminary administrative credential from CSU, Dominguez Hills. Anel began working for New Designs in February of 2012 as the Response to Intervention (RTI) Coordinator and Title III Coordinator, where she worked with At-Risk and English Language Learners. She also worked with parents through the English Learner Advisory Committee (ELAC) to inform parents about EL reclassification process. She is currently the Assistant Principal at New Designs Charter School-Watts.
ELEMENT FIVE: EMPLOYEE QUALIFICATIONS

**Governing Law:** The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b) (5) (E).

**EQUAL EMPLOYMENT OPPORTUNITY**

New Designs acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender 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, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**NCLB AND CREDENTIALING REQUIREMENTS**

New Designs shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

All employees must share the vision and mission of the New Designs and be committed to assisting the school to attain its goal of academic excellence for all students. New Designs will adhere to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony, and shall comply with the requirements for hiring of teachers and paraprofessionals as specified by the No Child Left Behind Act.

All teachers at New Designs shall be “highly qualified” and will be required to possess a CTC credential, permit or other document equivalent to that which a teacher in other public schools would be required to hold. All such documents shall be maintained on file and monitored to ensure that they are promptly renewed at the New Designs office and will be made available to the LAUSD for inspection upon request.

In addition to meeting all academic and experience requirements all employees must satisfy the following requirements before their first day of work:
• Medical clearance; must be free from TB and communicable diseases evidenced by a Manteaux skin test, or chest x-ray.
• Fingerprinting by Department of Justice (DOJ) at employee’s expense. No employee shall commence employment at New Designs until that employee has been cleared by the DOJ.
• Disclosure statement regarding prior criminal record.
• Documents for US employment authorization.
• Certificate of Clearance for non-core, non-college preparatory courses.

Job Descriptions and Qualifications

Chief Executive Officer: Role and Responsibility

• The Chief Executive Officer is the leader of the school and reports directly to the school’s Board. The individual will attend District administrative meetings as requested by the District and stays in direct contact with the District regarding changes, progress, etc.
• The Chief Executive Officer will be solely responsible for implementing the Charter, and the ultimate accountability for overseeing:
  o Authentic implementation of the school’s mission and educational program, consistent with the Charter
  o Compliance with all applicable state and federal laws and related regulations
  o Communication and reporting to the school’s Board
  o Development of an effective Educational Practice
  o Staffing needs and related hiring, evaluation, discipline, and/or dismissal of faculty and staff
  o School finances to ensure fiscal stability; and maintain up-to-date financial records
  o Communication with parents; oversee recruitment of new families and students, and assure families of academic growth
  o Monitoring enrollment and average daily attendance consistent with the Charter and related reporting
  o Student discipline and participate in the suspension and expulsion process, as appropriate
  o School’s Special Education program
  o Health and safety of students and staff
  o Community relations and positive public relations and effective interaction with media
  o Fund raising and grant writing activities
    In addition to the above the Chief Executive Officer will ensure:
  o Completion and submittal of required data/documents as requested or required by the Charter, the school’s Board, and/or the District
  o Establishment and maintenance of a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
  o Development of the school’s annual performance report and SARC
  o Timely submittal of the independent fiscal audit to the District Board of Education and the County Superintendent of Schools, the State Controller and the California Department
of Education

The above duties, with the exception of personnel matters, may be delegated or contracted as approved by the Board to a business administrator of the school or other employee, or to a contract service provider.

**Minimum Qualifications: Chief Executive Officer**

- Graduate degree (M.P.A., M.A., M.B.A, M.Ed., or equivalent) from an accredited college or university, preferably in the fields of Educational Management, Public Policy, Public Administration, Education Policy, or a related discipline
- Demonstrated ability to lead effective teams, effectively delegate responsibilities, and a commitment to contribute as a team player in a democratic learning community
- Excellent written and verbal communication skills
- Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students
- Positive references from previous employers

**Preferred Qualifications**

- Visionary leader that can inspire and model effective collaboration that contributes to a vibrant democratic learning community of educators.
- Minimum five years of verifiable experience performing program administration and professional-level analytical work.
- Minimum five years of verifiable experience working in elementary or secondary education
- Working knowledge of current issues in public education.

**Principal: Role and Responsibility**

The Principal will be responsible for establishing a positive school culture and high levels of student achievement. In addition he/she will be responsible for:

- Facilitating curriculum development, teacher selection, supervision and evaluation
- Working with Chief Executive Officer to determine faculty staffing needs and related hiring, evaluation, discipline, and/or dismissal of faculty
- Facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home
- Overseeing student discipline and participating in the suspension and expulsion process, as appropriate
- Creating a caring and safe learning environment and security of the school building
- Establishing and maintaining a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
- Monthly monitoring of Teacher credentials status
- Working with Chief Executive Officer to create an ongoing professional development strategy for faculty, consistent with individual professional development plans.
- Participating in Special Education meetings when necessary.
- Monitoring enrollment and average daily attendance consistent with the Charter and related
reporting
• Implementing student support programs,
• Supervising Office Manager and other support staff as assigned

Minimum Requirements
The principal should have not less than five years teaching experience preferably in an urban school setting.

Assistant Principal: Role and Responsibility
The Assistant Principal will be responsible for assisting the Principal to establish a positive school culture and high levels of student achievement. Among other things he or she will be responsible for:
• Facilitating curriculum development, and professional development
• Facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home
• Enforcing student discipline and participate in the suspension and expulsion process, as appropriate
• Creating a caring and safe learning environment and security of the school building
• Establishment and maintenance of a system to handle organizational tasks such as student records, teacher records, teacher credentialing information, contemporaneous attendance logs, purchasing, budgets, and timetables
• Working with Principal to create an ongoing professional development strategy for faculty, consistent with individual professional development plans
• Participating in Special Education meetings
• Monitoring enrollment and average daily attendance consistent with the Charter and related reporting
• Implementation of student support programs
• Supervision of the Office Manager and other support staff as assigned

Minimum Requirements
In addition to the requirements for teachers, the Assistant Principal must have taught for at least three years.

Administrative Staff
All other administrative staff must have:
1. Minimum of three years’ experience teaching in an urban and racially diverse school environment.
2. Excellent leadership abilities necessary to further the instructional program at New Designs.
3. Ability and willingness to involve parents and the community in the support of school programs.

Certificated Staff
The Principal through an interview process selects the counselor, teachers and classified staff. All teachers of core academic classes will possess a California State Teaching Credential or permit and must meet any other licensing requirements required of Charter School teachers in the Los Angeles Unified School District, including all “highly qualified” requirements of the No Child Left Behind Act, as applicable. In addition teacher applicants must have the following qualifications:

- Excellent technology skills demonstrated by the ability to integrate technology into instruction and willingness to advance technological skills
- Ability to work with urban students from diverse racial and cultural backgrounds.
- Ability and willingness to work as a member of a team
- Readiness to undertake fieldtrips
- Positive references from most recent place of employment or college
- A coherent, high-quality essay, written in response to our application

New Designs may also employ or retain non-certificated instructional support staff in any case where a prospective staff member has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in an instructional support capacity. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities. All non-instructional staff will possess experience and expertise appropriate for their position within the school as outlined in the school's staffing plan and the school's adopted personnel policies.

**Counselors**

The Counselor will:

- Assume the leadership role for managing and implementing the comprehensive guidance counseling program
- Will work with others to maximize opportunities for all students and direct their efforts toward making the school, the staff, and the curriculum sensitive to the developmental needs of students
- Be responsible for the systematic delivery of structured developmental guidance units to all students
- Work directly with students individually and in small groups to deal with unique or problem-centered concerns which require more privacy or attention than can be accommodated in structured guidance activities
- Will serve students indirectly by acting as a consultant to administrators, teachers, parents, and others to help them understand and respond to the developmental, emotional, and social needs of students
- Promote appropriate referral, placement, and follow-up activities

**Classified Staff**

Classified employees must share the vision of the school and must possess the skills and
experience that matches their job requirements. Classified Staff qualifications include steady, dedicated, good follow through, attention to detail, team player, able to take direction, self-motivated, self-starter.

**Executive Assistant**
The Executive Assistant performs a variety of staff duties to relieve the CEO and other administrators of details relative to clerical procedures and methods, or other areas of operations of New Designs.

**Typical Duties**
The Executive Assistant assists the CEO or other administrators by assuming responsibility for administrative details related to clerical procedures by performing a combination of the following duties:

- Develops and recommends procedures for the compilation, maintenance, and presentation of data and maintains data used to assist in the determination of policies, procedures, and programs
- Supervises the installation and maintenance of complex clerical procedures, including the preparation of instructions, dissemination of information, and functional supervision of the implementation of the procedures
- Prepares correspondence, reports, bulletins, and memorandums in relation to assigned projects and may review and edit material prepared by others
- Searches records and obtains information from other offices and agencies.
- Reviews a variety of reports, minutes, and correspondence, obtains related information needed by CEO
- Maintains the CEO calendar by arranging appointments, meetings, and personal appearances
- Screens the CEO’s mail, composes, organizes, and edits letters, memorandums, reports, and other materials originating in the Board Member's office from verbal instructions or upon initiative
- Establishes and maintains clerical procedures in the school’s offices
- Maintains confidential reports necessary for the operation of the office, and prepares digests of files as necessary
- Makes arrangements for the staff transportation, arranges hotel accommodations, and prepares travel expense claims for employees
- Composes, edits, and maintains controls on agendas, bulletins, reports, correspondence, and other material
- Receives and screens telephone calls and visitors and refers them to appropriate offices or personnel
- Prepares or supervises the preparation of timekeeping reports, requests for personnel action, supply requisitions, performance evaluations, and other documents
- Edits and publishes school newsletters

*Special qualifications include the ability to:*
  1. Exercise discretion in the dissemination of information
2. Interpret and clearly explain laws, rules, and policies  
3. Devise clerical and administrative procedures necessary to accomplish desired goals  
4. Speak and write English clearly and effectively  
5. Supervise and instruct clerical personnel  
6. Recognize and resolve problems related to computer user programs, equipment and basic network malfunctions.

**The Director of Business Services**

The Director of Business Services (DBS) is responsible for managing the business affairs of New Designs.

**Duties**

The DBS provides critical services for the effective planning and use of school resources. The candidate will work closely with our Fiscal Services Consultant and will be responsible for:

1. Reviewing payroll and any salary deductions as provided in school policy  
2. Analyzing school finances as requested by the Fiscal Services Consultant or CEO  
3. Ensuring the timely and accurate preparation of reports as requested by the Fiscal Consultant or CEO  
4. Keeping track of expenses as approved in the annual budget  
5. Requesting for all checks, drafts, and purchase orders required by the school  
6. Receiving and depositing all moneys accruing to the school  
7. Submitting necessary information to the Fiscal Consultant for the preparation of financial statements as often as requested by the Principal or the Fiscal Services Consultant  
8. Reviewing school improvement plans which provide for the transfer of funds between funding allotments or lease purchase contracts  
9. Evaluating all continuing contracts, including the principal and interest to be paid and making recommendations to the Principal and reports to the board as provided in board policy  
10. Supervising the school lunch accounting process and filing for reimbursement from the state  
11. Maintaining custody of insurance policy and programs as provided in school policy;  
12. Researching and writing grants as directed by the CEO  
13. Procuring all school equipment and supplies as directed by the CEO  
14. Preparing school meal counts, and processing and filing for school meal reimbursement from the California Department of Education  
15. Maintaining an inventory of all school assets  
16. Performing any other functions as directed by the CEO

**Knowledge, Skills and Abilities**

1. Excellent writing and communication skills.  
2. Considerable knowledge of information processing and networking practices.  
3. Considerable knowledge of computer operations and capabilities.  
4. Working knowledge of general business management practices.  
5. Ability to analyze and synthesize data.  
6. Ability to present complex information in a clear and concise manner.
7. Ability to work with foundations, community organizations and other public agencies.

**Director of Strategy and Innovation**

- Identify opportunities for innovation and new strategies in the organization
- Evaluate education trends at the global, national, state and local level and recommend strategies aimed at making New Designs a leader of education reform nationally.
- Provide data disaggregation, charts, graphic presentations, and written analysis of student demographic and achievement results
- Compile information and generate monthly and quarterly academic and accountability reports to aid teachers, principals and the members of the executive team.
- Analyze yearly state testing performance report for all New Designs Education Group schools.
- Schedule and facilitate monthly school performance appraisal analyzing Study Island, Renaissance, Benchmark Test and teacher grades as well as other indicators specified in school Action Plan as approved by the CMO
- Work with school sites to collect appropriate student data for standardized testing administration and external compliance reporting
- Assist with annual projects such as feedback collection and survey administration and analysis
- In partnership with the VP for Development develop a robust website that provides timely information to students, staff, parents, partners, donors and the entire community.
- Lead the development of new schools by writing charter petition that meets state and school district guidelines
- Frames, analyzes, and develops recommendations for strategic challenges facing the organization or a particular school and communicates recommendations to senior management.
- Assist the VP for Development in developing a marketing plan that furthers the strategic initiatives of New Designs Education Group.
- Coordinate community outreach efforts aimed at ensuring approval of new charters
- Oversee implementation of new initiatives as directed by the CEO. Current initiatives include IPAD implementation, e-evaluation, online learning platform and the development of a Middle College program.

**Qualification**

- The position requires tactical agility with a strong bias toward delivery.
- Willingness to learn and apply technological tools like Data Director, Focus, etc.
- Ability to manage and manipulate large amounts of data and generate charts using graphing software
- Knowledge in urban education opportunities a plus
- Experience in managing projects with multiple internal and external stakeholders
- Very strong analytical and problem solving skills
- Very strong communication and persuasion skills
- Ability to work in a fast paced environment and manage competing priorities
• Candidates must have a thoughtful and practical approach to problem-solving and a genuine passion for public education
• An MBA or Juris Doctor degree highly desirable
• Applicants with M.Ed. or Doctorate in Education must have prior corporate experience.

**Hiring Procedure**

All vacancies shall be advertised internally and externally. Vacancies shall be posted online at edjoin.org. In addition postings may be made in local and national newspapers where necessary. A panel of not less than three which may comprise of a teacher, staff, parent, student and a Board member, will conduct interviews.

**Recruiting Qualified Teachers**

Whenever vacancy occurs New Designs will hire highly qualified teachers who believe in our vision, mission and goals. As we have done over the years we will continue to use web-based resources such as www.edjoin.org, www.recruitingteacher.org, www.teachingjobs.com, and Monstertrak, as well as reach out to career centers at various universities in Southern California. By so doing we are able to select from a larger and more diverse talent pool. Teachers that are considered for hire will meet the obligations of the NCLB legislation and will be highly qualified and must have a bilingual credential or CLAD certification. Applicants will first go through a rigorous screening to ensure all criteria have been met. Group interviews will be conducted to narrow the focus with a view to selecting those with excellent collaborative skills.

A set of questions will be asked of each applicant probing into their knowledge and background of differentiation, classroom management, assessment, data analysis, and the state standards. The final candidates will be invited back to participate in the final interview.

**Evaluation of School Personnel**

Evaluations of all other school personnel are performed annually. Performance measures approved by the Board of Directors will be used to evaluate all school personnel.

**The Principal:**

Principal and other administrators are evaluated based upon:

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

**Counselors and Deans are evaluated based on the following:**

1. Progress in college admissions
2. Reduction of negative behaviors and defiance
3. Advancement of pro-social behaviors
4. Effectiveness of academic programming
5. Social-emotional wellness of students
6. Reductions in suspensions and expulsions.

**Classified Administrative Staff:**
All classified administrative staff is evaluated by the Principal based on their assigned responsibilities.

**Teachers:**
Teachers are evaluated based on:
- Student progress as referenced from assessment measures including state mandated assessments and CMO benchmark assessment.
- Effectiveness of teaching strategies.
- Performance of job duties.
- Knowledge of school curriculum.
- Meeting professional development goals.
- Effective participation in School programs and activities

**Classified Staff:**
The Principal or designee evaluates classified and other personnel based on completion of assigned job duties, and punctual attendance.

**Corrective Actions**
If an evaluation reveals poor job performance, a conference will be scheduled between the staff member and the administrative staff to develop a written action plan, detailing recommendations for improvement. The action plan will outline an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in due process and the grievance procedure as described in Element Eleven. Inability to improve job performance may lead to termination of employee.
ELEMENT SIX: HEALTH AND SAFETY PROCEDURES

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

**HEALTH, SAFETY AND EMERGENCY PLAN**

New Designs shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. New Designs shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

New Designs, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

Charter School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be
required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

New Designs will comply with all applicable safety laws. In order to provide safety for all students and staff, New Designs implements full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The New Designs Board shall continue to enact further policies that guide employees in the execution of their duties as well as any other prudent policies that provide for a safe and secure school.

These policies are incorporated as appropriate into the school's student and staff handbooks and will be reviewed on an ongoing basis in the school's staff development efforts and governing board policies. The school administrator will facilitate training during the ‘before school opening’ teacher trainings in the month of August. These trainings will include student medication policies, neglect and abuse reporting and other safety issues.

New Designs, at its own cost and expense, will be responsible for obtaining appropriate permits from the local public entity with jurisdiction over the issuance of such permits, including building permits, occupancy permits, fire/life safety inspections and conditional use permits, all as may be required to ensure a safe school and facilities for staff and students.

In addition to the information provided above, following is a summary of the health and safety policies of New Designs. A comprehensive set of policies is on file at the Charter School.

**Healthy Schools Act**

Among the many health and safety laws that need to be followed is the Healthy Schools Act—California Education Code Section 17608, which details pest management requirements for schools.

**Drug-, Alcohol-, and Smoke-Free Environment**

The Charter School shall function as a drug-, alcohol-, and smoke-free workplace.

**Facility Safety**

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities). The facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements,
and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

**TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

**Immunizations**

All students enrolled and staff will be required to provide records documenting immunizations to the same extent as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

**Student Medication**

New Designs adheres to Education Code Section 49423 regarding administration of medication in school.

**Vision, Hearing, and Scoliosis**

Students will be screened for vision, hearing and scoliosis. New Designs adheres to Education Code Section 49450, *et seq.*, as applicable to the grade levels served by the Charter School.

**Procedures for Background Checks**

The Principal of New Designs shall monitor compliance with this policy and report to the New Designs Board of Directors on a semiannual basis. A Board designee shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Child Abuse and Neglect Reporting**

Child abuse reporting laws (Penal Code Section 11166 *et seq.*) requires any public school employee who has reason to believe that a child has been subjected to abuse, to report the incident to the proper authorities. All New Designs employees will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by LAUSD. A mandated reporter shall make a report to an appropriate agency (Department of Child and Family Services) whenever the mandated reporter, in his or her professional capacity or within the scope of his or her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. The mandated reporter shall make an initial report by telephone to the agency immediately or as
soon as is practicably possible, and shall prepare and send, fax, or electronically transmit a written follow-up report within 36 hours of receiving the information concerning the incident. The mandated reporter may include with the report any non-privileged documentary evidence the mandated reporter possesses relating to the incident.

**Blood-borne Pathogens**

New Designs complies with all applicable state and federal laws and regulations regarding blood-borne pathogens and other potentially infectious materials in the workplace. The Board has established a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

**Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

**Comprehensive Discrimination and Harassment Policies and Procedures**

The Charter School is committed to providing a school that is free from discrimination and sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School maintains a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.
ELEMENT SEVEN: RACIAL AND ETHNIC BALANCE

**Governing Law:** The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. Education Code Section 47605(b) (5) (G).

**COURT-ORDERED INTEGRATION**

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratios. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted 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.

**NO CHILD LEFT BEHIND—PUBLIC SCHOOL CHOICE (NCLB-PSC) TRAVELING STUDENTS**

The District and New Designs 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. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). New Designs 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 memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

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

New Designs shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. New Designs shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at 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 Designs under the NCLB-PSC program increases in subsequent years, New Designs agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

**FEDERAL PROGRAM COMPLIANCE**

As a recipient of federal funds, including federal Title I, Part A funds, New Designs 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 Designs understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. New Designs 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 School wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

New Designs also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

New Designs makes 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 Designs conducts 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 target the University Park and Exposition Park areas. Meetings are held in several locations of the neighborhood in order to ensure all students in the area have an opportunity to attend the school. Open houses and school tours are conducted on a regular basis during the school year as well.

New Designs develops 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 are 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. Materials in languages other than English, such as Spanish, are 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 students are subjected to the admission procedures detailed in Element 8.
ELEMENT EIGHT: ADMISSION REQUIREMENTS

**Governing Law:** Admission requirements, if applicable. Education Code Section 47605(b) (5) (H).

**McKinney-Vento Homeless Assistance Act**

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

**Non-Discrimination**

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

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

New Designs shall admit all California students who wish to attend the school. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. New Designs will be non-sectarian in its educational programs, admissions policies, and all other operations, and will not charge tuition.

It is hoped that students who are able to function in, profit from, and contribute to the academic mission of the school will apply for admission. It is anticipated that majority of the students attending New Designs Charter shall be from the LAUSD. Students who attend New Designs are expected to understand the school’s education program and demonstrate a willingness to work hard to achieve an excellent education.
To be considered for admission to New Designs all students and their parents must complete an application form requesting for basic information such as name, date of birth, address, phone number, and previous school(s) attended. Students are asked to answer a few questions that would demand narrative answers such as:

- Why do you want to attend the New Designs?
- What is your favorite subject and why?
- How did you hear about New Designs?

The information gathered from the application form shall not influence the admission process in any way.

Public Random Drawing
Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, New Designs will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside within the LAUSD attendance area
2. Children or wards of founders, faculty and staff of New Designs (preference not to exceed 10% of total enrollment)
3. Siblings of students currently enrolled, or wards of their parent, in New Designs

In the event of a lottery, only applications received prior to the designated deadline are included in the public drawing. All students/parents who have applied for admission to the school shall be notified in writing immediately after the application deadline ends about the date for the public random drawing.

All students who do not gain admission to the school shall be placed on our waiting list. If vacancy occurs during the academic year the parent of a student at the top of the list will be notified immediately and offered the first chance to enroll. After students are accepted through the lottery process, they will be asked to complete a full enrollment application packet.

Enrolled Students
Students and their parents or guardians are invited to meet with a school employee to review the student handbook that includes information about the school policies. After reviewing the handbook, the student and parents may be asked to sign an enrollment agreement with each accepting to meet the school’s expectations.
ELEMENT NINE: ANNUAL FINANCIAL AUDITS

**Governing Law:** The manner in which annual, independent, financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority. Education Code Section 47605(b) (5) (I).

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

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school’s Calendar
- h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

New Designs shall hire a Certified Public Accountant (CPA) with experience in school district audits, certified by the State of California and on the State Controller’s approved list of education auditors, to conduct an independent fiscal audit of the school’s annual financial statement in accordance with generally accepted accounting principles and auditing standards and the applicable K-12 audit guide issued by the Controller of the State of California as applicable to charter schools as incorporated in the California Code of Regulations.

The final independent audit will be submitted to LAUSD, the Los Angeles County Superintendent of Schools, the State Controller, and the California Department of Education by December 15, following the close of the fiscal year. 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 Designs is a public record to be provided to the public upon request.
Attendance Accounting
New Designs will utilize the reporting procedures of LAUSD. Attendance accounting procedures will satisfy requirements for LAUSD, LACOE, and CDE. Classroom teachers will record daily attendance on attendance cards. When a student is absent from school, office personnel will verify absences. State school registers will be completed on a monthly basis documenting the month’s attendance. Required reports will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

The School will maintain written, state approved and contemporaneous records that document all pupil attendance and shall make records available for audit and inspection pursuant to Education Code Section 47612.5(a) (2). In addition, the school will certify that all its pupils have participated in state testing programs in the same manner as other pupils attending public schools as a condition of apportionment of state funding pursuant to Education Code Section 47612(a)(3).

Annual Programmatic Review
The New Designs will compile and provide to the district an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes specified in Element II and Element III.
- An analysis of whether student performance is meeting the goals specified in Element II. This data will be displayed on both school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the school's governing board during the year.
- Data regarding the number of staff working at the school and their qualifications.
- A copy of the school's health and safety policies and/or a summary of any major changes to those policies during the year.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of the school's internal and external dispute resolution mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal, and governance operations of the school relative to compliance with the terms of the charter generally.
ELEMENT TEN: SUSPENSION AND EXPULSION PROCEDURES

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

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

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

**NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for proving proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- if the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- if the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion.

Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code 49068 (a) and (b).

**OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may
include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil; unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun Free Schools Act.

New Designs recognizes the importance of discipline in the advancement of any institution of learning. It will therefore continue to institute discipline policies that enable the school establish a sound and peaceful learning environment devoid of major disruptions. New Designs has a comprehensive set of policies that clearly describes the school’s expectations for attendance, work habits, mutual respect and safety. Our discipline policy will emphasize prevention over punishment by emphasizing students’ emotional development, and respect and care for others. Each student’s Individual Learning Plan contains an assessment of the various discipline elements established by the school. During their weekly ILP meetings students participate in activities that help them understand the importance of good behavior in school and society.

Among other things, students:

1. Learn the importance of knowing and abiding by the school’s behavior code.
2. Learn the importance of not bringing to school extraneous equipment (radios, markers, mobile media devices, etc.) that would detract from the learning process.
3. Understand the advantages of being neat in appearance and appropriately dressed for school.
4. Learn about the necessity for protecting computers, other equipment, books and all school properties.
5. Learn about the importance of coming to school on time.
6. Learn to turn in homework and other assignments on time.
7. Understand the necessity for paying close attention to instruction in the classroom.
8. Understand the importance of bringing all required materials to class.

**Stakeholder Participation in Discipline**
The School will involve teachers, students and parents in the design and implementation of discipline. Through the Associated Student Body Council, students will annually review the school’s discipline and submit their recommendation to the School Leadership Council for action and approval. The School Leadership will forward their recommendation the Board of Directors for final approval.

**Intervention Strategies**
Any student who engages in repeated violations of the school’s behavior code will be required to attend a conference with their parents or guardian. During the conference a written agreement will be completed to specify the remediation strategies needed. The agreement will outline future student conduct expectations, timelines and consequences for non-compliance. Students who represent immediate threat to the health and safety of others will however be suspended or expelled.

**Suspension and Expulsion Policy and Procedures**
New Designs will regard suspension and expulsion as a last resort. This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 et seq. which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy,
corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for any of the acts enumerated below if such act is related to school activity or school attendance occurring at New Designs or at any other school at any other time including but not limited to:

a) While on school grounds;
b) While going to or coming from school;
c) During the lunch period, whether on or off the school campus; and
d) During, going to, or coming from a school sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of prescription products by pupils.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement
is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force or violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

r) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph
“Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure
Suspensions shall be initiated according to the following procedures:

1. Conference
Suspension shall be preceded, if possible, by a conference conducted by the Charter School Principal or the Charter School Principal’s designee with the student and whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in his or her defense.

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. The conference shall then be held as soon as the pupil is physically able to return to school for the conference. 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.

2. Notice to Parents/Guardians
At the time of the suspension, a New Designs employee 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.

3. Suspension Time Limits/Recommendation For Expulsion
Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension. Upon a recommendation by the Charter School Principal of expulsion, 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 upon either of the following findings:
   i) Whether the pupil’s presence will be disruptive to the education process; or
   ii) Whether 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. Interim class assignments for suspended students will be provided based upon an independent study contract.

Suspension Appeals
Appeals of suspension shall be made in writing to the Chief Executive Office who will review the suspension within 48 hours. If a suspension is overturned, one example of a remedy is that the student may be allowed to return to school promptly.

D. Expulsion of Students
A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Chief Executive Officer. The Administrative Panel (or “School Discipline Committee”) shall consist of at least three members, who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School’s governing board, and the CEO. The Administrative Panel may recommend for expulsion any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School’s Board, which will make the final determination.

E. Expulsion Procedures
A student recommended for expulsion is entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Charter School Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The hearing will be presided over by the School Discipline Committee, which will make a recommendation to a panel of 3 members of the Board. The hearing shall be held in closed session unless the pupil requests a public hearing in writing. Written notice of the hearing shall be forwarded to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the hearing;
2. A statement of the specific facts, charges and offense upon which the proposed expulsion is based;
3. A copy of New Designs disciplinary rules that relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status in New Designs to any other district in 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;
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 document evidence on the student’s behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Pane (Discipline Committee or Board Committee) 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 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.

G. 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 proceeding can be made.

H. 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 determination by the School Discipline Committee 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 no evidence shall be based solely on hearsay, sworn declarations may be admitted as testimony from witnesses of whom the Board or School Discipline Committee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm and are exception to hearsay.

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 witnesses shall have the right to have his or her testimony heard in session closed to the public when testifying at a public meeting as determined by the discipline committee would threaten serious psychological harm, including, but not limited to, video-taped deposition or contemporaneous examination in another place communicated to the hearing room by means of close-circuit televisions.

The decision of the School Discipline Committee shall be in the form of a written finding of fact to the 3-member panel of Board of Directors who will make a final determination regarding the expulsion. The final decision by the 3-member panel of Board of Directors shall be made within five (5) school days following the conclusion of the hearing. If the School Discipline Committee decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel
The Principal or designee following a decision of the School Discipline Committee to expel shall send written notice of the decision to expel, including the School Discipline Committee’s adopted findings of fact, to the student or parent/guardian. The notice shall also include the following:

a. Notice of the specific offense committed by the student; and
b. Notice of the student or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with the New Designs.

The Principal or designee shall send written notice of the decision to expel to the authorizer. This notice shall include the following:

a. The student’s name;

b. The specific expellable offense committed by the student.

J. Disciplinary Records
New Designs shall maintain records of all suspensions and expulsion of its pupils. Such records shall be made available for District review upon request.

K. Expelled Pupils/Alternative Education
Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. New Designs shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

L. Expulsion Appeal
Parents can appeal the expulsion decision to the full Board of Directors within 5 days of the decision to expel the student. The appeal will be heard by the full Board of Directors within 10 school days. The appealing parent must attend the meeting to present the appeal. The decision of the full Board of Directors is final.
M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment or functional analysis, and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student’s file, including the child’s IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

b. If the conduct in question was the direct result of the local educational agency’s failure to implement the IEP/504 Plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child’s disability.

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child’s disability, the IEP/504 Team shall:

a. Conduct a functional behavioral assessment or a functional analysis assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and

c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student’s disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Executive Director or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;

b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k) (7) (D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

The student’s interim alternative educational setting shall be determined by the student’s IEP/504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School’s disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

   a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child’s teachers, that the student is in need of special education or related services.

   b. The parent has requested an evaluation of the child.

   c. The child’s teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student’s disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.
ELEMENT ELEVEN: STRS, PERS AND SOCIAL SECURITY COVERAGE

Governing Law: The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. Education Code Section 47605(b) (5) (K).

Retirement Coverage
All certificated employees are covered by STRS, while all classified employees who work twenty (20) hours or more are covered by OASDI. All other employees participate in Social Security only. STRS and PERS contributions are submitted through LACOE. New Designs assures it shall submit necessary retirement contribution information in a format acceptable to LACOE. The Director of Human Resources is responsible for ensuring that appropriate arrangements for retirement coverage have been made for all employees.

A. STRS: All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage currently 8.0% of salary, and New Designs will contribute the employer’s portion (currently 8.25%) required by STRS. All withholdings from employees and the High School will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

B. OASDI, PERS and Others
New Designs will participate in OASDI for all non-STRS eligible employees. The New Designs Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Employees Retirement System (PERS), and to coordinate such participation with existing programs as it deems appropriate.
Job applicants for positions at New Designs shall be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at New Designs will not be covered by his or her respective collective bargaining unit agreement.

Work Basis
Employee work calendars, hours per week, and vacation time are determined in individual employment contracts. The administrative staff on average works a calendar year of 12 months with a standard week of approximately 40 hours. Teachers in general work a calendar year of 10 months with a standard week of approximately 38 hours, including instructional hours, meetings, and professional development (teachers may work some 40-hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Employee Contracts
All employees will be individually contractually rated in per our salary schedule, which is
competitive with 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. Employee contracts are year-to-year, renewable in June. Employees have the right to organize.

**Sick and Personal Necessity Days**
Eligible employees will receive not less than 10-paid sick and personal necessity days each contract year. Full time employees will earn sick days at the rate of one day per month. Eligible part-time employees will be provided with a portion of the sick days that corresponds to the number of hours worked. All unused sick days may be banked and rolled over at the end of each year.

**Bereavement Days**
Full-time employees are provided with three bereavement days (five bereavement days when out-of-state travel is required) for immediate family members. Family members is defined as members of the employees or spouse’s immediate family, which means spouse or co-habitant who is the equivalent of a spouse, parent (includes in-law, step and a grandparent of a cohabitant), child (includes son/daughter-in-law, step and foster child, and child of a cohabitant), grandchild (includes grandchild of spouse, step grandchildren, and grandchildren of cohabitant), brother, sister, or any relative living in the employees immediate household.

Mandatory benefits such as workers compensation, unemployment insurance, Medicare, and Social Security (for non-STRS members) are provided by New Designs. Health benefits are also provided to eligible full-time employees.

**Code of Conduct**
Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing New Designs. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, and innuendos related to gender, sex, race, ethnicity, religion, age, disability, and sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

**Due Process**
All staff members have due process rights that include:
- Right to just cause discipline and dismissal
- Right to mediation and a fair hearing when necessary
- Right to appeal before a free state arbitrator (offered to small school districts)
- Right to binding arbitration conducted by a paid arbitrator.

**Grievance Procedure**
If an employee has a grievance, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort will be included in the personnel file. If the good faith effort is unsuccessful, the employee should submit a written complaint to the
Board. The Board will schedule a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties will excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision as established by a majority vote of the members of the Board hearing the grievance will be rendered within ten 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 working days of the last committee hearing, or as soon thereafter as is practicable. Any additional proceedings will be completed as soon as practicable. The decision of the Board will be final. If the attempt to resolve the grievance through the hearing process is not successful, professional mediation or legal intervention may be necessary. If the grievance is a complaint of discrimination, action will be taken within 24 hours through an investigation and initial report. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

**Corrective Action**

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, excessive tardiness and/or absenteeism, or non-performance of job duties, corrective action will include a verbal warning, written warnings, and finally:

- One-day suspension without pay
- Five-day suspension without pay
- Dismissal.

Verbal and written warnings regarding unsatisfactory action will become part of the employee’s personnel file. Written warnings will include specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. Employees always have the right to engage in due process and/or the grievance procedure at any point in the process.
ELEMENT TWELVE: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

_Governing Law:_ The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. *Education Code Section 47605(b) (5) (L)._ 

Pupils who choose not to attend New Designs may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT THIRTEEN: RIGHTS OF DISTRICT EMPLOYEES

_Governing Law:_ A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. _Education Code Section 47605(b) (5) (M)._  

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT FOURTEEN: MANDATORY DISPUTE RESOLUTION

**Governing Law:** The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. *Education Code Section 47605(b) (5) (N).*

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

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

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

   **To Charter School:**  
   New Designs  
   c/o School Director  
   2303 Figueroa Way,  
   Los Angeles CA 90007

   **To Director of Charter Schools:**  
   Charter Schools Division  
   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 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

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

Disputes Arising Within New Designs
Disputes arising from within the New Designs, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and board members of the school, shall be resolved pursuant to policies and processes developed by the school.
ELEMENT FIFTEEN: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

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

New Designs is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT SIXTEEN: CHARTER SCHOOL CLOSURE PROCEDURES

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

Revocation of the Charter

The District may revoke the Charter if New Designs 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 Designs if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- New Designs committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- New Designs failed to meet or pursue any of the pupil outcomes identified in the Charter.
- New Designs failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- New Designs 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 New Designs in writing of the specific violation, and give New Designs a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

Closure Action

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

Closure Procedures
The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to New Designs, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Upon the taking of a Closure Action by either the governing board of New Designs or the LAUSD Board of Education, the governing board of New Designs shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how New Designs will fund these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of New Designs  
   Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.

2. Parents, guardians, and/or caretakers of all students currently enrolled in New Designs within 72 hours of the Closure Action. New Designs shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). New Designs shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which the school participates. New Designs shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, New Designs shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). New Designs shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. New Designs shall send written notification of the Closure
Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All school employees and vendors within 72 hours of the Closure Action. New Designs shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents and, legal guardians may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

New Designs shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birth date, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.

4. New Designs must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher grade books, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of
apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

New Designs 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.

New Designs shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by New Designs will be the responsibility of New Designs and not LAUSD. New Designs understands and acknowledges that New Designs will cover the outstanding debts or liabilities of New Designs. Any unused monies at the time of the audit will be returned to the appropriate funding source. New Designs 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 Designs participates, and other categorical funds will be returned to the source of funds.

New Designs shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

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

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

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

1. 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 the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

New Designs shall retain sufficient staff, as deemed appropriate by the New Designs governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

New Designs’ governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the method by which the school will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

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

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).
This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end New Designs’ right to operate as a charter school or cause New Designs to cease operation. New Designs and the District New Designs agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore 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.
ADDITIONAL PROVISIONS

Budget

_Governing Law_: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first-year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. _Education Code Section 47605(g)_.

The New Designs financial plan includes a budget and forecast for the next five years of operation, including monthly cash flows. Revenue entitlements have been calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through twelve typically available to a High School based on characteristics of the school’s programs and student make-up.

Administrative, Business and Financial Services

_Governing Law_: The manner in which administrative services of the school are to be provided. _Education Code Section 47605(g)_.

The New Designs is responsible for its own financial (accounting, budgeting, and payroll) and personnel services. Given the capital requirements needed to maintain technology, the school shall solicit contributions from community members, industry and charitable organizations.

The school contracts with Bali Business Management to undertake all services such as, budgeting, drafting of fiscal policies and procedures, fiscal reporting, account code structure development and implementation, and payroll services. Other services shall include tax preparation, banking services, financial planning, and attendance accounting. Bali Business Management will monitor our adherence to the fiscal laws and regulations governing charter schools. The firm currently provides fiscal consulting services to New Designs, which has been in operation for almost ten years.

Bali Business Management is a business-consulting firm that provides business services to charter schools. The principal of the firm has over 27 years of business management experience, including over three years of business management for the Accelerated High School in Los Angeles. Bali has consulted for several fiscally independent charter schools in California on the legislative intricacies of charter public schools and how they apply to daily operational procedures.

Food Service Program

Eligible students will be provided meals for free or at a reduced price through approved vendors. Any food service provider selected will agree to the inspection of its premises by County Department of Health Services.
Payment of Taxes and Other Obligations

New Designs will report to federal and state taxing authorities as required by law. The school will be responsible for payment of Social Security and all other applicable taxes.

The New Designs shall conduct all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. The School shall provide the Los Angeles Unified School District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Specifically New Designs shall submit two interim reports prior to the end of the year as well as a final end of year financial report on a form to be provided by the school district. The Unaudited Year-End Actuals will be submitted by the deadline to be specified by District staff usually within two to three weeks after the close of the fiscal year.

Facilities

_Governing Law:_ The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. _Education Code Section 47605(g)._ 

**District-Owned Facilities**

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

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and 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. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees 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:** Charter School 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 and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

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

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

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

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

- **Maintenance & Operations Services:** In the event LAUSD agrees to allow Charter School 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 Charter School.

  (i) **Co-Location:** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow Charter School, 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 Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
• **Real Property Insurance**: Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Facility Status**: The charter 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. Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. 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**: The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, 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.

**Pest Management**: Charter School shall 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).

**Asbestos Management**: Charter School shall 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.

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

**A. Insurance**

**Insurance Requirements**

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured’s and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

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

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

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

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

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, 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 Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and
against any and all claims, damages, losses and expenses including but not limited to attorneys’
fees, brought by any person or entity whatsoever for claims, damages, losses and expenses
arising from or relating to acts or omission of acts committed by Charter School and/or its
officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify,
defend and hold harmless “the LAUSD and the Board of Education and their members, officers,
directors, agents, representatives, employees and volunteers, for any contractual liability
resulting from third party contracts with Charter School’s vendors, contractors, partners or
sponsors.

B. Fiscal Matters

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

Cash Reserves
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as
provided in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services
In the event that Charter School owes funds to the District for the provision of agreed upon or fee
for service or special education services or as a result of the State’s adjustment to allocation of
special education revenues from Charter School, Charter School authorizes the District to deduct
any and all of the in lieu property taxes that Charter School otherwise would be eligible to
receive under section 47635 of the Education Code to cover such owed amounts. Charter School
further understands and agrees that the District shall make appropriate deductions from the in
lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be
insufficient in any fiscal year to cover any such costs, Charter School agrees that it will
reimburse the District for the additional costs within forty-five (45) business days of being
notified of the amounts owed.

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

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

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

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

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

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

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

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